

**ELEMENTARY SCHOOL TEACHER DEVELOPMENT:
A STUDY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES
IN TURKISH SCHOOLS**

by

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ABSTRACT

ELEMENTARY SCHOOL TEACHER DEVELOPMENT: A STUDY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN TURKISH SCHOOLS

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This study examined elementary school teachers' perceptions of teacher development practices in Turkey. A survey was used to collect the data. Results, based on 313 questionnaires completed by public elementary school teachers in Ankara province, Turkey, indicate that elementary school teachers do not have enough access to in-service training activities.

A large majority of teachers believe that administrators and supervisors are available in giving assistance and instructional support when teachers have problems and concerns. However, they also think that evaluation reports prepared by the administrators and supervisors are not very encouraging in enabling them to grow professionally.

The results show that teachers are open to discuss their professional problems and concerns, and offer each other help when it is needed. However, most teachers reported that there was not a structured time slot in their school for this purpose. Even though teachers believe that making observations in other colleagues' classrooms help them to become better teachers, they also reported that they do not invite each other to their classrooms for observations.

Most teachers said that interaction among teachers and exploration of ideas, sharing experiences, difficulties, concerns and problems, sharing instructional materials are useful for teachers' professional and personal development, and they also believe that teachers should be given opportunities to share their ideas with others.

Overcrowded classrooms, inadequate teaching materials, lack of opportunities for professional growth, working with children with social or emotional problems, and lack of professional autonomy were the most frequently cited problems and concerns teachers face in their classrooms.

Respondents strongly pointed out that without solving the economic problems, teachers could not concentrate on their professional development. Many teachers, for example, pointed out that in order for teachers to be able to attend professional conferences, meetings, or workshops, they need to have sufficient salaries which would allow them to allocate funds for these activities. Thus, economic problems, teachers feel, is an important barrier preventing teachers' professional growth.

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Chapter I

INTRODUCTION

Teachers and the quality of their teaching are much in the news today both in the United States and in Turkey, and are likely to keep their significance in the near future. Current studies in the United States (The Holmes Group, 1986) tell us again and again that student performance will not improve if the quality of teaching is not improved. However, the quality of teaching in schools cannot be significantly improved without improving the quality of teachers. A teacher who has opportunities to learn and to grow can provide more opportunities for young people (Loucks-Horsley et al., 1987). Therefore, supporting the continual development of teachers is important to improving the quality of teachers and the quality of their teaching.

Working with people is a complicated matter since every individual has a unique personality, as a result of having different backgrounds, physical characteristics, and life experiences. In the field of education this issue becomes more important. Besides the characteristics mentioned above, teachers also have different personalities, different family backgrounds, different educational backgrounds and different experiences which form their educational philosophies and teaching styles. Since teachers interact with other people--other teachers, administrators, supervisors, parents, and students--their philosophies and styles influence, and are influenced by, the people around them.

Teachers have different interests; these interests should be used in productive ways by giving them appropriate guidance and support. Teachers

should be encouraged to interact in a productive way, articulating their philosophy, sharing ideas, and helping each other to develop (Little, 1982, 1984; Rosenholtz, 1991). The lack of professional communication between administrators, supervisors and teachers, and among teachers, may pose one of the main problems in the school culture, in terms of professional growth. Therefore, as Fullan (1982) emphasizes, teachers should not be left alone; nor should they leave each other alone because school improvements begin with teachers, not with specific ideas, curriculum or organizational or structural changes (Lieberman & Miller, 1984b).

The issue of teacher development has been addressed to a limited degree in Turkish education literature. Up to now, the focus was more on the pre-service training of teachers, with little emphasis on in-service training. Whenever there has been a complaint about the quality of education, remedies have been directed toward the educational programs at teacher colleges.

However, the questions of how teachers improve themselves, how they help each other in this process, and what kind of assistance they get from administrators and supervisors have not been closely investigated. How much access teachers have to in-service training and how useful it is for them in practice has also not been addressed adequately. These questions usually were answered by administrators at the top of the hierarchy in the centralized educational system, but teachers' perceptions of the issue usually were not investigated.

Researchers, administrators from the Ministry of Education, and educators from universities and other institutions have emphasized the need for and significance of teacher development. However, what needs to be done is usually not clear because teachers' opinions and needs are not well described. The recent

Turkish literature on teacher education has dealt with the inadequacies in the preparation of teachers in the teachers' colleges. However, little attention has been devoted to teachers' professional development while they are in a teaching/learning setting. Teachers have not been asked about their needs, problems, and concerns. Moreover, teachers' perceptions of their professional development opportunities, and whether they are aware of the resources they have in their own schools are not known. Therefore, this study investigated teachers' perceptions of teacher development practices in Turkey while trying to answer the above questions, and finding out more about teachers' perceptions of their own professional development.

Purpose of the Study

The purpose of this study was to examine elementary school teachers' perceptions of teacher development practices in Turkey. The study also attempted to explore the professional relationships among teachers, between teachers and school administrators, between teachers and supervisors; and the availability and usefulness of current in-service training activities. With this information, recommendations for teachers' professional development opportunities are made.

Research Questions

The purpose of this study was to answer the following questions:

- 1- What are teachers' perceptions of professional development opportunities that exist in the Turkish elementary schools?
 - 1a. What are teachers' perceptions of the availability and usefulness of current in-service activities (e.g. courses and workshops)?
 - 1b. What are teachers' perceptions of their professional relationships with administrators and supervisors in the school/teaching

environment in terms of sharing with and learning from one another?

- 1c. How do teachers engage with each other for the purpose of each other's professional growth?
- 2- To what extent do elementary school teachers believe that various teacher development opportunities help them to improve their instructional practices in the classroom?
- 3- What are the perceived problems and concerns of teachers?
- 4- What are teachers' recommendations for their own professional growth?

Significance of the Study

This study may provide some fresh insights for decision-makers in Turkish schools and in the central organization, and help them to see the need for teacher development and to take some measures to improve it. In addition, this study may provide some insights for elementary school supervisors in terms of their role in relation to teacher development and help them become aware of the kind of supervision teachers would prefer. Therefore, this study is an important contribution to the efforts to develop teachers professionally and to improve teaching quality in the Turkish educational system.

Definition of terms

Staff development: The term "staff development" commonly refers to job-related activities supported by the school or district (Howey, 1985) which aim at school-wide goals for staff. Staff development is the sum of all planned activities designed for the purpose of promoting the professional growth of teachers, by improving, expanding, and renewing their skills, knowledge, and abilities.

Professional development: “Professional development” of teachers can be defined as engaging teachers in a wide variety of opportunities for their individual growth in knowledge and skills within the education profession (Loucks-Horsley et al., 1987).

In-service training: The term “in-service training” applies to structured and planned activities designed to improve the quality of services rendered by employees. In education, its overriding purpose is improvement of instructional practices.

Supervision: “Supervision” can be defined as the direction and critical evaluation of instruction. While both in the US and in the Turkish literature the main purpose of supervision is stated as providing leadership to teachers for the improvement of instruction including the stimulation and professional growth and development of teachers, in the Turkish context supervision usually refers to such activities as observing, inspecting and evaluating to be sure teachers and schools follow regulations regarding curriculum, materials, and teaching methods as established by the central government.

Mentoring: “Mentoring” is a one-to-one activity in which an experienced person helps, teaches, sponsors, encourages, listens to, and guides a less experienced person for the purpose of his/her personal and professional development. In educational settings, the relationship takes place between an experienced teacher and a beginning teacher (or a “new to system” teacher) who trust each other, have respect for each other, are willing to work together, work in the same place, and teach similar grades/subjects. This relationship takes place in a (generally) non-evaluative and non-threatening environment.

Peer coaching: “Peer coaching” is a teacher-to-teacher interaction in which the two colleague teachers observe each other, and give each other constructive criticism and feedback. This one-to-one relationship between two colleagues takes place in a non-evaluative and non-threatening environment where the power differences are minimized and the participants have the same status. The purpose of this relationship is improving each others’ instructional skills, developing new strategies and techniques. Peer coaching programs are designed to help teachers become more effective at what they do.

Organization of the Chapters

The study is organized into five chapters. Chapter I discusses the rationale for exploring elementary school teachers’ perceptions of teacher development practices in Turkey. The research questions are also presented in this chapter. The next chapter, Chapter II, the review of the literature, presents a critical examination of research papers, articles, and books that specifically address the topics of mentoring and peer coaching. A general review of staff development activities, adult learning, stages of development of teachers, problems faced by teachers, teachers’ relationships with the others in the school environment, a comparison of peer coaching and mentoring programs, a brief overview of the Turkish educational system, problems with teachers’ pre-service education, and research conducted on in-service activities are also presented in Chapter II. The methods used for sample selection, design of the data collection instrument, data collection and data analysis are explained in Chapter III. The results of the questionnaire are presented in the fourth chapter, and this is followed by

Chapter V which includes a discussion of findings as well as a discussion of the implications for practice and future research.

Chapter II

REVIEW OF THE LITERATURE

The purpose of this study is to examine elementary school teachers' perceptions of the availability and usefulness of teacher development opportunities in the school. Therefore, the literature review begins with an analysis of staff development activities, adult learning, stages of development of teachers, and beginning teachers' problems. This is followed by a review of mentoring and peer coaching activities. The last section attempts to make a comparison between mentoring and peer coaching techniques.

The concept of professional development, defined as the knowledge, skills, abilities and necessary conditions for teacher learning on the job (Lieberman & Miller, 1992) has been one of the most important factors in improving education efforts. Much recent literature on the improvement of the teaching profession suggests that professional development is a necessity for better teaching and better schools (Bolin, 1987; The Holmes Group, 1986; Zumwalt, 1986) because "If the teacher is also learning, teaching takes on a new quality" (Bruner, 1960, p. 90). Therefore, to improve the quality of teaching, teachers should be given opportunities to grow professionally.

Another reason for the need for professional development of teachers is that teachers are often not fully or properly trained in teacher colleges. In other words, people are not getting the professional preparation they need. Partly because of declining enrollments and multiple subject areas at the elementary

school level, many teachers are teaching in subject areas for which they have limited preparation. Rosenholtz (1985) suggests that teachers are inadequately prepared to meet current educational demands. She further argues that there is a need to upgrade the skills of a teacher workforce and adds that “after five years, there is little relationship between teachers’ years of experience and their classroom effectiveness” (p. 350). As a result of this, teachers may get frustrated, feel helpless, and may lose their self-esteem. As teachers become unhappy workers, they may feel incompetent and unproductive in their teaching and may leave their profession. At this vulnerable stage, they should be given professional help, so that they can do something about the situation they are in, by getting involved in professional/educational activities, and by improving their knowledge to become better teachers.

Finally, professional development is needed because professional success usually generates greater professional success (Rosenholtz, 1985). When teachers experience success, they gain greater confidence in their own abilities to make a difference in the lives of their own students. As a result they look for other ways to make themselves even more effective.

Staff Development Activities, Human Development, and Adult Learning

Much research has found that even though there are specialized subject matter courses in the methods of teaching, and opportunities to practice teaching in school settings, beginning teachers frequently report that they never acquired the knowledge or the skills they need (Stallion & Zimpher, 1991). Staff development is one of the most promising ways teachers can improve instruction and reach their full potential. It is suggested by Batesky (1991) that teachers who participate in staff development activities tend to practice what they learn.

Research also indicates that most teachers are able to acquire skills and strategies previously absent from their teaching practice (Showers, 1983).

Dillon-Peterson (1981) defined staff development in the following words:

Staff development is a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim better learning for students and continuous, responsible self-renewal for educators and schools. (p. 3)

Some researchers (Glassberg & Sprinthall, 1980; Sprinthall & Thies-Sprinthall, 1980) claimed that growth is not automatic but occurs only with appropriate interaction between the human and the environment, such as role-taking, peer supervision, and the gradual peer leadership. The interactions can take place in an educational setting where staff development programs are organized to enhance what has already been learned or to introduce what needs to be learned about current educational practices.

Howey (1985) stated that the degree of understanding teachers have of their own behavior and how they have changed over time is directly related to the nature and quality of interactions they have had in school. He suggests six specific purposes for staff development:

- a- pedagogical development,
- b- understanding and discovery of self,
- c- cognitive development,
- d- theoretical development,
- e- professional development,
- f- career development. (p. 59)

One of the approaches to the study of teacher career development addresses the teacher as an adult learner. It is based on the theories and concepts of cognitive development which assume that human development results from changes in cognitive structures. According to Veenman (1984), the quality of the

internal, mediating, cognitive process varies by age and stages of development. Glassberg and Sprinthall's (1980) work shows that there is a relationship between stages and different behaviors. They claim that teachers at higher, more complex stages of human development appear more effective than peers at lower stages. In other words, teachers at higher developmental levels function more effectively. If teachers at higher developmental levels are more effective, educational programs can be created/designed to promote such development. Some research on teacher effectiveness indicates that teachers at higher cognitive developmental levels function better in the classroom and may be more flexible, stress tolerant, and adaptive than teachers at lower cognitive developmental levels (Glassberg & Sprinthall, 1980). Glassberg and Sprinthall's work appears to be important because it reveals that a better understanding of the developmental differences among teachers may help us better understand the structure and content of teachers' problems.

Gordon (1991) stated that cognitive, ego, and social development do not stop when a person reaches adulthood. There are some generally accepted principles for facilitating adult learning regardless of one's stage of development. The following assumptions have been supported by research findings:

- 1- Adults are motivated to learn as they experience needs and interests that learning will satisfy;
- 2- Adult orientation to learning is life-centered;
- 3- Experience is the richest resource for adult learning;
- 4- Adults have a deep need to be self-directing;
- 5- Individual differences among people increase with age (Knowles, 1978, p. 31).

These principles constitute the foundation stones of modern adult learning theory. In organizing activities for adults, their needs and interests should be the starting point, and adults should experience these in real life situations. In addition, since individual differences among people increase with age,

differences in style, time, place, and differences in pace of learning should be considered in adult education programs.

Developmental Stages

One approach to studying and shaping teacher professional development is to address teachers' stages of concern (Fuller, 1969; Fuller & Bown, 1975). Fuller examined the developing concerns of small groups of prospective teachers and reexamined the findings of other investigators to discover what teachers were concerned about and whether their concerns could be conceptualized in some useful way. According to her findings, teachers progress through developmental stages, starting with the initial stage of simply surviving the transition from student teachers to full-time instructional leader in a classroom. Her classification of teachers' concerns consists of three stages: a survival stage, a mastery stage and an impact stage.

The first phase involves survival concerns, which are about one's adequacy and survival as a teacher, class control, being liked by pupils, and being evaluated. Varah, Theune, and Parker (1986) also report that new teachers develop a survival mentality, which fits into Fuller's survival stage, and that they have to learn to swim very quickly or sink. Katz (1972) indicates that the discrepancy between anticipated successes and classroom realities intensifies feelings of inadequacy and unpreparedness. She recommends that during this period the teacher needs support, understanding, encouragement, reassurance, comfort, and guidance.

The second phase, the mastery stage, includes concerns about development and mastery of teaching skills. These are concerns about limitations and frustrations in the teaching situation, methods and materials, and mastery of skills within the teaching learning situation. The third phase, the impact stage,

reflects concerns about pupils, their needs, their growth and development, and relating to them as individuals.

From a developmental perspective, the early self-oriented concerns, which Fuller (1969) defines as the perceived problems of student teachers or beginning teachers, are characterized as less mature and desirable than the later pupil-oriented concerns, which are defined as perceived problems of experienced teachers. Fuller believes that later concerns cannot emerge until earlier concerns are resolved. The experience of becoming a teacher, she claims, involves coping with all three stages. The importance of this classification is that her conceptualization of the problems experienced by teachers can be viewed as a basis for conceptualizing programs of teacher education. This is also what Glickman (1981) tried to account for in his work on developmental supervision. He theorized that different levels required different approaches to the individual.

Questions on the content of professional development or the appropriate sources of professional development can be answered easily when it is understood that there are multiple ways for teachers to learn from each other. In a study conducted by the Rand Corporation (Berman & McLaughlin, 1978), which examined 293 federally funded school improvement programs, one of the basic assumptions proposed for effective staff development was recognition of teachers' clinical expertise, and their participation in project decisions. It was suggested that teachers' expertise is used in place of outside consultants. Berman and McLaughlin stated:

Project staff typically saw the assistance offered by outside consultants as too general, untimely, and irrelevant to the problems of their classrooms. ...Teachers, who are the closest to the problems and progress of project activities, are in the best position to suggest remedies for perceived deficiencies. Moreover, where project activities and objectives reflected significant teacher input, the staff were more likely to invest the considerable energy needed to make the project work. The project, in short, was "theirs." (p. 27-29)

Teachers' Relations With Others: Isolation/Loneliness and Uncertainty

Although teachers' expertise is important in their own development, the potential that they have is not always used because teachers' work conditions do not allow this or the teachers themselves are not aware of their own expertise. There are some common factors that prevent teachers from being cooperative and helping each other by using their own expertise. This is called teachers' loneliness (Lieberman & Miller, 1984b; Sarason, 1982). Teachers rarely share their classroom experiences, which they view as private, with their fellow teachers. This common characteristic of teachers, and their sensitivity to talking about their classroom life, isolates them from the outside world and makes teaching lonelier.

There are many reasons for teachers' sensitivity to their classroom life. As Lieberman and Miller (1984b) say "They gain security of not having to face their failures publicly and losing face" (p. 9). On the other hand, however, they miss the opportunity to display their successes. By having their own territory, which is the classroom, and keeping it private, teachers isolate themselves from their peers. When the experience is not shared, help is not offered and isolation is the norm, teachers' practice tends to become conservative, self sufficient, and individualistic (Lortie, 1975). This deprives them of interactions with other people, especially other teachers, and makes them resistant to their own development. As a result they may be less open to other ideas and have little experience in sharing, experimenting and adopting ideas to their own classroom.

Although increased professional dialogue and support are in many ways essential for professional growth (Garmston, 1987), teachers rarely discuss what worked in their classes. They share neither their successes and achievements, nor their failures. Teachers do not have time for (or their culture does not

support) reflection or analysis, either individually or collectively, about what they are doing. Being private has a long tradition (Lieberman & Miller, 1984b), and teachers seldom invite each other into their classes. More importantly, observation is risk-taking to teachers who tend to equate it with evaluation. This lack of peer support and interaction prevents the improvement of their morale and skills.

According to Fullan (1982) one of the predominant feelings that characterizes the psychological state of teachers and teaching is uncertainty. He says “teachers are not sure that they can make all students learn, nor are they sure whether they have made any difference at all” (p. 109). Lieberman and Miller (1984b) have similar observations. They state that “a teacher does his or her best, develops curricula, tries new approaches, works with individuals and groups, and yet never knows for sure what are the effects” (p. 2).

All of these factors show us two important issues regarding teachers’ professional development. First of all, teachers are usually all by themselves, they don’t have anybody but themselves to rely on. Teachers have resources and potentials. However, their resources are not often used, because, most of the time, teachers are not aware of the resources they have in their own hand, ready to be used, or do not know how to make best use of it. Secondly, teachers need professional guidance and support to enable them to be better teachers and also to enjoy teaching.

Two Ways for the Professional Development of Teachers: Mentoring and Peer Coaching

In order to provide professional communication among teachers and to guide them to use their own resources, creating an environment in which sharing

and supporting each other, helping each other are the basic norms is essential. As a result, teaching becomes fulfilling, rewarding, enjoyable, and satisfactory profession. Two related techniques seem most appropriate for creating such an environment; mentor teaching and peer coaching.

Darling-Hammond (1987) suggests that the surest way to improved instruction is a formal system of teachers helping teachers. She states that “Every recent evaluation of the growing number of mentor teacher programs underscores the usefulness of having teachers help other teachers.” (p. 5). She is echoed by Futrell (1988) who suggests that effective instruction requires systematic school-wide programs in which all teachers help all teachers.

It has also been argued that professional development should be an ongoing process as part of daily teaching (Lieberman & Miller, 1992). As part of this ongoing process, mentor teaching and peer coaching can be viewed as different ways for professional development where not only beginning and experienced teachers are involved in professional relationships but where all teachers – new, experienced, and expert teachers – are learning, questioning, and reflecting.

Although most peer coaching programs are directed toward experienced teachers and most mentoring programs are for the purpose of improving the induction of new teachers, both programs aim to help teachers to increase their expertise, and, thus, the improvement of the quality of education. Main goals in peer coaching and mentor teaching can be listed as follows:

- To improve communication and collaboration among teachers (Bova & Phillips, 1984; Shanker, 1985; Varah et al., 1986);
- To assess teachers’ professional needs and concerns (Zey, 1984);
- To improve teachers’ awareness of professional development (Daloz, 1983);

- To break down the psychological walls between classrooms, and give teachers opportunity to share their experiences (Anderson & Shannon, 1988; Borko, 1986; Clawson, 1980; Garmston, 1987; Gehrke & Kay, 1984);
- To facilitate teacher learning (Gehrke, 1988; Howey, 1988; Showers, 1985); and
- To create an environment of trust and respect (Little, Galagaran, & O'Neal, 1984; Varah et al., 1986).

These general goals function as a source of legitimacy and direction for activities that will take place in those programs. Teaching is a complex activity. Teachers' problems and needs differ at various times and with different student populations. Most research suggests that there is not one right way to teach, but under certain circumstances with certain types of students, some strategies are more effective than others (Rauth & Bowers, 1986). Teachers must be aware of what these strategies are and how to determine when certain approaches will be more productive than others, and why.

Some research suggests that teachers' concerns and needs also can change as teachers gain experience, and as they move from one stage to another (Fuller, 1969; Katz, 1972). In addition to this, teachers will have different needs and problems at different times of the year since teaching various subjects and teaching them at different time periods may require them to use different instructional strategies. This also shows us why, to improve educational practices, professional development activities should be continuous, and part of daily teaching. It is also possible that as time passes, teachers may feel more comfortable, more open to accepting their problems, and to sharing those problems with other teachers. Thus, teachers who might not have been aware of some of their problems may become aware of them. This might happen to new

teachers especially because they are intensely concerned about evaluation and they are reluctant to admit problems in the areas they are supposed to know (Fuller, 1969).

Beginning Teachers' Concerns/Problems

Because the culture of school does not allow them to have collaboration/interaction with their colleagues, beginning teachers are generally very reluctant to ask for help. Most schools are organized so that each teacher is solely responsible for a classroom. New teachers have little time in the school day to consult professionally with experienced colleagues. Beginning teachers experience their most difficult problems during the first years of teaching, and they have been expected, from the first day, to instruct students and perform the same tasks as veteran teachers (Stallion & Zimpher, 1991). In addition, it is common for first year teachers to be placed in difficult teaching assignments because teachers with more seniority are often given the more desirable assignments with the most capable students (Darling-Hammond, Gendler, & Wise, 1989). Experienced teachers avoid assisting new teachers for different reasons. Some of them believe that new teachers need to go through their rites of passage alone, just as they did in their first years, and some others are hesitant to help them in a comprehensive manner because they feel their efforts would be viewed as interference (Gordon, 1991; Lewis, 1979; Grant & Zeichner, 1981).

Beginning teachers, on the other hand, may contribute to their own isolation when they hesitate to ask for help. Many teachers consider seeking help as an admission of failure and incompetence. Fear of failure often results in dependence upon others and consequently discourages a sense of competence and independence on the part of the beginning teacher (Schmidt & Wolfe, 1980).

Howey and Zimpher (1985) point out the fact that beginning teacher needs are perceived as deficiencies and therefore are not shared. Thus, beginners are reluctant to share their difficulties with principals either, for fear of a negative evaluation. The following quotation from a beginner teacher cited in "Success for Beginner Teachers: The California New Teacher Project" clearly shows a reason behind this: "It is professional suicide to admit you need help. You learn this fast so you don't go up to your department chair or other teachers for help." (Pearson & Honig, 1992, p. 5). Therefore, beginning teachers must be made to feel that their requests for assistance will not be interpreted as signs of incompetence. This can be achieved in a school where teachers are treated as professionals, growth and development are encouraged, communication and collegiality are promoted to counter isolation, and where a trustful and supportive atmosphere is created in which teachers are willing to share their problems as well as their success stories (Borko, 1986).

In summation, beginning teachers face a variety of problems and concerns, and there have been numerous studies about the specific problems and needs of beginning teachers. Those studies contribute positively to our understanding of the needs and concerns of beginning teachers. Some of the potential high-priority concerns, problems, and needs of beginning teachers that have been suggested by some researchers are:

- class control and discipline (Fuller, 1969; Grant & Zeichner, 1981; Lortie, 1975; Rosenholtz, 1985; Ryan, 1977; Veenman, 1984),
- too many non-teaching duties (Darling-Hammond, 1984; Fuller, 1969; Fuller & Brown, 1975),
- large class sizes (Darling-Hammond, 1984; Fuller, 1969; Veenman, 1984),

- insufficient and/or inadequate teaching materials and supplies (Darling-Hammond, 1984; Fuller & Brown, 1975; Varah et al., 1986; Veenman, 1984),
- evaluation of student work (Fuller, 1969; Grant & Zeichner, 1981; Veenman, 1984),
- lack of administrative support (Darling-Hammond, 1984; Lortie, 1975; Rosenholtz, 1985),
- feeling insecure and isolated at school, poor communication with co-workers, difficulty in developing relationships with colleagues (Grant & Zeichner, 1981; Lortie, 1975; Ryan, 1986; Varah et al., 1986; Veenman, 1984),
- lack of preparation time (Rosenholtz, 1985; Veenman, 1984),
- evaluation by supervisors and by pupils, motivating students, dealing with individual differences, and awareness of school policies and rules (Fuller, 1969; Fuller & Brown, 1975; Veenman, 1984),
- mental and physical stress which are the result of culture shock, personal life adjustments, complexity of the teacher's relationship with parents, and the teaching assignment itself (Ryan, 1977, 1986),
- not being treated as professionals, being denied professional autonomy to make decisions about their students and themselves, and few opportunities for professional growth (Darling-Hammond, 1984).

To respond to these professional (and personal) development concerns, a system of continual collegial support, feedback, and assistance is essential (Bowers & Eberhart, 1988). Research on the needs of beginning teachers in their induction year indicates that beginners feel a need for moral support, guidance, and feedback (Gray & Gray, 1985; Borko, 1986; Galvez-Hjornevik, 1986). Pearson

and Honig (1992) also argue that interacting with colleagues in making decisions and in developing programs helps new teachers feel positively about themselves as teachers and improves student performance. New teachers who participate in such activities also expect to continue to work with other teachers throughout their careers. Lacking such professional interaction, new teachers become isolated from other teachers, which reduces their capacity for future professional growth.

Mentor Teaching

Definition of Mentoring

The term mentor historically implies someone who is responsible not only for educating a young child but who acts as a counselor, confidant, or even a parent (Howey, 1988). It has its roots in Homer's epic poem, *The Odyssey*. In this myth, Odysseus, a great royal warrior, has been off fighting the Trojan war and has entrusted his son, Telemachus, to his friend and advisor, Mentor (Anderson & Shannon, 1988). As the story unfolds, Mentor accompanies and guides Telemachus on a journey in search of his father and ultimately for a new and fuller identity of his own. History is full with examples of such relationships: Socrates and Plato, Freud and Jung, Lorenze de Medici and Michelangelo, Haydn and Beethoven, Boas and Mead, Sartre and de Beauvoir, and so on (Merriam, 1983).

Anderson and Shannon (1988), give an inclusive description of mentoring. They define mentoring as:

... a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's

professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé. (p. 40)

According to this definition, mentoring can be viewed as an intensive, one-to-one form of teaching in which the experienced mentor inducts the protégé into a professional way of life (Parkay, 1988). It can take place in any environment and at different levels. In education circles, however, the term mentor is employed to identify teachers who are selected to assist beginning teachers adjust to their first year(s) of teaching. In other words, a mentor's main target in educational settings is the beginning teacher. The intent is to meet the new teacher's unique needs and help assure a successful experience (Bowers & Eberhart, 1988). The concept of beginning teachers could include not only a group of teachers who are newly certified as beginners in the classrooms, but also teachers who are new to the district, the building, the subject matter, or a grade level (Zimpher & Rieger, 1988). Odell's study (1986) supports this conceptualization. She completed a functional analysis of the needs of teachers by recording the forms of actual assistance given to first year and "new to system" teachers in a teacher induction program. She noted that induction support may primarily benefit the first year teacher or, more generally, the teacher in transition. One of the interesting findings of her study was that experienced teachers who were new to a school system did not have remarkably different needs from those of first year teachers. Thus, an experienced teacher who is not new to a school system, but who otherwise is in a transition position, might also benefit from induction support. She reports that there are many forms of assistance given to new and colleague teachers, including;

giving information related to procedures, guidelines, or expectations of the school district,
locating materials or other resources,

giving information about teaching strategies or the instructional process,
 offering support through empathic listening and by sharing experiences,
 giving guidance and ideas related to discipline, or to scheduling, planning, and
 organizing the school day,
 helping teachers by arranging, organizing or analyzing the physical setting of
 classroom, and
 teaching while the new or colleague teacher observes. (p. 27)

Parkay (1988) calls these forms of assistance as helping the protégé to become socialized into the profession. He is echoed by Merriam (1983) who suggests that “mentoring is the key to career and academic success, as well as a necessary ingredient in psycho-social development” (p. 161). Serving as positive role models is one of the most powerful ways other professionals can help socialize the beginning teacher. Beginners need to find out how to deal appropriately with the political system in which they function (Schmidt & Wolfe, 1980), what is expected of them as professionals and faculty members, and how to meet those expectations. Beginning teachers, Gordon (1991) claims, will be fully socialized only through extended interaction with other members of the school community.

Mentor Teacher Roles and Titles

Mentor teacher roles can include the titles of teacher, coach, trainer, positive role model, developer of talent, opener of doors, protector, sponsor, successful leader (Schein, 1978), helping teacher, peer teacher, colleague teacher (Borko, 1986), clinical support teacher (Odell, 1986), trusted guide and counselor, teacher guardian (Galvez-Hjornevik, 1986), master teacher, teacher adviser, teacher specialist, teacher consultant, care-giver, information giver, gift giver, nurturer, and friend to inductee (Anderson & Shannon, 1988; Gehrke, 1988; Zimpher & Rieger, 1988). Mentor teachers who are in leadership position in schools are defined as career professional teachers in the Holmes Group report (1986), and as

lead teachers in the Carnegie Task Force (1986). While some researchers use one or another role to define mentoring, some others (Clawson, 1980; Klopf & Harrison, 1981) advise that the term mentor should be used only when an individual plays several of these roles for another person.

Some research has shown that mentor/advisor teachers prefer the idea of facilitating or assisting, rather than leading the teachers or taking charge (Little et al., 1984). The Teacher Advisor Project in California examined the classroom interactions of advisors with beginning and experienced teachers. The report of this project explains the dynamics of face-to-face work between advisors and teachers. The advisor teachers believed that facilitating teachers, instead of leading them, was more respectful of colleagues as people and professionals, and was more gentle toward their humanity and work. They also worried that they would be seen as insensitive to others' preferences and blind to their talents. Moreover, Varah et al. (1986) suggest that the mentor's responsibility is to accept the inductee as a colleague, to establish open communication, and to help the novice in planning for teaching.

A variety of induction year programs have been implemented in several states (Stroble & Cooper, 1988; Huling-Austin & Murphy, 1987). Those programs were designed to improve the quality of the induction year experience for beginning teachers. The Mentor Teacher Program of California was designed "to retain and recognize excellent teachers and to improve the profession by making individuals with particular expertise available to assist others" (Wagner, 1984, p. 2). According to the program, the mentor teachers' professional role was designated for staff development with new or experienced teachers; in return, they receive a \$4,000 annual stipend and serve up to three years. Wagner lists the roles and responsibilities of a mentor as:

- Provide training, classroom observation, conferencing and coaching support for a group of teachers being retrained.
- Function as a content and methodology specialist at a school site for designated grade levels or content areas.
- Teach a regular sequence of courses, and be observed by other teachers. (p. 4)

Varah et al. (1986) have listed more and detailed responsibilities for mentor teachers as follow:

- 1- Assist the inductee in:
 - a. understanding the nature of the learners;
 - b. understanding the curriculum and resources available for use in the subject/grade level;
 - c. understanding the total school program.
- 2- Serve as a resource for the inductee
 - a. by planning for teaching:
 - (1) How much can be covered in a specified time?
 - (2) How much can be expected from the students?
 - (3) What can be expected from the wide variety of learners?
 - b. by informing inductees of administrative reports;
 - c. by identifying sources of information about teaching, the school, and community. (p. 32)

The success of mentor teacher programs depends in large measure on support and commitment from all those involved. The first year of teaching is the most difficult year. One of the basic things experienced teachers can do is simply to share their feelings. Gordon's (1991) quote from a beginning teacher mentor nicely points out that: "Let them know that you've been there, that you've experienced this too, and that they can survive!" (p. 51).

Wagner (1984) suggests that much of what teachers learn about teaching is learned on the job. In fact, many learnings are not possible until one is fully engaged in teaching (Howey, 1988). Therefore, mentors could help work with newly hired teachers to help upgrade their content knowledge, refine their instructional skills, and develop effective classroom management systems. Daloz

(1983) defines these mentoring activities, which can be employed by pointing the way, offering support, and challenging colleague teachers to higher levels of professional development, as “the journey toward professional development.” This journey can take place in a non-evaluative and non-threatening environment.

Selecting and Pairing Mentor Teachers

Research suggests that the first criteria in selecting mentors is that teachers who are selected as mentors should be viewed as experts by their peers (Galvez-Hjornevik, 1986; Zimpher & Rieger, 1988). In addition to being experts in their field, they should also have knowledge of adult learning theory or adult training and coaching skills since the ability to work well with children does not imply an ability to work successfully with adults (Wagner, 1985).

Another criteria in selecting of mentors is related to the expertise of the mentor candidate in term of years of teaching experience. It is suggested that a minimum of 3 to 5 years is appropriate for the selection of mentor teachers (Varah et al., 1986). It is also suggested by Bova and Phillips (1984) that people become mentors in the early adult phase or mid-life transition phase of their own life cycle. Thus, people are expected to be in that period of their life by the time they have accumulated the experience necessary to benefit the protégé.

In terms of age differences between mentor and the protégé, the literature offers different views. Although it proposes a range of ages, the match of age from mentor to inductee may be important. Levinson (1978) suggests that a difference of a half generation, 8 to 15 years, between mentor and protégé is appropriate. He further notes that if the age differences are much greater than this, special hazards may occur. On the other hand, Ryan (1986) claims that mentors closer in age to the new teachers may have a great empathy for the

difficult world of the new teachers. However, there appears to be no particular evidence that one age category is more appropriate or more effective than another one (Zimpher & Rieger, 1988).

There have been some debates about the gender of the mentor in relation to the inductee. While some investigators acknowledge no particular difference between same or different gender placement (Klopf & Harrison, 1981), other investigators (Hunt & Michael, 1983) claim that male-female mentoring relationships may pose special complexity. In male-female mentoring relationships, both participants must deal with sexual tensions and fears, and stereotypical male-female roles. Klopf and Harrison suggest that it is best to keep the mentorship free from a social-sexual relationship, since mentorship between men and women can sometimes prove to be problematic. Kram (1983) also states that male-female mentoring relationships have special complexities, and female protégés, she notes, often experience over-protectiveness, greater social distance, and general discomfort in male-mentored relationships. The complexities of male/female dynamics may be minimized or avoided, Schmidt and Wolfe (1980) claims, if the beginning teacher chooses a mentor of the same sex. However, they also point out the fact that a different gender mentor may expose the new teacher to the masculine or feminine point of view regarding professional issues and concerns, and may provide the new teacher with a broader understanding of the human perspective.

Daloz (1983) claims that there is evidence to suggest that men and women differ in how they learn and in how they view their guiding relationship. In relation to differences between men and women, Tannen (1990) has similar observations. With regard to pairing mentors, Tannen points out the complexities of communication between men and women. In her book *You Just Don't Understand*, she reports that men and women grow up in such profoundly

different ways, and see themselves connecting to others in different ways. She says that the two sexes are trying to communicate across two different cultures. Thus, she argues, men and women respond differently when they need help. While women ask for help without being uncomfortable, since refusing to ask makes no sense to them, men don't because it makes them uncomfortable, and they try to maintain their sense of themselves as self-sufficient by avoiding the discomfort. It is, therefore, crucial to consider this issue when assigning mentors. It is also important that mentors are trained properly taking these differences between genders into account, so that they will be able to convince their protégés that it is okay to be in the need of learning so many things regarding school, students, teaching etc., and it is also acceptable to ask questions.

Darling-Hammond (1984) argues that "students have different learning styles, and that effective teaching techniques vary for students of different characteristics and at different stages in their development, for different subject areas, and for different learning goals" (p. 15). Thus, those who teach different grades would have different types of needs according to the type of student body they have. In a study conducted by Grant and Zeichner (1981) on in-service support for first year teachers, teachers highly valued the informal interactions with other teachers in their buildings, who taught at the same grade level. Therefore, with regard to the pairing of mentor teachers, one variable that should be considered as of the most important is that mentor teachers should serve at the same grade level and in the same subject area as those they intend to mentor (Galvez-Hjornevik, 1986; Varah et al., 1986; Zimpher & Rieger, 1988), and their classrooms should be located in the same area of the building (Howey, 1988).

Mentor teachers must also exhibit a considerable respect for knowing about the complexities of classrooms and knowing about approaches to improving classroom performance. There should also be willingness to share, trust, respect,

and be open with information by both sides in order to achieve the goals of a mentorship (Clawson, 1980; Varah et al., 1986; Gehrke, 1988; Howey, 1988; Ryan, 1986).

Other attributes that can be considered important in the selection of mentor teachers are demonstrating respect for fellow faculty, having the ability to offer empathetic support for other adults, having good humor and courage, and being responsible.

The above characterizations suggest that selection criteria for mentors should:

- a) include a definition of teacher expertise, including competence in the classroom and years of experience,
- b) indicate mentor's commitment to the role, and a past history of professional involvement and willingness to serve and become prepared in the role, and
- c) indicate a mentor's self-confidence, and ability to model integrity and empathy in relationships with other teachers.

Yet another important factor in selecting mentors is that selection of mentors should be done by their peers in order not to cause divisiveness among them. Futrell (1988) points out that peer selection of mentors might initiate a trend toward granting teachers greater decision-making authority over other issues that directly affect the quality of instruction. This might also be important with regard to the compatibility of beginning teachers and mentors in terms of personality and educational philosophy. The needs for personal and philosophical compatibility suggest that, Gordon (1991) argues, mentors and beginning teachers should be provided with opportunities for informal

interactions before mentoring assignments are made, and that matching preferences of mentors and beginners should be considered.

Different Mentoring Styles

There are a variety of ways in which the role of mentors can be constructed. In trying to define the mentor roles, Anderson (cited in Howey & Zimpher, 1987) has identified four different types of mentors in a scheme he developed in Minnesota. The brief descriptions of responsibilities for each of these roles are:

Clinical Mentor: An experienced classroom teacher who nurtures the growth and development of a group of beginning teachers by systematically observing their classroom instruction and providing feedback to them on a regular basis.

Colleague Mentor: An experienced teacher who, in addition to teaching full time, supports, encourages, and advises beginning teachers as they carry out their day-to-day teaching responsibilities.

Consultant Mentor: An experienced classroom teacher with expertise in an area of curriculum and instruction who is available to consult with beginning teachers as the need arises. Consultant Mentors have expertise in such areas as classroom management, lesson development, and instructional strategies.

Community Mentor: A member of the community who, on the basis of his or her specialty, helps a beginning teacher develop professionally and/or personally. (pp. 42-43)

Other job descriptions for different types of mentoring functions can be generated. Shulman and Colbert (1987) present five major areas in which mentors can help neophytes. These activities begin with the easiest kind of assistance and end with the most difficult.

At the beginning of the year, mentors can help new teachers learn about the procedural demands of the school. This type of mentoring can be described as system mentoring. As the year progresses mentors can provide opportunities for teachers to observe other teachers so they have access to several kinds of models. Since role modeling is a central quality of mentoring, this type can be defined as

demonstrative mentoring. The third way that mentors can help is by sharing their own knowledge about new materials, unit planning, curriculum development, and teaching methods. This type can be called instructional mentoring. Mentors can also assist teachers with classroom management and discipline, which can be named as managerial mentoring.

Finally, mentors can engage teachers in reflection about their own practice and can help them adapt new strategies for their classrooms. Mentoring of this type could be defined as reflective mentoring. This way of mentoring is important in terms of continuous learning because when teachers engage in analysis of their teaching gives them opportunities to learn about their craft and to gain a sense of self-sufficiency.

Benefits of Mentoring

One of the most important effects of mentoring on beginning teachers is that beginning teachers are able to break the walls between themselves and the sources of help, mentor teachers, and other colleagues. Besides getting help in many different ways and forms, such as locating materials, student discipline, classroom organization, lesson planning, and grading students' work, teachers have somebody to talk to who listens to them. Huling-Austin and Murphy (1987) who conducted research on induction programs in eight states found that "First year teachers who were assigned designated support teachers consistently reported that these persons were who they relied upon most heavily for assistance" (p. 28-29), and thus, the assignment of a support/mentor teacher could be the most powerful induction practice available to program developers.

Huling-Austin and Murphy (1987) also reached a conclusion that mentoring programs help teachers realize that they are not expected to be polished

professionals their first day on the job. It also helps them to understand the fact that it is acceptable and even desirable, to seek help with their teaching.

Teachers who are mentored also develop a sense of self-confidence, personal worth, and security in own ideas, develop skills, and form friendships with others.

Zimpher and Rieger (1988) noted that one of the benefits of carrying out a mentor project is that teachers who begin as mentor teachers and succeed in that position would be looking for new and expanded leadership roles. If we define leaders who influence others, we can see that teachers do a lot of things to qualify them as leaders. Gehrke (1988) who sees mentoring as exchanging gifts, makes a similar statement and emphasizes the importance of passing the gift to another. To her, the greatest gift the mentor could offer is a new and whole way of seeing things, and acting as leader and helping a colleague. Passing the gift given to them to somebody else makes the gift immortalized.

While benefiting the protégé, the mentor-protégé relationship fulfills personal and professional needs of the mentor as well. Mentorship is one way in which older workers may understand the significance of their lives and professional contributions, obtain satisfaction and confirmation through helping less experienced individuals in their development (Schmidt & Wolfe, 1980; Hunt & Michael, 1983), and feel that they have been recognized for their expertise in their profession (Godley, Wilson, & Klug, 1986-87).

Kram (1983) notes that a mentor relationship has the potential to enhance the career development and psychosocial development of both individuals. She further points out that "through enabling others, the mid-life individuals may feel challenged, stimulated, and creative in providing mentoring function as they become senior adults with wisdom to share." (p. 609). Kram's statement is

echoed by Levinson (1978), suggesting that “the mentor relationship is one of the most complex, and developmentally important, [relationships] a man can have in early adulthood” (p. 97). He believes that serving as a mentor provides a creative and refreshing life challenge to an adult.

Krupp (1984) has similar observations regarding teachers’ contributions to their profession and colleagues. She reports in “Mentor and Protégé Perceptions of Mentoring Relationships in Elementary and Secondary Schools in Connecticut” that a series of eight workshops designed to foster mentoring relationships in order to ensure staff growth and development had positive results. Krupp calls attention to an important side effect of mentoring programs. She reports that although mentoring was occurring in the schools before the project started, the project sparked older teachers to acknowledge their own sense of personal worth, form new friendships, provide professional and personal assistance for young teachers, and obtain satisfaction and pride in seeing the protégés grow and focus on goals.

According to Bova and Phillips (1984), who view mentoring relationships as critically important to the developing professional, mentoring is a good example of experiential learning, that is, learning resulting from experience. They found that protégés learn many important skills from their mentors in different ways, and under many different circumstances.

Finally, mentor teachers can have access to new ideas through their associations with beginning teachers. The California New Teacher Project (Pearson & Honig, 1992) has demonstrated that experienced teachers who guided and assisted beginning teachers also learned new methods of instruction. They also became more reflective about their own practices and more enthusiastic about their careers in teaching. Taking a role in mentoring programs

also encourages mentor teachers to re-examine their own teaching practices and skills.

Mentorship, Hunt and Michael (1983) claims, helps produce active members in a professional society who are self confident and knowledgeable enough to become successful scholars. Thus, mentoring programs may benefit the teaching profession as a whole, too.

Peer Coaching

Studies have shown that not only new teachers but experienced teachers may have difficulties with some of the several of the identified problems of beginning teachers, such as, having classes that are too large, lack of interest from parents, secret negative educational influences, discipline problems, inadequate teaching materials, extraschool obligations, an unsatisfying social position, not being treated as a professional, and limited involvement in decision-making process (Darling-Hammond, 1984; Veenman, 1984). All teachers need to grow. However, they cannot grow in a private isolated environment where they are cut off from intellectual stimulation, exchange, and help from their colleagues. They need an environment where they can feel free to take risks, ask questions, and where there is evaluative problem solving time to reflect on their practice and to receive supportive, helpful feedback in a non-evaluative environment.

Peer coaching is one of the most powerful helping relationships for teachers. It helps teachers to deepen collegiality, increase professional dialogue, and gives them a shared vocabulary to talk about their craft. It is assumed that

objective feedback given in a non-threatening and supportive climate can improve teaching performance.

Definition of Peer Coaching

Peer coaching is one teacher helping another teacher improve his/her instructional skills or develop a new teaching practice. It is not an evaluative, judgmental procedure, but instead a non-threatening, positive experience designed to help teachers become more effective at what they do.

The concept of coaching is an idea closely related to mentoring. Showers (1983, 1984) proposes coaching to determine if intensive collaborative planning with support for teachers after initial skills training would facilitate the transfer of complex models of teaching into their active teaching repertoires. According to Showers (1985), who has been doing research on coaching for years, there are several purposes for coaching:

The first is to build communities of teachers who continuously engage in the study of their craft.

Second, coaching develops the shared language and set of common understandings necessary for the collegial study of new knowledge and skills.

Third, coaching provides a structure for the follow up to training that is essential for acquiring new teaching skills and strategies. (p. 43-44)

In peer coaching, teachers will not only be working in a collegial setting, sharing knowledge, observing and learning from each other and improving their quality of teaching, but they will be able to assume leadership roles in the school providing for continuous learning and support, and directing greater attention to the quality of teaching.

In this approach, it is believed that teachers are their own best resource. In his extensive research, Lortie (1975) found that when teachers get help, the most effective source tends to be fellow teachers, and secondly administrators and

specialists. One of the reasons why peer coaching programs are effective in terms of eliminating isolation among teachers is that by placing the major responsibility for coaching with peers, status and power differentials are minimized (Showers, 1985). Furthermore, communities of teachers who continuously engage in the study of their craft help diminish the isolation that exists in many schools.

Some believe that teachers who have developed to greater levels of expertise than others will need to have those differences acknowledged through different roles and responsibilities (Shanker, 1985). Those teachers should invite other teachers to observe them teach and to comment on their observations. They could learn not only from observing but from being observed. This also helps them to replace norms of isolation with collaboration.

The process of coaching involves five major functions (Joyce & Showers, 1982); provision of companionship, giving of technical feedback, analysis of application, adaptation to the students, and personal facilitation. Joyce and Showers, who have promoted coaching as a means of insuring transfer of learning for years, recommend the development of a coaching environment in which all personnel see themselves as one another's coaches. The primary function of coaching, they claim, is "to assist the acquisition of new elements of repertoire" (p . 6).

Peer coaching can be especially helpful for beginning teachers who are struggling at the survival stage (Fuller & Bown, 1975), and who have more concerns and more uncertainty (Lieberman & Miller, 1984b) about what they have been doing in the classroom. On doing this, teachers develop a sense of commitment and ownership. In peer coaching, in fact, the key to teacher satisfaction and learning, and to program success is teacher ownership of the

process. This is supported by research on schooling which found that teachers maintained positive attitudes when they were free to be creative, innovative, had opportunities for feedback, recognition, support and the chance to share with their peers (Lieberman & Miller 1984a). Wildman and Niles (1987) suggest that there are three conditions under which teachers learn about and from their teaching: autonomy, collaboration, and time. Learning to teach is a complex, time-consuming, and difficult process, and complex learnings demand that learners have substantial freedom to direct their own growth. Wildman and Niles state that positive self-concepts and a feeling of power over one's learning are expected outcomes when learners exercise responsibility for their own growth.

As in mentoring programs, establishing a coaching program requires strong leadership from principals as well as support from central administrative staff (Showers, 1985). Administrators must work to establish new norms that reward collegial planning, constructive feedback, and experimentation.

Joyce and Showers (1987) propose that after teachers observe each other and learn new techniques through peer coaching, they need extensive practice in the classroom, in order to transfer the new techniques they have learned into their teaching repertoire.

Different Peer Coaching Styles

Garmston (1987) proposes three different types of coaching: technical coaching, collegial coaching, and challenge coaching. In some school settings, he suggests, technical coaching and collegial coaching could be the two ways of coaching that teachers might prefer to practice. Technical coaching enhances collegiality, and creates occasions for professional dialogue. In technical coaching, constructive criticism and evaluation are involved very much. The

assumption in this type of coaching is that objective feedback given in a non-threatening and supportive climate can improve teaching. However, if there is a big difference in the experience of the peers, the less experienced ones may be reluctant in evaluating their partners, (which is a common behavior among so many teachers), and giving them the criticism they need. Then, they may choose the collegial coaching which concentrates mainly on areas-subjects the observed teacher wishes to learn more about.

Collegial coaching leads teachers to reflect together on general issues of teaching and learning, creates open professional dialogue, refines teaching skills, and helps teachers feel as effective individuals. This is important because the freedom to direct one's own learning is a vital aspect of collaboration (Wildman & Niles, 1987), and it should be teachers who decide on the specifics of their collaboration. On the other hand, since the key to teacher satisfaction and learning and to program success is teacher ownership of the process, teachers will choose the model they feel comfortable with, or a model which is a mix of them, or completely a new model developed by them.

The last type of coaching Garmston (1987) proposed is challenge coaching which helps teams of teachers solve problems they are experiencing in their classrooms. Challenge coaching process starts with the identification of persistent instructional problems or with a desired goal, and aims at developing solutions. This type of coaching differs from the other two in that it is done in small groups not in pairs. Sometimes, nonteachers such as teacher aides, librarians, or administrators are included in challenge groups.

The basic philosophy of all different types of peer coaching styles is that it is done in a non-threatening, non-judgmental environment, in which teachers help other teachers to grow and improve.

According to Batesky (1991), regardless of the peer coaching model selected, a peer coaching arrangement should include the following:

- a pre-conference before the observation to determine what the teacher wants observed;
- a lesson observation in which data is collected relevant to the lesson focus; and
- a post-observation conference providing either information or opportunities for discussion, analysis, and strategy development. (p. 17)

Benefits of Peer Coaching

As a staff development tool, when peer coaching programs are conducted properly, Batesky (1991) claimed, teachers feel less isolated, have a positive attitude toward educational reflection and experimentation, utilize educational practices more effectively, and develop a sense of professional collegiality. By having coaching teams at school, teachers become more aware of their common resources and problems (Garmston, 1987).

Showers (1985) put the effects of coaching into two categories; facilitation of transfer of training and development of norms of collegiality and experimentation. There are different ways in which coaching contributes to transfer of training. The coached teachers generally practice new strategies more frequently, and more appropriately than uncoached teachers. They also exhibit greater long-term retention of the knowledge and skills they have been coached. They are also much more likely to teach the new strategies in their classrooms than uncoached teachers.

As mentioned earlier, mentoring addresses not only beginning teachers, but also the teachers who are new to the district, who returns after a leave of absence, or who change buildings, subject matter, or a grade level. In mentoring programs, these teachers may resent being categorized as inductee teachers and may not be receptive to classroom management training (Stallion & Zimpher,

1991). Since the status and power differentials are minimized in peer coaching, it could be beneficial to the “new to system” teachers as well. With peer coaching teachers can be provided with feedback they need about their performance. It also alleviates the sense of isolation that solo teaching can generate.

Peer coaching does help teachers to improve themselves not only professionally, but personally as well. In fact, personal development, as Fuller and Bown (1975) claimed, is an essential part of teachers’ preparation, and teachers who are offered resources to be developed and changed can be happier, more effective, and more creative. Peer coaching creates a positive teaching and learning environment for teachers to accomplish their aims.

A Comparison of Peer Coaching and Mentor Teaching

Although the main goal of both developmental approaches, is the same (helping teachers to increase their professional dialogue, to share ideas and problems, and to develop new strategies and skills, for their professional growth), the implementation of the programs are different.

While an experienced teacher helps a novice-inductee or a “new to system” teacher in mentoring, in peer coaching, regardless of the number of years they have been teaching, one teacher can help another teacher to acquire a new technique or strategy. In other words, coaching implies an equal relationship of two or more individuals helping each other, while in mentoring, an experienced individual gives advice to a less experienced individual which implies an unequal association.

Both strategies give teachers opportunities to realize their leadership capabilities and their potentials, and to obtain the satisfaction of helping another individual who needs their help. It also gives teachers a chance to see the

information and the knowledge that they lack, and to use that information to be better teachers.

Another common characteristics of mentoring and coaching is that, in both staff development options not only inductee, protégé or colleague teachers need to be trained but the mentors and the coaches also need to be trained to do their job properly.

Multiple Roles of Mentors and Coaches: Peer Coaching and Mentoring vs. Evaluation

Some research suggests that combining the functions of assistance and evaluation in one role is likely to diminish the effectiveness of the assistance function (Stroble & Cooper, 1988). The openness and trust created by successful staff development programs will not be possible when mentors or coaches are also asked to serve as evaluators. Stroble and Cooper claimed that assisting and assessing roles can cause confusion to both the one who assist –coach or mentor– and the one who is helped –colleague teacher, novice teacher etc. A confusion of helping and evaluating roles places disparate demands on the mentor and erodes the beginner’s trust. Wagner (1985) said “A mentor teacher shall not participate in the evaluation of teachers” (p. 25) and further added that mentors play a primary role in staff development, they serve as supervisors, not as evaluators.

Showers (1985) also emphasized the wrongness of combining the two roles of assisting and evaluating, and stated that “The evaluation [of teachers] typically implies judgment about the adequacy of the person, whereas coaching implies assistance in a learning process” (p. 45).

In the “Entry Year Assistance Program” of Oklahoma, Friske and Combs (1986) found that the role that caused most concern for novices and consultants

was that of evaluator. In the evaluation report of the program, it was concluded that observations of the beginning teachers by the consultants were insufficient and the evaluations were incomplete. It was also noted that the evaluations by teacher consultants were perceived as inconsistent support for the entry year teachers. Godley et al. (1986-87) had similar observations. They claimed that the teacher consultants expressed some discomfort when required to make formal, written evaluations of the beginning teachers' pedagogical abilities. They further added that teachers were more comfortable with informal discussions of teaching behaviors following beginners' request for assistance.

Summary

Mentoring and peer coaching are two approaches that have been widely investigated in this review of the literature. There are reasons for selecting/emphasizing these two techniques. One of the reasons is that, these two approaches seem feasible to be used in the Turkish elementary school teachers' professional development because there are not many other opportunities and resources available for them. In these programs, teachers would not depend on administrators and/or supervisors, or other financial resources, but would get help from other teachers. Since the financial and human resources are not widely available for teachers, these programs might provide feasible opportunities for Turkish elementary school teachers' professional growth.

There are other methods similar to those mentioned above, such as clinical supervision, peer supervision, or advising teaching etc. which may produce similar results. However, these techniques either include the supervisors or the supervision process, which might make the elementary school teachers stay

away, and not be involved in the programs. The teachers may not want to get help from a person who also evaluates them. Thus, teachers may be their own best resource in their professional development. While the supervisory process may be helpful and/or in need of revision, the researcher has chosen to focus on teacher activities that can be implemented with little additional supervisory effort.

Mentoring and peer coaching programs are widely investigated in the literature. However, there has been more research on mentoring and induction programs than research on peer coaching.

The use of mentoring programs may be much wider for a number of reasons. While peer coaching addresses another teacher's needs, mentoring programs address both novice teachers and new to the system teachers. Thus, mentoring programs may include teachers who are in peer coaching as well. This may be why mentoring gets more attention in the literature.

There may also be many more induction programs (which also include mentoring programs) and independent mentoring programs than coaching programs because beginning teachers tend to be more in the need of such programs. There may be more induction programs because some concerns are associated with characteristics which cut across experience, and/or beginning teachers express concerns more than do in-service teachers (Fuller & Bown, 1975).

One of the conclusions which can be drawn from the review of the literature and discussions is that professional development of teachers through mentor teaching and peer coaching hold potential for making the school a learning place for all teachers - novice and the master teachers, coaches, and other teachers who are involved in that process in some fashion. The literature indicates that

teachers who go through formal mentoring and peer coaching experiences can gain a better understanding of the teaching-learning process, self analysis skills, improved teaching performance, and a more positive attitude toward instructional support.

Nobody is perfect, and this can be applied to teachers too. Professional development is a continuous process. It can be said that the process of professional growth and development of teachers is a lifelong process. Thus, promoting instructional practice through peer assistance must become a career-long process.

The isolation and loneliness of teachers undermines the collegiality crucial to effective schools. Schools can be effective when there is collaboration among teachers, where cooperation is the norm, and where responsibility is shared collectively by all teachers. School effectiveness could be at its highest level when schools create working environments that facilitate teacher interaction and promote the sharing of ideas. Mentoring and peer coaching programs could serve as the foundation for systematic school-wide programs in which all teachers help all teachers (Futrell, 1988).

Another tentative conclusion which can be reached through the discussions is that the programs which require teachers both to assist and evaluate fellow teachers are more likely to experience problems. It is suggested that combining the functions of assistance and evaluation in one role decreases the effectiveness of the assistance function (Godley, Wilson, & Klug, 1986-87; Showers, 1985; Stroble & Cooper, 1988). Even though this may be a result of ill defined or ambiguous evaluation procedures rather than the idea of being evaluated by someone who helps, assigning the assisting and evaluating functions to different persons might work better to develop better professional relationships among

teachers who are involved in relationships such as mentor-protégé or peer coaches, which eventually improve their professional growth.

The literature also reveals that teachers must be nurtured, assisted, educated, and prepared for the important and critical role of mentor teacher. Thus, mentors need to be mentored by other lead teachers and by support personnel in leadership capacities in their district (Zimpher & Rieger, 1988).

If we can create an environment where teachers share and exchange ideas, we can begin to improve the quality of teaching. Interaction is a key to empowering teachers as professionals. When teachers have the opportunity to analyze their work under supportive conditions, they find such reviews to be productive and rewarding. Finally, “when teachers help teachers to increase their effectiveness, everyone wins, most of all, the students” (Batesky, 1991, p. 19).

The following section gives a brief overview of the Turkish educational system, discusses existing problems with teachers’ pre-service education and the need for in-service training, and explores research conducted on in-service activities.

An Overview of Some Issues in the Turkish Educational System Related to Elementary School Teacher Development

This section first gives a very brief overview of the Turkish educational system, and then discusses the role of supervisory system in the assessment of teachers and how it effects their professional development. Next, existing problems with teachers' pre-service education and the need for in-service training will be presented. Finally, research conducted on in-service activities is explored.

General Characteristics of the Turkish Educational System

Turkey has a highly centralized educational system. The Minister of Education, in the capital, Ankara, is the head of the school system. All important policy and administrative decisions including the appointment of teachers and administrators, the selection of textbooks, and the selection of subjects for the curriculum are made by the Ministry of Education. A national curriculum is followed in every school and all educational activities are controlled by the supervisors appointed by the Minister of Education.

All elementary school teachers are hired and appointed to the provinces by the Ministry of Education. Local appointments are done in provinces by the Provincial Board of Education. The assignments of teachers to the schools are done according to criteria set up by the Board. For example, first year teachers generally are not assigned to preferred urban areas unless there is a specific need for teachers, or unless teachers have legitimate excuses such as health problems. Inexperienced teachers are usually posted to rural schools.

Teachers' applications for appointment are processed according to their past record (i.e. experience, scores) and their supervisors' assessment. Teachers'

experience (the number of years they have worked), the degrees they received, the in-service training programs they attended, and reports they were given by the supervisors are converted into scores which affect their candidacy for a position. At the end of every academic year, a report is filled out for every teacher by the supervisors (school principal, governor, elementary school supervisor, and the president of the City Board of Education). Based on these reports teachers could get promotions and therefore an increase in salary.

Recent Developments and Problems in Teacher Education

Until the early 1970s, Normal Schools were the main source for teacher training in Turkey. After the early 1970s, Normal Schools were transformed into "High Schools of Teaching". Those schools which accepted students either after elementary or middle school education were mostly boarding schools. When these schools stopped functioning as teacher training schools and became regular high schools in 1976, the training of elementary school teachers was completely left to two-year teacher training institutes which were originally established in the late 1960s while High Schools of Teaching were still in the system. More recently, the status of these post secondary institutions was also changed, and the duration of training was raised to four years. In addition to these changes, the Ministry of Education has also decided to give scholarships to students who chose to study in one of the teacher training institutions (Teacher Colleges). Students who indicate that a Teacher College is among his/her first 10 selections on the central national university examination are awarded the scholarship. All these efforts have aimed to make the teaching profession more valuable, and to give it the credibility it deserves, since it has lost so much credit recently because of changes in social, economical and cultural structures.

In order to establish a productive teaching process, there are certain basic qualifications that a teacher must possess before teaching in elementary schools. Presently, in Turkey, the quality of instruction in the elementary schools is suffering because, as mentioned above, the elementary school teacher population is very diverse. A large portion of elementary school teachers have only high school level training. Some have junior college level education, and only a small portion of them have college level education.

Needs for Professional Development and In-service Training

Lack of professional development opportunities has been a major problem for teachers in improving themselves. Teachers do not have opportunities to participate in in-service training courses or to get involved in staff development activities; nor do they have access to professional publications to improve their knowledge.

In Turkey, teachers are usually overwhelmed by the heavy demands of the profession. Besides such problems as overcrowded classrooms, and poor physical conditions of schools; teachers do not have enough teaching materials or access to professional publications and libraries. Educational publications especially prepared for teachers to inform them of such new professional practices as student evaluation, teaching methods, use of audio-visual materials, and laboratory techniques are not widely available. Therefore, the only resource teachers can utilize is their own knowledge and experience which usually has been gained from teacher training institutions some years earlier. In addition, the financial difficulties that teachers face is yet another burden which taken with

the above factors has served to make teachers lonely and helpless public workers trying to perform their task successfully.

Moreover, there are not many in-service training opportunities for teachers if they want to improve their professional knowledge and the effectiveness of their performance. Only a small number of teachers have the chance to attend the in-service training activities organized by the Ministry of Education for teachers to help them to acquire new educational knowledge and innovations (Karagozoglu, 1986).

In-service training programs in Turkey are financed centrally by the Ministry of Education. However, while the nation-wide ones are planned by the in-service division of the Ministry of Education, local activities are undertaken by the Board of Education in each province. The in-service training department determines priorities each year and plans the annual program. Since the in-service activities generally do not address the concerns of teachers, teachers are generally dissatisfied with the quality of the programs.

Another reason why in-service training activities are not very helpful is that there are no follow-up activities. Teachers are expected to apply what they have learned in the in-service training programs in their classroom without getting any direct help. Because there is no professional help available in their schools, teachers are overwhelmed and even after attending an in-service training activity, they do things in the old way. In other words, generally these activities do not bring much change in practice. In addition, since the possibility for a classroom teacher to attend an in-service program (usually in a summer camp) is very limited, teachers who are selected to participate in in-service activities consider it a privilege, and usually do not complain about the quality of the programs or the absence of the follow-up activities.

Since the in-service activities which are offered by the Ministry of Education are very limited, during the 1960s a project called "Training Teachers on the Job" was introduced. How long this project lasted and how successful it was could not be verified. Basaran (1963), who was among the organizers of this project, states that one of the ways for solving teachers' problems is getting teachers involved in their own training on the job. He claims that training on the job requires teachers' participation in the process. He further adds that without having them willingly involved in, nothing can force them to be productive and successful. In order for training on the job to be successful, teachers should be involved in the planning of the activities, be given some responsibilities, and be active in the whole process.

Basaran (1963) believes that teachers should not be left alone in solving their problems. Principals, supervisors, the Board of Education directors, and other Ministry of Education staff, he suggests, should help teachers. However, he forgets the fact that, administrative personnel, and supervisors either may not have enough time, or may not know how to be helpful. In addition, since the administrative personnel are superiors of teachers, teachers may not feel comfortable working with them. Therefore, having the administrative personnel or supervisors involved in teachers training on the job may not work effectively.

The Function of Supervision and Supervisors' Role in Teachers' Professional Development

Since there are not enough in-service training activities available for teachers in the Turkish Educational system, the supervisory system has been viewed as part of in-service training and supervisors have been expected to fill

this gap. Therefore the supervisors are always mentioned in the discussions about in-service training.

The US literature on supervision reveals that the role of the supervisor is to assist all teachers in achieving professional standards. With the help of good communication, supervisors, who recognize their main task as assistants in the development of a better teaching-learning situation in the schools, can provide help to teachers to overcome their difficulties and problems. Sergiovanni (1982), for example, says that supervision is a human enterprise which seeks to help teachers provide high quality classroom experience for students. This key role of supervisors would appear to be highly related to helping teachers improve their teaching skills and to finding solutions to their educational problems and concerns. In other words, personal and professional growth are the key here. However, such growth aspirations are not likely to be achieved in settings where teachers are objects of supervision and where the emphasis is on evaluating teachers rather than teaching.

Moreover, in a research done by Karagozoglu (1986) which dealt with the elementary school supervisory activities, he found that there is an underlying communication gap between supervisors and teachers, in Turkey, regarding professional help provided by supervisors and received by teachers. This research was a nation-wide study conducted in the 1976-77 school year, which included province board of education directors and 1,254 elementary school teachers (out of a total of 196,716). Supervisors said they frequently provided professional help; teachers on the contrary said they were not helpful.

One of the reasons for this gap could be that the view of supervision in Turkey is very different from the notion of supervision in the US. According to Karagozoglu (1986), the word for 'supervisor' in Turkish, *müfettis*, can be best

translated into English as 'inspector' since 'müfettis' in Turkish implies primarily an inspection function. In the US literature, however, the terms 'inspector' was used more than a hundred years ago when they were assigned to ascertaining the management and methods of the teacher, and the fitness and appropriateness facilities (Bolin & Panaritis, 1992). As the new understanding of schooling, curriculum, and teaching developed, the term supervision was given new meanings. Bolin and Panaritis describe these steps as 'supervision as inspection', 'supervision as social efficiency', and 'supervision as democratic leadership'. Glickman (1992) states that the transitions occurred as decentralization of schools took place, and he describes the situation as risk taking by school people. He says that "People are rethinking old ways of doing business, dismantling hierarchies, and formulating new expressions of life, liberty, and the pursuit of happiness." (p. 1). Since the term 'supervision' as a term derived from its industrial roots of closely inspecting the work of employees, to Glickman, a 'supervisor', whether a principal or a central office member, with hierarchical control of school and teaching related activities, is antithetical to people who see themselves as the center of action research, and think of enhancing education through shared leadership and collegiality. Glickman calls these people risk-takers and further claims that the 'risk-taking practitioners' of today use terms such as "coaching, collegiality, reflective practitioners, professional development, critical inquiry, and study or research groups" (p. 2).

Although according to the "Regulations of Elementary School Supervisors" published on the official government publication "Resmi Gazete" (Milli Egitim Bakanligi, 1990), elementary school supervisors are supposed to guide and train on the job, do inspection and evaluation, pursue educational research, and do investigation (p. 13), the primary job they actually do is to observe, inspect and evaluate to be sure teachers and schools follow regulations regarding

curriculum, materials, and teaching methods as established by the central government (Ministry of National Education, 1989).

The elementary school supervisors have a very high status in the Turkish hierarchical structure. For example, they can visit any school, and supervise any teacher at any time of the year, according to a prepared visitation or inspection activity program which must be approved by the President of the City Board of Education.

Supervisors not only pass judgments on the performance of teachers that can affect their career prospects but may also prescribe that a teacher deficient in a particular competence must attend an appropriate in-service training course. In addition, they identify general training needs and inform the central planning body accordingly. They also help design and serve as lecturers on many in-service training courses. However, in reality, as the researcher himself has observed, many of elementary school supervisors may not be well-equipped with the necessary professional knowledge of in-service training techniques.

One of the reasons why supervisors in Turkey do not provide professional help to teachers could be that there is not always consistent follow-up supervisory activities, as Karagozoglu (1986) suggests. Since teachers do not stay in the same school for a long time, the possibilities for a supervisor to meet the same teacher may be low. For the same reason, the supervisor cannot also follow-up whether his suggestions have been adopted by the teacher, or whether the teacher has developed his teaching method by application of the recommendations made by the supervisor. On the teacher's side, the supervised teacher might meet a different supervisor each time, so there may be a lack of continuity. Since supervisors come from various backgrounds, each might have a different view or idea about supervisory practices. As a result of this, two

different supervisors may offer different suggestions and recommendations to the same teacher. Consequently, teachers sometimes become confused and wonder what is right or whom they should believe.

The multiplicity of the supervisor's functions reveals perhaps the most crucial problem. Karagozoglu (1986) explains this problem as follows:

In the Turkish educational system the supervisor has five main roles and functions. He is expected to be an educator who helps the teacher professionally, an administrator who controls and improves the administrative process, an evaluator who does merit rating of personnel, a judge or prosecutor to solve conflicts in the system, and a researcher to introduce new ideas and innovations into the field of education. (p. 13)

Since supervisors focus primarily on inspection and evaluation, their educational guide role usually conflict with the other roles and cause problems particularly for teachers. Teachers usually hesitate to ask for professional help from a supervisor who will be evaluating their competence.

Lack of professionally trained supervisors poses another problem. Educational supervisors who are supposed to provide help to teachers in improving the educational process often do not have the proper educational/professional training. Since the Ministry of Education does not have a permanent policy on how to train elementary school supervisors or a permanent policy on how to recruit them, not all supervisors have college education, some have only junior college level education, and some have no college education at all. Until recently, those who did not have four-year college education used to be appointed as supervisors after given in-service training courses, varying from 6 to 9 months. This has been a common practice in recruiting large number of supervisors to supply the demand for elementary school supervisors. According to the most recently accepted regulations (Milli Egitim Bakanligi, 1990), in order to be appointed to a supervisory position, one

has to have a college degree with a major in educational administration, supervision, and planning. If the applicant did not major in educational administration, supervision, and planning, then s/he has to go through a six month long in-service training, before being appointed as an elementary school supervisor.

Research Conducted on Professional Development of Teachers

Basaran (1966) describes in-service training as “activities a professional does to train him/herself while on the job or activities which a professional participated in to be trained” (p. 13). In fact, every single activity that involves training of a person on the job is seen as in-service activity. Thus, it has a much broader meaning in the Turkish context than the US. However, there is not much research done on professional development of elementary school teachers in Turkey, or on finding out teachers’ opinion on various issues about their own career growth.

One nation-wide research study which was conducted in 1964 by the In-service Education Division of the Ministry of Education was aimed at finding out teachers’ in-service training needs and whether current in-service activities address the real needs and problems of teachers (Basaran, 1966). The research participants were 8,952 elementary and secondary school teachers and some elementary school supervisors.

The in-service division of the Ministry of Education, after evaluating reports filled out by the participants and some organizers of some summer in-service training activities have found out that these activities were not successful and did not reach their projected goals. From these evaluation reports it was understood

that these activities were done just for formality, and that neither teachers nor administrators were interested in joining these programs. Many teachers also complain that they were not involved in the preparation process. Therefore, the Ministry of Education decided to conduct research to find out the problems in in-service training programs and to explore the possibilities of how they could be improved.

Some of the findings of this research are very interesting in terms of topics teachers wanted to be covered in in-service training programs. It was interesting to see that about 30 years ago teachers voiced their opinion in terms of the type of in-service training activities they prefer and among a number of options given, they selected "the ways teachers improve themselves personally and professionally" as the most important activity about which they wanted to learn. Some of the other activities the participants selected were "using audio-visual materials, using instructional materials, child psychology, creating instructional materials, and learning the new developments in education."

Another finding of this research was about the function and the role of supervisors. Over 80 percent of the participants wanted the current system to be changed, and most of them stated that they wanted the supervisors perform as "educational consultant".

In terms of the activities that could be useful in in-service training, some of the suggestions teachers made were; "visiting experienced teachers' classes", "making professional trips", "giving teachers opportunity to do research together as groups to find solutions to their professional problems", "having professional meetings among teachers who teach the same grade", and "giving teachers opportunity to work together to share their ideas, problems, and concerns, and finding solutions to them". Similar findings were observed in a

study conducted by Grant and Zeichner (1981) on in-service support for first year teachers where teachers highly valued the informal interactions with other teachers in their buildings, who taught at the same grade level.

These findings show that teachers do want to improve themselves and want to learn the ways to do so. However, their enthusiasms about this topic have not been addressed sufficiently. Since there was not follow-up research, how the findings of this research were reflected in in-service training activities is not known. The Ministry of Education (MOE), however, has been conducting more research on how useful the in-service training activities were. Some of the survey questionnaires which the MOE used for this purpose were located, but the reports that were (supposed to be) prepared, after the surveys were sent to the teachers who participated in in-service training activities and to some of the organizers, were not available.

The next chapter explains the methods used in this study of elementary school teachers' perceptions of professional development opportunities in Turkish schools.

Chapter III

METHODOLOGY

This chapter is divided into several major topic areas: the purpose of the study, the development of the instrument, study population and sample selection, data collection procedures, data analysis procedures, and limitations of the study.

The Purpose of the Study

The purpose of this study is to investigate teachers' perceptions of the availability and usefulness of teacher development opportunities. The participants' experience in the profession, their educational background, training in the field, the grade level they teach, and the type of school they work in are also examined.

A survey was used to collect data on teachers' perceptions of professional development opportunities, activities in which they are involved, their comments about their perceived problems, and their recommendations. The survey method can be used to obtain information in order to explore relationships between two or more variables. Because teachers have an understanding of questionnaires, it is relatively easy to conduct surveys in schools.

There are four research questions that are investigated. The research questions are listed in the chapter I, Introduction, on page 4. The first question

examines teachers' perceptions of professional development opportunities that exist, which also includes their perceptions of availability and effectiveness of in-service activities, and their professional relationships with the other people in the teaching/school environment. The second research question explores teachers' beliefs about how various developmental activities improve their instructional practices in classroom. The third research question addresses the perceived needs, problems, and concerns of teachers. Finally, the last research question looks at the recommendations that teachers make for their own development.

Development of the Instrument

A questionnaire was the main instrument to collect data on elementary school teachers' perceptions of the various aspects of the professional development of teachers in the Turkish schools.

The questionnaire used in this study consisted mostly of closed-ended items. A few open-ended items were included to give the respondents opportunities to give additional information which was not covered in the questionnaire. The open-ended items were needed because the respondents may otherwise feel restricted in terms of telling what they think about the study.

Based on the literature review, a number of questions and statements were developed by the researcher according to the research questions to be addressed by the study. Some surveys developed and/or used by Karagozoglu (1972), DeCasper (1988), Rosenholtz (1991), and Yildirim (1993) were also studied for ideas about content and format. Then, items were written, shared with friends and colleagues, revised and shared again.

Since the questionnaire was prepared to be conducted in Turkey, the English version was translated into Turkish by the researcher (see Appendix G).

The Turkish version, then, was translated back into English by a doctoral student who is fluent both in Turkish and English. Then, it was compared with the original version to see whether there was anything lost in the translation.

Some of the questions and statements were designed in the form of items for survey participants to endorse on a six point Likert-type scale from “don’t know” to “strongly agree.” Other questions and statements were presented in a way so that participants could select one or multiple options depending on the type of statements/questions. Finally a group of statements were prepared to with a four point scale (It is every teacher’s problem, it is only a beginning teachers’ problem, it is not a concern, and I have no opinion) to find out problems, concerns, and difficulties teachers face.

The questionnaire consisted of five sections (see Appendix D). The first section of the questionnaire included questions to retrieve demographic information about participants, such as the type of the school in which they work, their gender, their educational background, experience in teaching, the number of years of teaching in the current school, and the grades taught. The information received through the questions in this section was used in the analysis of differences in the perceptions of teachers in regard to each of the four major research questions (see Appendix A).

The questions in the second section addressed teachers’ perceptions of the existence of professional development opportunities. Availability and usefulness of staff development opportunities, professional relationships with administrators and supervisors, the ways teachers help each other for the purpose of improving each other’s teaching skills and the school culture as a whole were covered in this section. Teachers’ beliefs and feelings about their professional development, and their perceptions for various activities that could

help them to improve their instructional practices in their classrooms were measured in the third section of the questionnaire.

The fourth section of the questionnaire contained questions about the perceived problems, concerns and difficulties that teachers face. The last section of the questionnaire included open-ended items to explore the recommendations and suggestions teachers make for their own professional development.

Pilot Testing of the Questionnaire

For the initial pilot testing, the questionnaire was administered to three international doctoral students at Teachers College, who taught in their home countries. Since these three doctoral students are not currently teaching, the questionnaire was also administered to a group of eight elementary school teachers in P.S. 36 which is located on 123rd street and Amsterdam Avenue in New York City. They were asked to fill out the questionnaire, and make comments about both the statements themselves, and about the face validity of the instrument as a whole. The feedback received also included whether the questions were easy to understand, whether they were clearly stated, and whether they were repetitive.

On the basis of this feedback, necessary changes and revisions to the questionnaire were made. Since the questionnaire was found too long by most of the subjects, items which sounded repetitive, misleading, unclear or ambiguous were taken out. Moreover, other items were re-written in order to eliminate the confusion, and some items were added to make consecutive items more meaningful. On the items which required the subjects to circle all the choices that apply, almost all of the subjects marked all the options. Therefore, the way those questions were formulated was changed by adding a scale; this would allow the researcher to see the relative importance of each option. In addition,

the Turkish version of the questionnaire was administered to a group of Turkish teachers (in New York City) who gave additional feedback which resulted in some modifications to make the questions and statements more meaningful to the Turkish subjects.

Finally, a pilot test was also administered in Turkey to a group of elementary school teachers. Final revisions of the questionnaire were done according to the feedback received from them. Teachers, for example, did not understand the question about the educational background, which asked for the highest degree they received. They thought they were being asked about their salary level, since the word used in the question also meant the indications of the level of experience and salary.

Population and Sample Selection

The population of this study includes all public elementary school teachers in the province of Ankara, Turkey. A representative sample of 500 subjects from 52 schools was selected.

The selection of the sample was done randomly from two alphabetized lists provided by the City Board of Education. The two lists, one for the city schools, and one for the village schools, included all the elementary schools in the Ankara province. Equal representation in terms of gender, educational background, and experience in teaching could not be guaranteed because the selection was done manually and the lists did not have the information on these characteristics for teachers.

The researcher decided to send the questionnaire to a sample of 400 teachers from city schools, and 100 teachers from village schools in order to have a representative group of primary school teachers in the Ankara province (i.e., a

stratified sampling procedure based on school type was used). Since the return rate for village schools was expected to be much lower than the rate for city schools, the proportion was decided accordingly.

Based on the lists provided by the City Board of Education, 52 schools were selected randomly by picking every tenth school from each alphabetized list (i.e. a systematic sampling procedure was used). Since a computerized selection was not possible, the selection was done manually. The lists included how many teachers worked at each school; by adding up the number of teachers working at each selected school, the researcher stopped the selection process when 400 teachers were reached in city schools and 100 teachers were reached in village schools. In schools where there were split sections, only one section was selected. As a result of this selection process, 22 city schools and 30 village schools were chosen. Then, the survey questionnaires were mailed or distributed in person to five hundred teachers in those schools.

Data Collection

In order to conduct this research, permission from the Ministry of Education and from the City Board of Education were necessary. It was also important to go through these channels to optimize collaboration and to reduce resistance among the subjects.

The questionnaires were mailed/distributed to teachers in the sample selected in November 1994 after the permission to administer the survey in the schools in Ankara province was obtained from the Ministry of Education.

To promote a high rate of returns, the teachers were also told that they would be provided with feedback which can be done through three means: a graphic profile, an item analysis which illustrates numerically the distribution of

teacher responses for each dimension, and a written report which summarizes and highlights the findings.

The researcher was not in Turkey at the time of the administration of the surveys. Therefore, the surveys administered in city schools in Ankara were distributed by 5 colleagues of the researcher, and the ones for village school teachers were mailed to the teachers.

In the selected schools, all teachers were given the questionnaire. However, in schools where there were split sections, only teachers in one section were given the surveys. In the city schools, the researcher's assistants (colleagues) distributed the survey questionnaires to the teachers in person with the permission from the school administrators. The teachers were told that the surveys would be collected the following week. The research assistants visited each city school twice after they distributed the questionnaires. On their first visit, the assistants collected the completed questionnaires, and reminded the teachers who had not completed the surveys, or could not locate it at that time to have them ready by their next visit. The follow-up procedure in village schools was done by sending teachers reminder postcards six weeks after the questionnaires were mailed. The reminder postcards were not sent to those who identified their names or schools on the survey questionnaires received by that date. However, all 43 surveys received from the village school teachers had already come before the reminder postcards were sent; no more surveys were received from village schools after the reminder postcards were mailed out.

Data Analysis Procedures

The data collected through the questionnaire were analyzed using descriptive and inferential statistics. All responses to close-ended items were

entered for computer analysis. Data collected through open-ended questions were content analyzed. Open-ended information was coded so that it could be analyzed and reported quantitatively as well as qualitatively. Frequencies, for example, were computed for each question.

Statistical analysis of the data was done according to the research questions. First, frequency distributions and percentages for each item were reported. The questionnaire was also analyzed in terms of the relationships between different variables, such as school type and size, gender, educational background, experience in teaching, and grade level teaching, and teachers' perceptions of professional development opportunities.

First, frequency distribution and percentages were calculated for all questions and statements. Some demographic variables were grouped. For example, the 'number of years in the school' variable had items from 1 to 51. It was combined into five groups so that each group would have meaningful frequencies and percentages. Similarly, 'experience in teaching' and 'number of years in the same school' variables were combined for the same reason, into five and three groups respectively.

In addition, in order to have meaningful comparisons, the educational background variable was re-coded. Since there were fewer participants with 'normal school' education and fewer participants with 'bachelor of arts' or higher degrees, the educational background variable was downed to two scales, 'junior college and below' and 'college and above.'

In order to have meaningful analyses, all agree and all disagree statements were re-coded and cross-tabulations were done with the new two point scale. Cross-tabulations were used to determine whether the participants presented any significant differences in terms of their gender, school type, educational

background, and experience in teaching, the number of years teaching in their current school. In addition, additional cross-tabulations were done between questions about participation in in-service training activities and the 'type of school participants have worked.'

The cross-tabulations were done whenever in-depth information for a particular item was needed. For example, when significant relationships were found among the findings of some questions and a demographic variable, further cross-tabulations were done to find reason(s)-explanation(s) behind that relationship.

The responses and comments provided by the survey participants in the open-ended section of the questionnaire were first translated into English then, content analyzed. Then, answers/comments for each of the five questions/statements were grouped separately into five sections. The answers for each question were regrouped according to their content. Then, they were transformed into tables and frequencies and percentages for each item were calculated.

Limitations

Even though survey research is a distinctive methodology used in various fields in various types (Borg & Gall, 1989), sometimes it has limitations in obtaining information in a reliable way. One of the limitations of this study is that it is limited to the responses of a sample population of 500 elementary school teachers that were selected by stratified and systematic sampling procedures among elementary school teachers in the province of Ankara, Turkey. Therefore, it cannot be generalized beyond the Turkish elementary school teachers, although it may offer useful insights in other cultures as well.

The data was gathered by a structured questionnaire. The limitation of the questionnaire was offset to a degree by open-ended items. Another limitation which the researcher had no control over is that the environment where the respondents teach might have some effects on how they answer the questions. Thus, there could be some biased elements in the data.

Finally, it was not possible to meaningfully translate the perceptions that teachers expressed in Turkish into English. Because of language and cultural aspects, the analysis and discussion of the responses may not truly capture the respondents' feelings and reactions. However, with a review of Turkish literature on various aspects of teacher education, teacher development, and other activities which take place in the elementary schools, this limitation was minimized to a great extent.

In the next chapter, the results of the study are presented. After presenting the demographic characteristics of the sample, the survey findings are presented.

Chapter IV

RESULTS

The findings of this study are presented in five sections. The first section describes the demographic characteristics of the participants in the study. In the second section through the fifth sections, the four research questions are addressed. The second section discusses teachers' perceptions of professional development opportunities that exist in the Turkish elementary schools, availability and usefulness of current in-service activities, professional relationships with administrators and supervisors, and teachers' engagement with each other for the purpose of professional growth. The third section examines teachers' perceptions of teacher development opportunities that would help teachers improve their instructional practices in the classroom. The fourth section discusses perceived problems of teachers. Finally, the fifth section presents teachers' comments and recommendations for professional development.

Demographic Characteristics of the Sample

The questionnaires were mailed/distributed to 500 teachers in the sample selected in November 1994 after permission to administer the survey in the schools in Ankara province was obtained from the Ministry of Education.

The selection of the sample was done systematically from two alphabetized lists provided by the City Board of Education. The two lists, one for the city schools, and one for the village schools, included all the elementary schools in

the Ankara province. According to State Institute of Statistics (1995b), there were 1,113 elementary schools in the Ankara province in the 1992-1993 school year; 307 were city schools and 806 were village schools (see Table 1).

The questionnaire was sent to a sample of 400 teachers from city schools, and 100 teachers from village schools in order to have a representative group of primary school teachers in the Ankara province.

Table 1

Distribution of Elementary School Teachers and Schools

Number of Teachers/ Schools	In Turkey ^a		In Ankara ^a		Sample	
	N	%	N	%	N	%
Total (Teachers)	233,169		13,000		313	
In city schools	136,009	58.3	11,490	88.4	270	86.3
In village schools	97,160	41.7	1,510	11.6	43	13.7
Female teachers	98,555	42.3	8,120	62.5	188	60.8
Male teachers	134,614	57.7	4,880	37.5	121	39.2
Total (Schools)	49,770		1,113		52	
City Schools	7,599		307		22	
Village Schools	42,171		806		30	

^aSource: State Institute of Statistics, 1995a, 1995b.

A total of 322 questionnaires were returned/collected. Since 9 of the returned surveys had too many unanswered questions/statements, these surveys were not used in the analyses. The 313 usable questionnaires provided a 64 percent return rate. The return rate from city schools was 69 percent, and

from village schools 43%. Full demographic characteristics of the sample are shown in Table 2. Due to missing data, the N's vary somewhat over categories.

As Table 2 displays, 86 percent of the study participants were from urban schools and about 14 percent from rural schools. These numbers match with the percentages of all urban and rural school teachers in primary schools in Ankara province, which were 88 percent and 12 percent respectively (see Table 1). That is, a representative sample was obtained. While 61 percent of the respondents were female, 39 percent were male. These percentages also match with the percentages of all female and male teachers in primary schools in Ankara province, 62 percent and 37 percent respectively.

The majority of the teachers (85%) who responded to the questionnaire were educated at the junior college level, and most of them (75%) had more than 15 years of experience (see Table 2). The participants' educational background was found to be significantly related with their experience in teaching (see Table 3). While only a very small number of teachers with 'junior college and below' education were new teachers (4%) and an overwhelming majority of them (80%) had 16 or more years of experience in teaching, many teachers with 'college and above' education (41%) were new teachers. This difference might exist because of the changes that have recently taken place in the educational requirements for teachers' certification: elementary school teachers used to be trained in the two year teachers colleges, but during the early eighties duration of education in these institutions was raised to four years.

Table 2

**Distribution of Teachers by Background Variables
(Demographic Characteristics of the Sample)**

	Frequency	Percent
School Type		
Urban School	270	86.3
Rural School	43	13.7
	N = 313*	100.0
Number of Teachers in the School		
1 Teacher	20	6.4
2 - 5 Teachers	35	11.2
6 - 25 Teachers	50	15.9
26 - 50 Teachers	58	18.6
51 and more	150	47.9
	N = 313*	100.0
Gender of Teacher		
Male	121	39.2
Female	188	60.8
	N = 309*	100.0
Educational Background		
Normal School	11	3.7
Junior College	256	85.0
Bachelor of Arts Degree	31	10.3
Graduate School	3	1.0
	N = 301*	100.0
Experience in Teaching		
1 - 5 Years	24	7.7
6 - 10 Years	25	8.0
11 - 15 Years	28	8.9
16 - 25 Years	159	50.8
26 and more	77	24.6
	N = 313*	100.0

Number of Years at the Current School		
1 - 5 Years	185	59.9
6 - 10 Years	77	25.0
11 - 24 Years	47	15.1
	N = 309*	100.0
Type of School Worked		
Urban Schools	36	11.8
Rural Schools	31	10.2
Both Urban and Rural Schools	238	78.0
	N = 305*	100.0
Grade Level Teaching		
Pre-School	5	1.6
1st Grade	46	14.9
2nd Grade	52	16.9
3rd Grade	60	19.5
4th Grade	54	17.6
5th Grade	35	11.4
Administrator	10	3.2
No Class	15	4.9
Special Education Classes	2	.6
Combined Classes	29	9.4
	N = 308*	100.0
Years of Teaching the Current Grade		
0 Year	24	8.5
1 Year	84	29.7
2 Years	54	19.1
3 Years	40	14.1
4 Years	36	12.7
5 Years	32	11.3
6 and more (7 to 20 Years)	13	4.6
	N = 283*	100.0

***Note:** N's vary somewhat due to missing data.

Table 3

Relationships Between Educational Background, School Type, and Gender and Participants' Experience in Teaching

Experience in Teaching	School Type				χ^2	Gender				χ^2	Educational Background				χ^2
	Urban School		Rural School			Male		Female			Junior Coll. and Below		College and Above		
	N	%	N	%	(p)	N	%	N	%	(p)	N	%	N	%	(p)
1 to 5 years	5	1.9	19	44.2	161.14**	10	8.3	14	7.4	10.39**	10	3.7	14	41.2	60.58**
6 to 10 years	10	3.7	15	34.9		14	11.6	11	5.9		19	7.1	4	11.8	
11 to 15 years	23	8.5	5	11.6		12	9.9	16	8.5		24	9.0	2	5.9	
16 to 25 years	156	57.8	3	7.0		49	40.5	109	58.0		144	53.9	8	23.5	
26 years and more	76	28.1	1	2.3		36	29.8	38	20.2		70	26.2	6	17.6	

(p < .01) **

(p < .05) *

Another background variable found to be significantly correlated with the participants' experience in teaching was the type of school in which they currently worked. As shown in Table 3, most of the teachers from rural schools, in this study, were beginners (1 to 5 years of experience: 44%, and 6 to 10 years of experience: 35%) and most of the teachers from urban schools were experienced teachers (16 to 25 years: 58%, and 26 and more years of experience: 28%). This distribution is a result of the hiring policy of the Ministry of Education which is appointing new teachers to rural schools. Since the living conditions are less attractive in rural areas, experienced teachers do not want to stay there, and therefore there has always been a need for teachers in rural schools.

As displayed in Table 2, a majority of the participants (60%) had been at their current school for 5 years or less, and most of them (78%) had worked in both urban and rural environments. In terms of the number of teachers working in the schools this questionnaire was administered, almost one half of the schools (48%) had 51 or more teachers, 6 percent of them had only 1 teacher, 11 percent had 2-5 teachers, 16 percent had 6-25 teachers, and 19 percent had 26-50 teachers.

Most of the participants were teaching grade levels 1 to 5 with a relatively even distribution across grades. The rest included pre-school teachers (2%), administrators (3%), teachers with no classes (5%), special education class teachers (.6%), and combined class teachers (9%).

About one half of the respondents (49%) reported that they had been teaching their current grade level for one or two years. More than one third of them (38%) had been teaching their current grade level for 3 to 5 years, and 5 percent of them had taught the grade level they were currently teaching for 7 to 20 years, and the rest (8%) had not taught the grade level they were currently teaching before.

The data suggest that the average teacher sampled for the study was a female urban school teacher who had an associate degree, with 20 years of experience in teaching, and she has been teaching on an elementary third grade level for about three years. The school in which this typical participant had been working had 45 teachers.

Summary of the Responses to the Questionnaire Items

The survey questionnaire consisted of 88 questions and statements. Ten of the questions in section I were used to find out the demographic characteristics of the subjects. Twenty four questions in section II were aimed at finding teachers' perceptions of professional development opportunities that exist in the Turkish elementary schools. Twenty four questions in section III tried to explore teachers' beliefs about various teacher development opportunities for improving teachers' instructional practices in the classroom. Twenty five questions in section IV were devoted to finding out the perceived problems and concerns of teachers. Finally, five open-ended questions were asked for the purpose of getting teachers' recommendations for their own professional development.

Relationships Between Demographic Variables and Participants' Responses to Survey Questions

In order to examine relationships between demographic variables and the participants' responses to survey questions, the researcher computed cross-tabulations between demographic variables and all the responses given.

Using SPSS, all the demographic variables were cross-tabulated against the participants' responses to all the survey questions, except the comments given to

the open-ended questions. Using the chi-square values (Pearson) as a measure of significance ($p < .05$ and $p < .01$), significant relationships between certain responses and background variables were identified. Only significant results are reported; these relationships are presented in the following sections wherever they are relevant.

Teachers' Perception of Professional Development Opportunities

The first research question in this study was aimed at examining teachers' perceptions of professional development opportunities that exist in the Turkish elementary schools. It particularly focused on availability and usefulness of current in-service activities, teachers' perceptions of their relationships with others in the school environment, and how they engaged with each other for the purpose of professional growth. Twenty-four questions in section II, (nine in part-1, eleven in part-2, and four in part-3), were designed to address those issues mentioned above.

Availability and Usefulness of In-service Activities

The questions in section II part-1 of the survey questionnaire were designed to find out teachers' perceptions of availability of in-service activities, whether they have participated in any of those activities, and whether they found them useful.

As Table 4 displays, 69 percent of teachers participated in in-service activities organized by the Ministry of Education (MOE hereafter). A majority of those teachers participated in in-service activities by the MOE only once (36%) or twice (38%).

Table 4 also shows that 56 percent of teachers participated in in-service activities organized by the City Board of Education (BOE hereafter). Almost half of those teachers (47%) participated in an activity only once, and 38 percent of them participated only twice. Most of the teachers participated in this study have had only 2 or 3 workshops from either source and they felt that there were not enough in-service activities.

The number of respondents who had never participated in any in-service activities offered by either MOE or BOE was 61 (20%). Most of these participants (87%) had worked in rural schools, and about one-third of these 61 respondents (28%) had never worked in urban schools. Thus, it can be said that the reason why these respondents had never participated in any in-service training activities might be because in-service training activities are not widely available in rural areas. Hence the persons most likely to need support and service may not be getting it.

Similarly, the percentages of participants who had attended workshops offered by both MOE and BOE show that while 122 respondents (45%) from urban schools attended in-service training activities offered by both sources, only 11 respondents (26%) from rural schools had done so. In addition, of the 122 respondents who participated in workshops offered by both MOE and BOE, only 5 respondents had experience “only in rural schools”. These numbers might also indicate that rural school teachers are less fortunate in having access to in-service training activities.

Most of the teachers (81%) somewhat to strongly agreed with the statement that in-service activities which they had attended were useful in improving their teaching skills, knowledge, and in solving difficulties they had in the classroom (see Table 5). Teachers also somewhat to strongly agreed (60%) that new ideas presented during in-service activities were discussed

Table 4

Distribution of Responses to Questions on Attendance to In-service Activities Organized by the Ministry of Education and by the City Board of Education

<i>Questions on Participation to In-service Activities</i>		<i>Frequency</i>	<i>Percent</i>	
Have you ever participated in any in-service training activities organized by the Ministry of Education (workshop, course etc.)?	Yes	213	69.2	
	No	95	30.8	
		N = 308	100.0	
If the answer is "Yes", how many times have you participated?	1	69	35.9	
	2	74	38.5	
	3	28	14.6	
	4	13	6.8	
	5 +	8	4.2	
		N = 192	100.0	
Have you ever participated in any in-service training activities organized by the City Board of Education (workshop, course etc.)?	Yes	166	56.5	
	No	128	43.5	
		N = 294	100.0	
If the answer is "Yes", how many times have you participated?	1	68	47.2	
	2	55	38.2	
	3	15	1.4	
	4 +	6	4.2	
		N = 144	100.0	
Number of respondents who attended no workshops offered by either MOE or BOE	N = 313	61	19.5	
	Urban School Teachers	N = 270	44	16.3
	Rural School Teachers	N = 43	17	39.5
Experience in Rural Schools	N = 61	53	86.9	
	Experience Only in Rural Schools	N = 61	17	27.8
Number of respondents who attended workshops offered by both MOE and BOE	N = 313	133	42.5	
	Urban School Teachers	N = 270	122	45.2
	Rural School Teachers	N = 43	11	25.6
Experience Only in Rural Schools	N = 133	5	3.7	

Table 5

Distribution of Responses to Survey Questions on Availability and Usefulness of In-service Activities

Statements About Availability and Usefulness of In-service Activities	Frequencies and Percentages						
		DK*	SD*	D*	SWA*	A*	SA*
3- In-service training activities which I have attended were very useful in improving my teaching skills/knowledge, and in solving the difficulties that I had in the classroom.	N=212	5	8	27	91	54	27
	%	2.4	3.8	12.7	42.9	25.5	12.7
4- New ideas presented at in-service activities are discussed afterwards by teachers in my school.	N=215	11	20	54	66	50	14
	%	5.1	9.3	25.1	30.7	23.3	6.5
5- There are enough in-service activities/opportunities available for teachers in our district.	N=295	32	58	102	60	38	5
	%	10.8	19.7	34.6	20.3	12.9	1.7
6- Teachers in my district cannot attend any workshops, seminars or courses (offered either by the City Board of Education or Ministry of Education) as they would like to because they have to apply for and be selected by the organizers.	N=292	42	11	53	39	99	48
	%	14.4	3.8	18.2	13.4	33.9	16.4
7- In-service activities, such as workshops and seminars on various instructional subjects, help teachers to get together and share their experiences.	N=297	7	10	24	51	139	66
	%	2.4	3.4	8.1	17.2	46.8	22.2
8- Teachers can get opportunities to improve their teaching knowledge and skills by participating in in-service activities.	N=293	4	5	12	48	141	83
	%	1.4	1.7	4.1	16.4	48.1	28.3
9- In-service activities are not necessary; teaching experience helps teachers more.	N=298	12	79	115	51	26	15
	%	4.0	26.5	38.6	17.1	8.7	5.0

*Legend: DK: Don't Know
SD: Strongly Disagree

D: Disagree
SWA: Somewhat Agree

A: Agree
SA: Strongly Agree

afterwards by teachers in their schools. However, many teachers also believe (54%) that there are not enough in-service activities/opportunities available for them. Most teachers (64%) further added that teachers cannot attend as many workshops, seminars, or courses as they would like because they have to apply for and be selected by the organizers who happen to be administrators at MOE or BOE. As these responses indicate, although teachers find in-service activities useful, they are not widely available to all teachers.

As indicated in Table 5, most of the teachers believe that participating in in-service activities helps teachers to get together and share their experiences (86.2%), and provides them with opportunities to improve their teaching knowledge and skills (93%). They also believe that participating in in-service activities would be more helpful in their teaching than teaching experience itself (65%). However, as mentioned earlier, most teachers have had only 2 or 3 workshops from any source.

When all the demographic variables were cross-tabulated against the participants' responses to the two questions on participation in in-service activities, it was found that urban and rural school teachers differ significantly in their responses. As presented in Table 6, while only half of the rural school teachers had ever participated in in-service training activities organized by the MOE, and only 35% of them participated in activities organized by the BOE, most of the urban school teachers (72%, and 60% respectively) had participated in these programs. The reason why rural school teachers had participated in in-service training activities less than urban school teachers might be because, as mentioned earlier, these in-service training activities are not widely available in rural areas.

There is also a significant difference between urban and rural school teachers in terms of how many times they participated in in-service training

Table 6

Relationships Between School Type and Responses to Questions on Participation in In-service Activities

Questions on Participation in In-service Activities		School Type				χ^2
		Urban School		Rural School		
		N	%	N	%	(p)
Have you ever participated in any in-service training activities organized by the Ministry of Education (workshop, course etc.)?	Yes	192	72.2	21	50.0	8.36**
	No	74	27.8	21	50.0	
Have you ever participated in any in-service training activities organized by the City Board of Education (workshop, course etc.)?	Yes	152	59.8	14	35.0	8.67**
	No	102	40.2	26	65.0	

($p < .01$) **

($p < .05$) *

activities by MOE. Urban school teachers participated in these programs many more times than rural school teachers did (see Table 7). Thus, not only did more urban school teachers than rural school teachers attend in-service training activities, but they attended more activities as well.

There was also a significant relationship found between the gender of the participants and whether they believe that in-service activities are necessary. As Table 8 shows, more female teachers think that teaching experience is more important than in-service activities. This might be because female teachers are more open in sharing their ideas, instructional problems and concerns with others. Therefore, they might think that in-service activities, which are mostly conducted in short periods, do not give them many chances to be better teachers compared to teaching experience.

Table 7

Relationship Between School Type and Responses to How Many Times Respondents Participated in In-service Activities by MOE

Question on Participation in In-service Activities		School Type				χ^2
		Urban School		Rural School		
		N	%	N	%	(p)
How many times have you participated in in-service training activities organized by the Ministry of Education (workshop, course etc.)?	1	57	33.1	12	60.0	7.35*
	2	67	39.0	7	35.0	
	3 to 7	48	27.9	1	5.0	
Total		172	100.0	20	100.0	

($p < .01$) **

($p < .05$) *

Table 8

Relationship Between Participants' Gender and Responses to an Agree-Disagree Statement About In-service Activities

Proportion Who Agree That:	Gender				χ^2
	Male		Female		
	N	%	N	%	(p)
In-service activities are not necessary; teaching experience helps teachers more	24	21.2	67	39.4	10.27**

($p < .01$) **

($p < .05$) *

Gender is also significantly related with how many times respondents participated in in-service activities by BOE. As shown in Table 9, female teachers participated in more of these programs than male teachers did; most men participated in these activities only once, while most women participated two or more times.

Another significant relationship was found between the educational background of the participants and their participation in in-service activities (see Table 10). Predominantly, more teachers with 'junior college and below' education than teachers with 'college and above' education attended in-service training activities organized by both MOE (72% vs. 46%) and BOE (61% vs. 28%). This can be explained by the fact that most of the teachers with 'junior college and below' education are experienced teachers (see Table 3) so they might have had more chances to attend these activities.

Table 9

Relationship Between Participants' Gender and Responses to How Many Times Respondents Participated in In-service Activities by BOE

Question on Participation in In-service Activities		Gender				χ^2
		Male		Female		
		N	%	N	%	(p)
How many times have you participated in in-service training activities organized by the City Board of Education (workshop, course etc.)?	1	39	61.9	29	36.2	10.09**
	2	19	30.2	35	43.8	
	3 to 7	5	7.9	16	20.0	
Total		63	100.0	80	100.0	

($p < .01$) **

($p < .05$) *

Table 10

Relationships Between Educational Background and Responses to Questions on Participation in In-service Activities

Questions on Participation in In-service Activities		Educational Background				χ^2
		Junior College and Below		College and Above		
		N	%	N	%	(p)
Have you ever participated in any in-service training activities organized by the Ministry of Education (workshop, course etc.)?	Yes	190	72.2	15	45.5	9.88**
	No	73	27.8	18	54.5	
Have you ever participated in any in-service training activities organized by the City Board of Education (workshop, course etc.)?	Yes	152	60.8	9	28.1	12.36**
	No	98	39.2	23	71.9	

($p < .01$) **

($p < .05$) *

Teachers Perceptions of Their Relationships With Others in the School Environment

Eleven items in section II part-2 of the survey questionnaire consisted of statements about teachers' professional relationships with other teachers, administrators, and supervisors. These statements addressed teachers' beliefs about the effectiveness of supervisory activities that administrators and supervisors offer, and how they perceive their professional relationships with other teachers.

Distribution of responses to the above issues is presented in Table 11. According to the responses, most of the participants (68%) think that administrators are available and many of them (52%) believe that supervisors are available in giving assistance and instructional help when teachers have problems and concerns. However, most of the participants (58%) also think that

the evaluation reports prepared by the administrators and supervisors are not very encouraging in enabling teachers to grow professionally, and many of them (56%) believe that inspection by supervisors does not help to improve the teaching process in the schools. In other words, most teachers think supervisors are available but their availability or how they perform does not contribute to teachers' professional development.

The responses to the item about the evaluation of teachers by supervisors indicate that teachers are divided on this issue. While 53 percent of teachers said that they can ask supervisors questions and concerns they have about their teaching, 44 percent of them said they couldn't.

Another finding about professional relationships in the school is that only 21 percent of the respondents said that beginning teachers in their schools have a teacher assigned to help them with their teaching. This indicates that this type of organized professional help is not available to many teachers. Interestingly, about one-fifth of the participants (18%) selected the "Don't Know" option. This might mean either they did not know whether such an organized system existed in their schools or they were not familiar with this method at all.

On the issue of whether teachers who talk about their weaknesses in teaching and problems they face in the classroom are seen as inadequate, most of the teachers (55%) think that they are not. In addition, only a few (13%) respondents said that if other teachers ask them for advice, it implies that they are more competent. This can be interpreted as teachers being open to discuss their professional weaknesses and problems and ready to ask other teachers for advice, or to give help to their colleagues.

Table 11

Distribution of Responses to Survey Questions on Professional Relationships Among Teachers, Between Teachers and School Administrators, and Between Teachers and Supervisors

Statements About Professional Relationships	Frequencies and Percentages						
		DK*	SD*	D*	SWA*	A*	SA*
1- Administrators in my school are available in giving assistance when teachers have instructional problems/concerns.	N=309	7	32	59	98	79	34
	%	2.3	10.4	19.1	31.7	25.6	11.0
2- Supervisors are available in giving teachers instructional help when teachers have problems/concerns.	N=310	2	51	96	115	41	5
	%	.6	16.5	31.0	37.1	13.2	1.6
3- Administrators' and supervisors' evaluation reports are very helpful/encouraging in enabling teachers to grow professionally.	N=309	3	69	109	67	48	13
	%	1.0	22.3	35.3	21.7	15.5	4.2
4- I believe that inspection by supervisors helps to improve the teaching process in the schools.	N=308	5	63	111	82	39	8
	%	1.6	20.5	36.0	26.6	12.7	2.6
5- Since supervisors evaluate teachers, teachers cannot ask them the questions/concerns they have about their teaching.	N=305	8	49	113	76	45	14
	%	2.6	16.1	37.0	24.9	14.8	4.6
6- In my school, beginning teachers have a teacher assigned to help them with their teaching.	N=302	56	84	97	23	28	14
	%	18.5	27.8	32.1	7.6	9.3	4.6
7- When teachers talk about their weaknesses in teaching and problems they face in the classroom, they are viewed as inadequate.	N=302	6	61	104	44	67	20
	%	2.0	20.2	34.4	14.6	22.2	6.6
8- In my school, there is scheduled joint planning time for teachers who teach the same grade.	N=306	19	31	87	47	100	22
	%	6.2	10.1	28.4	15.4	32.7	7.2

9- In my school, there is a time slot scheduled for teachers to get together (in pairs, small groups, or as a whole) to share their problems, experiences, difficulties, concerns, and possible solutions.	N=301	17	48	111	59	50	16
	%	5.6	16.0	36.9	19.6	16.6	5.3
10-In my school, during the faculty meetings teachers share their instructional problems, solutions to those problems/concerns, and new ideas with other teachers.	N=306	8	29	49	75	107	38
	%	2.6	9.5	16.0	24.5	35.0	12.4
11-If other teachers ask me for advice, it implies that I am more competent than they are.	N=306	9	107	149	19	18	4
	%	2.9	35.0	48.7	6.2	5.9	1.3

*Legend: DK: Don't Know
SD: Strongly Disagree
D: Disagree

SWA: Somewhat Agree
A: Agree
SA: Strongly Agree

Another item in the questionnaire asked whether there was a scheduled joint planning time for teachers who teach the same grade. Most participants (55%) said that they had such scheduled joint planning time. On the other hand, many teachers (53%) stated that there was no time slot scheduled for all teachers to get together (in pairs, small groups, or altogether) to share their problems, experiences, difficulties, concerns, and possible solutions. Even though many teachers claim that they don't have a scheduled time slot in their schools for sharing their experiences, problems or ideas, most of them (72%) stated that they share these during faculty meetings.

The cross-tabs which were done to examine relationships between background variables and the participants' responses to the survey questions showed that there are significant differences between urban and rural school teachers in their responses to some of the statements about their professional relationships (see Table 12). More rural school teachers than urban school teachers seem to agree that supervisors are available in giving assistance when teachers have problems. They also seem to believe in the value of supervisory activities in the school setting more than urban school teachers do. Similarly, while most of the rural school teachers (64%) appear to think that inspection by supervisors helps to improve the teaching process in schools, only 39 percent of the urban school teachers think so.

These differences can be explained in two ways. It might be either because supervisors are spending relatively more time in the village schools, or since most village school teachers are mostly new teachers (see Table 3) and there are not many resources available to them, even very little help given by the supervisors is appreciated greatly. Moreover, research has shown that new teachers have more questions about teaching and more need for professional help, and this may also explain why all respondents from the rural schools

(100%) agreed on the issue of assigning mentor teachers to assist beginning teachers (see Table 34).

Table 12

Relationships Between School Type and Responses to Some Agree-Disagree Statements About Teachers' Relationships with Others in School

Proportion Who Agree That:	School Type				χ^2
	Urban School		Rural School		
	N	%	N	%	(p)
Administrators in my school are available in giving assistance when teachers have instructional problems/concerns	178	67.4	33	86.8	5.94*
Supervisors are available in giving teachers instructional help when teachers have problems/concerns	130	48.9	31	73.8	9.04**
I believe that inspection by supervisors helps to improve the teaching process in the schools	102	39.1	27	64.3	9.40**
In my school, during the faculty meetings teachers share their instructional problems, solutions to those problems/concerns, and new ideas with other teachers	188	71.2	32	94.1	8.17**

(p < .01) **

(p < .05) *

As Table 12 shows, rural school teachers also seem to share their instructional problems and concerns, solutions to those problems, and new ideas with other teachers in the faculty meetings more than urban school teachers do. This might be because there are fewer teachers in village schools and thus, there might be closer relationships among teachers.

Some other significant relationships were also found between the educational background of the participants and their responses to some of the

agree-disagree statements about their professional relationships with others. One significant difference between teachers with 'junior college and below' education and teachers with 'college and above' education is that more teachers with 'college and above' education tend to believe that inspection by supervisors helps to improve the teaching process in the schools (see Table 13). Moreover, most of the teachers with 'college and above' education (83%) also believe that supervisory activities would be useful in the school setting for teachers' personal and professional development, while only half of the teachers with 'junior college and below' education (50%) think so (see Table 36). There could be two different explanations for this. It might be either because the teachers with 'college and above' education are more open to others, supervisors in particular, for suggestions, or they are younger and also do not have a sufficient pre-service training so they might believe that supervisory activities could help them to be successful in their schools. It is

Table 13

Relationships Between Educational Background and Responses to Some Agree-Disagree Statements about Teachers' Professional Relationships With Others in School

Proportion Who Agree That:	Educational Background				χ^2
	Junior College and Below		College and Above		
	N	%	N	%	(p)
I believe that inspection by supervisors helps to improve the teaching process in the schools	105	40.4	19	61.3	4.95*
In my school, there is scheduled joint planning time for teachers who teach the same grade	155	62.0	9	36.0	6.38*

($p < .01$) **

($p < .05$) *

also possible that the supervisors might have more informal relationships with the rural teachers who are mostly college graduates. Since there are fewer teachers in the rural schools, informal relationships could flourish between teachers and supervisors, and that might lower the tension on the teachers' side.

Teachers Engagement with Each Other

Statements in section II part-3 of the survey questionnaire were designed to find out teachers' professional relationships such as sharing instructional experiences, problems, educational materials etc., with other teachers.

Table 14 shows that teachers tend to talk to each other on a variety of subjects when they get together during the breaks: curriculum and instruction (70%), complaints about student behavior (62%), complaints about work conditions (53%), and social plan and activities (34%). On the other hand, 6 percent of the respondents said that they had no time to talk.

In addition to the given options mentioned above, some teachers reported other things they talk about during the breaks in the "other" option in the survey questionnaire. Twenty-eight teachers, for example, indicated that they also talk about living conditions, inflation, and some other daily matters, and two teachers said that they talk about parent-teacher-school relationships.

When asked how often they have structured meetings with their colleagues at their schools for professional purposes such as discussing instructional problems, curriculum development or preparing plans etc., a majority of the respondents (61%) said they get together once or twice a semester. People who said 'once a month' accounted for 22 percent, 'twice a month' 6 percent, and 'once a week or more' accounted for only 5 percent. In

Table 14

Distribution of Responses to Survey Questions on Professional Relationships Among Teachers

Questions on Professional Relationships	Frequency	Percent
When we teachers get together during the breaks, we talk about:		
a- Social plans and activities	105	34.2
b- Complaints about work conditions	164	53.4
c- Complaints about student behavior	190	61.9
d- Curriculum and instruction	216	70.4
e- We have no time to talk	19	6.2
Other: Living conditions (economy)	28	8.9
Parent-teacher-school relationships	2	.6
How often do you have structured meetings with your colleagues at your school for professional purposes (such as discussing instructional problems, curriculum development or preparing plans etc.) ?		
a- Once a week or more	15	4.9
b- Twice in a month	17	5.5
c- Once a month	66	21.5
d- Once or twice a semester	188	61.2
Other: Never	19	6.2
Beginning of the school year	2	.7
How often do teachers in your school invite each other to each other's classrooms to make observations?		
a- Frequently	14	4.5
b- Sometimes	81	26.1
c- Rarely	70	22.6
d- Never	144	46.5
When I have an instructional concern/question or problem, I can ask help from:		
a- The principal	118	38.1
b- The assistant principal	74	23.9
c- A teacher whom I know	92	29.8
d- A teacher who teaches the same grade as I do	198	63.9
e- Any teacher	59	19.1

addition, 19 teachers (6%) added that they never get together, and two teachers (.7%) said that they get together only at the beginning of the school year. These responses indicate that teachers do not have many opportunities to meet with other teachers for professional purposes.

Responses to the question of how often teachers invite other teachers to each other's classroom for the purpose of observations indicate that only a very small number of teachers make use of observations to improve each other's teaching. A considerably high number of teachers (46%) said that they 'never' invite other teachers to their classroom nor do they visit other classrooms for observations. More than twenty two percent of the respondents said that they 'rarely' invite each other to each other's classrooms, and 26 percent said that they 'sometimes' do. These responses draw a picture of school culture where there are walls between teachers which prevent them from interacting with each other professionally.

Another question asked who teachers can ask for help when they have instructional concerns. As response to this question, the respondents had five choices of which they could choose as many as they would like. Most of the teachers (64%) said that they could ask help from a teacher who teaches the same grade as they do. While 19 percent of the participants said they could ask help from any teacher, many others (38%) said that they would ask the principal, 24 percent said they could also ask the assistant principal, and 30 percent responded that they could ask a teacher they know. In addition to these, 2 teachers (.6%) added that they could ask for help from supervisors, and 1 teacher remarked that there is nobody they could ask for help.

The cross-tabs revealed a significant difference between teachers with 'junior college and below' education and teachers with 'college and above' education in their responses to a statement about professional relationships

among teachers. As Table 15 displays, while most of the teachers with 'college and above' education (61%) stated they could ask help from a teacher whom they know when they have instructional problems, only a quarter of the teachers with 'junior college and below' education (26%) did so. This could be interpreted as teachers with 'college and above' education being more open to people with whom they work with rather than being able to ask questions to any teacher in school. Since there are not many college graduate elementary school teachers, teachers with 'college and above' education might feel isolated and have problems communicating with the other teachers.

Table 15

Relationship Between Educational Background and Responses to a Statement About Professional Relationships Among Teachers

Statement about professional relationships among teachers		Educational Background				χ^2
		Junior College and Below		College and Above		
		N	%	N	%	(p)
When I have an instructional concern/question or problem, I can ask help from a teacher whom I know	Yes	70	26.5	20	60.6	16.14**
	No	194	73.5	13	39.4	

($p < .01$) **

($p < .05$) *

An interesting relationship was also found between the number of years participants spent at their current school and their responses to a statement about whom they can ask help from when they have instructional concerns. As shown in Table 16, the less teachers stayed in the same school, the more they said that they could ask for help from a teacher whom they know when they have instructional questions or problems. This might be because the longer teachers

stay in the same school the stronger the competition among them might grow. Another explanation could be that new teachers might have more questions, and the longer they stay in the same school, the fewer questions they might have. It is also possible that they may find out that other teachers don't know any more than they do.

Table 16

Relationship Between Number of Years at the Current School and Responses to a Statement About Professional Relationships Among Teachers

Statement about professional relationships among teachers		Number of Years at Current School						χ^2
		1-5 Years		6-10 Years		11-24 Years		
		N	%	N	%	N	%	(p)
When I have an instructional concern/question or problem, I can ask help from a teacher whom I know	Yes	64	35.0	17	22.4	9	19.6	6.67*
	No	119	65.0	59	77.6	37	80.4	

($p < .01$) **

($p < .05$) *

Teachers' Beliefs About Teacher Development

Teachers' Beliefs About Teacher Development Opportunities

The second research question was aimed at finding out whether teachers believe that various teacher development opportunities help them to improve their instructional practices in the classroom. To answer this issue, the 24 questionnaire items in section III included statements about the extent to which teachers believe they need professional help to improve their teaching, and whether they think that assigning mentor teachers to assist beginning teachers, observing and coaching each other in the classroom, and sharing experiences, difficulties, and concerns are practical in their school environment. Moreover, these statements addressed the current situation in the schools in terms of teachers' professional relationships with others, more specifically, professional interactions between experienced and new teachers. In addition, teachers' beliefs about the accessibility of professional publications were explored in this section. The distribution of answers for this section is presented in Table 17.

Responses to the first question in section III of the survey questionnaire indicated that the participants overwhelmingly (93%) believe that teachers do need opportunities to improve their teaching skills and knowledge. Almost 80 percent of the respondents also think that they do not receive the professional help they need. Although many of the teachers (72%) believe that their teacher training program or their experience in teaching has given them all the necessary skills to be an effective teacher, and most teachers (90%) feel good about their teaching style and strategies and think that they are successful, almost one half of the respondents (45%) also said that sometimes it was hard to know how they were doing in their teaching.

Table 17

Distribution of Responses to Survey Questions on Teachers' Beliefs and Feelings About Their Professional Development, and The Ways They Could Help Each Other to Improve Their Teaching Skills

Statements About Teachers' Beliefs and Feelings About Their Professional Development	Frequencies and Percentages						
		DK*	SD*	D*	SWA*	A*	SA*
1- Teachers need opportunities to improve their teaching knowledge and skills.	N=311	-	13	10	10	170	108
	%	-	4.2	3.2	3.2	54.7	34.7
2- Teachers receive the professional help they need.	N=308	5	79	167	34	16	7
	%	1.6	25.6	54.2	11.0	5.2	2.3
3- My teacher training program and/or experience has given me all the necessary skills to be an effective teacher.	N=311	-	35	53	105	81	37
	%	-	11.3	17.0	33.8	26.0	11.9
4- Sometimes, it is hard to know how I am doing in my teaching.	N=308	3	29	110	92	68	6
	%	1.0	9.4	35.7	29.9	22.1	1.9
5- I feel good about my teaching style and strategies; I think they are successful.	N=303	6	3	23	65	155	51
	%	2.0	1.0	7.6	21.5	51.2	16.8
6- Teachers should be given opportunities to share their ideas with other teachers.	N=310	-	7	10	10	159	124
	%	-	2.3	3.2	3.2	51.3	40.0
7- Interaction among teachers and exploration of ideas are useful for teachers' professional and personal development.	N=311	2	5	12	21	158	113
	%	.6	1.6	3.9	6.8	50.8	36.3
8- Demonstration lessons by supervisors and/or administrators help teachers to improve their teaching skills.	N=308	5	21	43	76	108	55
	%	1.6	6.8	14.0	24.7	35.1	17.9

9- Assigning beginning teachers a mentor teacher helps them to adjust successfully to their new environment.	N=310	1	8	18	33	154	96
	%	.3	2.6	5.8	10.6	49.7	31.0
10- Working with another colleague, observing each other in classroom teaching, and giving each other constructive feedback, helps both teachers to improve their teaching skills.	N=308	4	7	16	41	149	91
	%	1.3	2.3	5.2	13.3	48.4	29.5
11- Teachers in our school share their ideas, methods and instructional materials with other teachers.	N=305	9	12	32	82	125	45
	%	3.0	3.9	10.5	26.9	41.0	14.8
12- I share information, materials, problems/concerns, and ideas with the other teachers who teach the same grade level as I do.	N=301	3	6	31	63	96	102
	%	1.0	2.0	10.3	20.9	31.9	33.9
13- I give help and support to other teachers when they have problems in their teaching.	N=305	4	4	11	57	128	101
	%	1.3	1.3	3.6	18.7	42.0	33.1
14- I receive informal evaluations of my teaching performance from other teachers.	N=306	7	3	56	94	96	50
	%	2.3	1.0	18.3	30.7	31.4	16.3
15- I believe that when teachers have problems, they should be able to discuss them with any teacher who might be able to help.	N=309	1	2	12	7	136	151
	%	.3	.6	3.9	2.3	44.0	48.9
16- Use of professional publications helps teachers to know the developments in the field of education, and may help them to learn of new techniques or solutions to some problems that they face.	N=305	2	1	11	37	134	120
	%	.7	.3	3.6	12.1	43.9	39.3
17- Teachers in my school have access to professional publications.	N=299	19	72	92	60	38	18
	%	6.4	24.1	30.8	20.1	12.7	6.0

*Legend: DK: Don't Know
SD: Strongly Disagree
D: Disagree

SWA: Somewhat Agree
A: Agree
SA: Strongly Agree

As displayed in Table 17, an overwhelmingly high percentage of the participants (94%) believe that teachers should be given opportunities to share their ideas with other teachers, and most of them (94%) also think that interaction among teachers and exploration of ideas are useful for teachers' professional and personal development. Most teachers (91%) also think that assigning beginning teachers mentor teachers would help them to adjust successfully to their new environment.

Most of the teachers also (91%) believe that working with another colleague, observing each other in classroom teaching, and giving each other constructive feedback would help both teachers to improve their teaching skills. In addition, 78 percent of the participants stated that demonstration lessons by supervisors and/or administrators help teachers to improve their teaching.

In terms of sharing instructional materials, ideas, problems and concerns, most of the participants (83%) reported that teachers in their schools share materials, ideas and problems, and other teaching related things with their colleagues, and most teachers (87%) also said they personally do so. A large number of teachers (95%) also believe that when teachers have problems, they should be able to discuss them with any teacher who might be able to help, and most of the participants (94%) also said they give help and support to other teachers when they have problems in their teaching. However, a lower percentage of teachers (78%) reported that they actually receive informal evaluations of their teaching performance from other teachers.

In terms of the use of professional publications, what teachers reported shows that many teachers do not have access to professional publications in Turkey. While almost all teachers (95%) believe that use of professional publications helps teachers learn about new developments in the field of

education, and may help them to learn about new techniques or solutions to some problems that they face, only 39 percent of them reported that they have access to professional publications.

The cross-tabs revealed a significant relationship between the number of years participants spent at their current school and their responses to whether their teacher training program or their experience in teaching has given them all the necessary skills to be an effective teacher. It seems that the longer teachers stayed in the same school, the more they believe that their teacher training program and/or experience has given them all the necessary skills (see Table 18). This can be explained by the fact that the longer teachers teach in the same school, the better they would know their school, student

Table 18

Relationships Between Number of Years at the Current School and Responses to an Agree-Disagree Statement About Teachers' Beliefs About Teacher Development Opportunities

Proportion Who Agree That:	Number of Years at Current School						χ^2
	1-5 Years		6-10 Years		11-24 Years		
	N	%	N	%	N	%	(p)
My teacher training program and/or experience has given me all the necessary skills to be an effective teacher.	121	65.8	61	80.3	39	83.0	8.93*

($p < .01$) **

($p < .05$) *

population, and resources available to them. The number of years participants spent at their current school may also be related to their experience in teaching; no matter whether they work in the same school or not, the more years teachers work the more experience they would gain, and the more they would feel confident about their teaching.

Table 19

Relationships Between School Type and Responses to Some Agree-Disagree Statements on Teachers' Beliefs About Teacher Development Opportunities

Proportion Who Agree That:	School Type				χ^2
	Urban School		Rural School		
	N	%	N	%	(p)
My teacher training program and/or experience has given me all the necessary skills to be an effective teacher	200	74.6	23	53.5	8.16**
I share information, materials, problems/concerns, and ideas with the other teachers who teach the same grade level as I do	235	89.4	26	74.3	6.44*
I receive informal evaluations of my teaching performance from other teachers	204	78.5	36	92.3	4.10*

($p < .01$) **

($p < .05$) *

On the same issue of whether their teacher training program and/or experience has given them all the necessary skills to be an effective teacher, urban school teachers and rural school teachers also differed significantly in their responses. While most of the urban schools teachers (75%) agreed that they have got these skills, only about half of the rural school teachers stated that they have gained the skills to be an effective teacher (see Table 19). As mentioned earlier,

most of the rural school teachers are new teachers (see Table 3). Thus, this difference might be due to new teachers' feeling insecure about their teaching.

Another significant difference was found between the participants' educational background and whether they believed that their education and/or experience was sufficient to be a good teacher. More teachers with 'junior college and below' education (74% vs. 56%) seem to believe that their teacher training program or experience has given them all the necessary skills to be an effective teacher (see Table 20). There could be several reasons for this difference. It might be either because teachers with 'college and above'

Table 20

Relationships Between Educational Background and Responses to Some Agree-Disagree Statements on Teachers' Beliefs About Teacher Development Opportunities

Proportion Who Agree That:	Educational Background				χ^2
	Junior College and Below		College and Above		
	N	%	N	%	(p)
My teacher training program and/or experience has given me all the necessary skills to be an effective teacher	195	73.6	19	55.9	4.64*
I share information, materials, problems/concerns, and ideas with the other teachers who teach the same grade level as I do	228	89.4	23	74.2	5.96*
I give help and support to other teachers when they have problems in their teaching.	248	95.8	26	86.7	4.51*
Use of professional publications helps teachers to learn the developments in the field of education, and may help them to learn of new techniques or solutions to some problems that they face	251	97.7	29	85.3	12.63**

($p < .01$) **

($p < .05$) *

education became so modest that they easily accept this fact or the education given in former Normal Schools and other two year teacher training programs was indeed good and that teachers with 'junior college and below' education feel that it has given them all the necessary skills to be an effective teacher. It is also important to note that most of the teachers with 'junior college or below' education are experienced teachers. Therefore, they might think that their experience has enabled them to be successful teachers.

Another interpretation of this finding could be the possibility that the more one learns, the more one is aware of how much more there is to learn. Teachers with 'college and above' education might be aware of the complexities.

The cross-tabs revealed that there are differences between urban and rural school teachers in terms of sharing information, materials, and ideas with the other teachers who teach same grade level (see Table 19). This can be explained as there may not be many teachers who teach on the same grade level since there are fewer teachers in the rural schools. Since the relationships among teachers could be more formal in urban schools, the teachers in rural schools might receive more informal evaluations of their teaching from other teachers than urban school teachers do.

On the issues of sharing information, materials, and ideas with the other teachers who teach same grade, and giving help and support to others, teachers' educational background is found to be significantly correlated with their responses (see Table 20). More teachers with 'junior college and below' education seem to share things and give support to other teachers when they are needed.

There were also significant relationships between the gender of the participants and their views about teacher development opportunities. The differences between male and female teachers in their responses to some

statements are presented in Table 21. The relationships between the gender of the participants and the agree-disagree statements about teacher development opportunities suggest that female teachers are more likely to share information, instructional materials, teaching concerns, and ideas with other teachers. However, this relationship may not be very important because over 80 percent of men and women answered in the same way.

Table 21

Relationships Between Participants' Gender and Responses to Some Agree-Disagree Statements on Teachers' Beliefs About Teacher Development Opportunities

Proportion Who Agree That:	Gender				χ^2
	Male		Female		
	N	%	N	%	(p)
Teachers in our school share their ideas, methods and instructional materials with other teachers	91	78.4	157	89.2	6.32*
I share information, materials, problems/concerns, and ideas with the other teachers who teach the same grade level as I do	96	83.5	164	91.1	3.90*
Teachers in my school have access to professional publications	34	30.4	80	48.8	9.31**

($p < .01$) **

($p < .05$) *

The cross-tabs revealed a significant relationship between participants' educational background and their responses to a statement about the use of professional publications. As presented in Table 20, more teachers with 'junior college and below' education than teachers with 'college and above' education believe that use of professional publications helps teachers to learn about developments in the field, and may help them to learn about new techniques.

This could be explained by the fact that more teachers with ‘junior college and below’ education work in the urban schools. Since teachers in the urban schools have more access to professional publications, they might be more aware of their helpfulness for improving teaching.

Teachers’ Responses on Getting New Ideas in Teaching

Teachers’ answers about how they get new teaching ideas are presented in Table 22. They reported that they get new teaching ideas from teaching magazines (77%), from other teachers (74%), from in-service activities and workshops (70%), and from professional conferences (55%). In addition to the given options mentioned above, some teachers reported other ways of getting new teaching ideas. Twenty-four teachers (8%), for example, added that they could get new teaching ideas from books they have read, and 7 teachers (2%)

Table 22

Distribution of Responses to Survey Questions on Getting New Teaching Ideas (Section III – Question - 18)

I get new teaching ideas from:	Frequencies and Percentages						
		DK*	SD*	D*	SWA*	A*	SA*
a- Other teachers	N=236	12	18	31	83	65	27
	%	5.1	7.6	13.1	35.2	27.5	11.4
b- Teaching magazines	N=214	5	13	32	68	71	25
	%	2.3	6.1	15.0	31.8	33.2	11.7
c- Professional conferences	N=188	14	23	48	43	45	15
	%	7.4	12.2	25.5	22.9	23.9	8.0
d- In-service activities, workshops, outside courses	N=194	6	18	35	47	65	23
	%	3.1	9.3	18.0	24.2	33.5	11.9

reported that they could also get new ideas from TV, video, and slide demonstrations.

Teachers also use various sources in preparing yearly and monthly plans at the beginning of the school year (see Table 23). They use their own experience in teaching (93%), commercial publications (92%), previous plans that they have prepared (90%), and they also look at other teachers' plans (85%). In addition to these options, some teachers added other means such as using the official program booklet published by the MOE (17%), and using text books (4%) in preparing their plans.

Table 23

Distribution of Responses to Survey Questions on Preparing Yearly and Monthly Plans (Section III – Question - 19)

In preparing yearly and monthly plans at the beginning of the school year, I:	Frequencies and Percentages						
		DK*	SD*	D*	SWA*	A*	SA*
a- Use previous plans that I have prepared	N=249	4	11	12	73	108	41
	%	1.6	4.4	4.8	29.3	43.4	16.5
b- Look at other teachers' plans	N=231	2	7	25	67	103	27
	%	.9	3.0	10.8	29.0	44.6	11.7
c- Use my experience in teaching	N=243	-	2	16	33	118	74
	%	-	.8	6.6	13.6	48.6	30.5
d- Use commercial examples/publications	N=249	1	5	14	61	119	49
	%	.4	2.0	5.6	24.5	47.8	19.7

*Legend: DK: Don't Know
SD: Strongly Disagree
D: Disagree

SWA: Somewhat Agree
A: Agree
SA: Strongly Agree

The participants' gender was found to be significantly correlated with whether they reported that they use their experience in teaching in preparing yearly and monthly plans at the beginning of the school year (see Table 24). Although percentages for both groups are over 90, male teachers seem to use their experience in teaching more than female teachers do in preparing their plans. On the same issue, another significant relationship was found between the educational background of the participants and their responses (see Table 25). While almost all teachers with 'junior college and below' education (95%) reported that they use their experience in teaching in preparing yearly and monthly plans, a lower percentage of teachers with 'college and above' education (77%) said that they do so. Since teachers with 'college and above' education are mostly new teachers it is normal to see that they use other sources more than their experience in teaching.

Table 24

Relationship Between Participants' Gender and Responses to a Statement on Getting New Ideas in Teaching

Proportion Who Agree That:	Gender				χ^2
	Male		Female		
	N	%	N	%	(p)
In preparing yearly and monthly plans at the beginning of the school year, I use my experience in teaching	95	96.9	129	90.2	4.01*

($p < .01$) **

($p < .05$) *

Teachers' Beliefs About Experienced Teachers' Role in Teaching/Learning

Almost one half of the respondents agreed with the statement that experienced teachers do not help new teachers (see Table 26). On the issue of why they do not help new teachers, most of the participants (58%) think that because new teachers are not asking for help (see Table 27), and many of them (47 percent) also believe that helping new teachers might be interpreted as

Table 25

Relationships Between Educational Background and Responses to an Agree-Disagree Statement About Getting New Ideas in Teaching

Proportion Who Agree That:	Educational Background				χ^2
	Junior College and Below		College and Above		
	N	%	N	%	(p)
In preparing yearly and monthly plans at the beginning of the school year, I use my experience in teaching	199	94.8	17	77.3	9.48**

($p < .01$) **

($p < .05$) *

Table 26

Distribution of Responses to a Survey Question About Experienced Teachers' Role in Teaching (Section III – Question - 20)

Statement About Experienced Teachers' Role in Teaching	Frequencies and Percentages						
		DK*	SD*	D*	SWA*	A*	SA*
Experienced teachers do not help new teachers	N=274	19	40	97	59	38	20
	%	6.9	14.6	35.4	21.5	13.9	7.3

*Legend: DK: Don't Know
SD: Strongly Disagree
D: Disagree

SWA: Somewhat Agree
A: Agree
SA: Strongly Agree

interference. In addition to these reasons mentioned above, three teachers offered “being unhappy on the job because of an unsatisfactory salary” as another reason why experienced teachers do not help new teachers.

On the other hand, as a response to why they believe that experienced teachers do not help new teachers, many of the participants seem to disagree or strongly disagree with the statements, such as “it is not their responsibility to help new teachers’ (56%), “new teachers should experience the same difficulties that they have had” (68%), and “giving them teaching hints could make them more successful than they are” (75%) (see Table 27). This finding

Table 27

Distribution of Responses to Survey Questions on Experienced Teachers Not Being Helpful (Section III – Question - 21)

Experienced teachers do not help new teachers because they believe that:	Frequencies and Percentages						
		DK*	SD*	D*	SWA*	A*	SA*
a- It is not their responsibility to help new teachers	N=246	22	52	87	31	42	12
	%	8.9	21.1	35.4	12.6	17.1	4.9
b- New teachers are not asking for help	N=250	22	20	62	64	62	20
	%	8.8	8.0	24.8	25.6	24.8	8.0
c- New teachers should experience the same difficulties that they have had	N=225	19	58	95	29	20	4
	%	8.4	25.8	42.2	12.9	8.9	1.8
d- Giving them teaching hints could make them more successful than they are	N=234	13	80	95	23	16	7
	%	5.6	34.2	40.6	9.8	6.8	3.0
e- Helping new teachers might be interpreted as interference	N=246	14	37	79	53	47	16
	%	5.7	15.0	32.1	21.5	19.1	6.5

*Legend: DK: Don't Know
SD: Strongly Disagree
D: Disagree

SWA: Somewhat Agree
A: Agree
SA: Strongly Agree

could be an indication that not many teachers believe that new teachers should not be helped, instead they think that the request should come from the other side. In other words, there is a big communication gap between the new teachers, the ones who need help, and the experienced teachers, the ones who could offer help in terms of how to utilize their resources.

On the issue of whether experienced teachers help new teachers, the participants responses differed significantly in relation to their educational background (see Table 28). More teachers with 'college and above' education than teachers with 'junior college and below' education seem to believe that experienced teachers do not help new teachers. They also differ significantly in that more teachers with 'college and above' education (40% vs. 18%) think that the reason why experienced teachers do not help new teachers is because experienced teachers believe that giving new teachers teaching hints could make them more successful than they are.

Table 28

Relationships Between Educational Background and Responses to an Agree-Disagree Statement About Experienced Teachers' Role in Teaching

Proportion Who Agree That:	Educational Background				χ^2
	Junior College and Below		College and Above		
	N	%	N	%	(p)
Experienced teachers do not help new teachers	93	42.9	16	57.1	10.32**
Experienced teachers do not help new teachers because they believe that giving them teaching hints could make them more successful than they are	33	17.6	10	40.0	6.90**

($p < .01$) **

($p < .05$) *

Another significant relationship was found between the gender of the participants and why they think experienced teachers do not help new teachers (see Table 29). More female teachers than male teachers seem to believe that experienced teachers do not help new teachers because they think that helping new teachers might be interpreted as interference. Although many teachers seem to be willing to share information, methods, and instructional materials, they also seem to have some reservations. Thus, an organized way of teachers helping other teachers might eliminate these beliefs and contribute to the teaching-learning process.

On the same issue of why experienced teachers do not help new teachers, urban and rural school teachers also significantly differ in their responses (see Table 30). Whereas most of the urban school teachers (68%) believe that it is because new teachers are not asking for help, only one-third of the rural school teachers (34%) think that is the reason. This may be again due to the uneven distribution of new and experienced teachers in rural and urban schools, as the sample of this study also represents (see Table 3). Therefore,

Table 29

Relationship Between Participants' Gender and Responses to an Agree-Disagree Statement About Experienced Teachers' Role in Teaching

Proportion Who Agree That:	Gender				χ^2
	Male		Female		
	N	%	N	%	(p)
Experienced teachers do not help new teachers because they believe that helping new teachers might be interpreted as interference	41	41.4	74	56.9	5.40*

($p < .01$) **

($p < .05$) *

experienced teachers in the urban schools might be willing to give help, but beginning teachers in their schools may feel themselves lonely and uncomfortable asking experienced teachers for help, since compared to the number of experienced teachers, there are only a few beginning teachers in urban schools (only 2% of the teachers in urban schools have 1 to 5 years of experience).

Table 30

Relationship Between School Type and Responses to a Statement About Experienced Teachers' Role in Teaching

Proportion Who Agree That:	School Type				χ^2
	Urban School		Rural School		
	N	%	N	%	(p)
Experienced teachers do not help new teachers because they believe that new teachers are not asking for help	136	68.3	10	34.5	12.59**

($p < .01$) **

($p < .05$) *

Although one half of the respondents believe that experienced teachers do not help new teachers, the participants overwhelmingly feel that experienced teachers should help new teachers (88%). As presented in Table 31, most of the respondents think that experienced teachers should help new teachers for a variety of reasons: to make a contribution to the teaching profession (96%), to form new friendships (94%), to become aware of their own potential (89%), to see their own strengths and weaknesses (86%), to learn new ideas and methods from new teachers (86%), and finally to get the satisfaction of helping another individual (86%). In addition to these, three teachers (.9%) added that it would

help to develop solidarity and trust among teachers if experienced teachers help new teachers.

Table 31

Distribution of Responses to Survey Questions on Experienced Teachers Helping New Teachers (Section III – Question - 22)

Experienced teachers should help new teachers because they can:	Frequencies and Percentages						
		DK*	SD*	D*	SWA*	A*	SA*
a- Learn new ideas and methods from new teachers	N=257	8	7	20	54	115	53
	%	3.1	2.7	7.8	21.0	44.7	20.6
b- Become aware of their own potential	N=248	3	4	21	51	126	43
	%	1.2	1.6	8.5	20.6	50.8	17.3
c- Get the satisfaction of helping another individual	N=242	4	5	23	49	108	52
	%	1.7	2.1	9.5	20.2	44.6	21.5
d- Form new friendships	N=247	2	3	10	35	124	73
	%	.8	1.2	4.0	14.2	50.2	29.6
e- See their own strengths and weaknesses	N=237	-	6	26	38	118	49
	%	-	2.5	11.0	16.0	49.8	20.7
f- Make a contribution to the profession	N=267	2	1	8	31	138	87
	%	.7	.4	3.0	11.6	51.7	32.6
g- Experienced teachers should not help new teachers	N=206	9	94	80	5	8	10
	%	4.4	45.6	38.8	2.4	3.9	4.9

*Legend: DK: Don't Know SWA: Somewhat Agree
SD: Strongly Disagree A: Agree
D: Disagree SA: Strongly Agree

Teachers believe that experienced teachers can help new teachers in a variety of areas. Table 32 presents the answers given by the participants in regard to the areas experienced teachers can help new teachers. Many teachers think that experienced teachers can help new teachers in areas such as: using

different teaching styles (98%), finding instructional materials (94%), planning classwork (91%), evaluating students (91%), motivating students

Table 32

Distribution of Responses to Survey Questions on the Areas Experienced Teachers Can Help New Teachers (Section III – Question - 23)

Experienced teachers can help new teachers in areas such as:	Frequencies and Percentages						
		DK*	SD*	D*	SWA*	A*	SA*
a- Dealing with students' personal problems	N=252	2	7	24	41	129	49
	%	.8	2.8	9.5	16.3	51.2	19.4
b- Classroom discipline	N=248	2	11	34	48	119	34
	%	.8	4.4	13.7	19.4	48.0	13.7
c- Motivating students	N=252	-	3	20	48	138	43
	%	-	1.2	7.9	19.0	54.8	17.1
d- Evaluating students	N=247	-	4	18	46	145	34
	%	-	1.6	7.3	18.6	58.7	13.8
e- Planning classwork	N=250	1	1	20	40	145	43
	%	.4	.4	8.0	16.0	58.0	17.2
f- Using different teaching styles	N=265	1	1	4	43	147	69
	%	.4	.4	1.5	16.2	55.5	26.0
g- Finding instructional materials	N=247	4	1	10	36	143	53
	%	1.6	.4	4.0	14.6	57.9	21.5
h- Experienced teachers should not help new teachers	N=212	8	102	75	4	13	10
	%	3.8	48.1	35.4	1.9	6.1	4.7

*Legend: DK: Don't Know
SD: Strongly Disagree
D: Disagree

SWA: Somewhat Agree
A: Agree
SA: Strongly Agree

(91%), dealing with students' personal problems (87%), and classroom discipline (81%). In addition, 6 teachers (2%) noted that experienced teachers can also help new teachers in parent-teacher relationships and in organizing social activities.

Table 33

Distribution of Responses to the Given Suggestions That Would be Useful in the School Setting (Section III – Question - 24)

Some of the following suggestions for teachers' personal and professional development may be derived from a review of literature in the field. To what extent these suggestions/activities do you think would be useful in the school setting?	Frequencies and Percentages						
		DK*	SD*	D*	SWA*	A*	SA*
a- Assigning mentor teachers to assist beginning teachers	N=247	13	10	20	45	112	47
	%	5.3	4.0	8.1	18.2	45.3	19.0
b- Coaching each other in the classroom	N=238	13	13	68	68	60	16
	%	5.5	5.5	28.6	28.6	25.2	6.7
c- Sharing instructional materials	N=238	1	-	7	39	148	43
	%	.4	-	2.9	16.4	62.2	18.1
d- Observing other teachers in the classroom	N=240	4	3	26	66	99	42
	%	1.7	1.3	10.8	27.5	41.3	17.5
e- Sharing experiences, difficulties, concerns, and problems	N=271	-	-	8	21	161	81
	%	-	-	3.0	7.7	59.4	29.9
f- In-service courses	N=245	4	5	10	44	113	69
	%	1.6	2.0	4.1	18.0	46.1	28.2
g- Supervisory activities	N=230	7	33	70	64	42	14
	%	3.0	14.3	30.4	27.8	18.3	6.1

*Legend: DK: Don't Know
SD: Strongly Disagree
D: Disagree

SWA: Somewhat Agree
A: Agree
SA: Strongly Agree

Teachers' Suggestions for Their Personal and Professional Development

The distribution of responses to the given suggestions that would be useful for teachers' personal and professional development is presented in Table 33.

The percentages indicate that sharing experiences, difficulties, concerns and problems is the most important factor which teachers think would be the most useful for teachers' personal and professional development (97%). This is followed by sharing instructional materials (97%), in-service courses (92%), observing other teachers in the classroom (86%), assigning mentor teachers to assist beginning teachers (82%), and coaching each other in the classroom (60%). As found in the first section of the questionnaire, where participants thought that supervisors were available but their availability did not contribute to their professional development, in terms of personal and professional development supervisory activities was found the least useful activity (52%) by the teachers.

The cross-tabs revealed that there are significant differences between urban and rural school teachers in their responses to some suggestions for teachers' personal and professional development. As displayed in Table 34, more rural school teachers than urban school teachers believed that assigning mentor teachers to assist beginning teachers, coaching each other in the classroom, and supervisory activities would be useful in the school setting. Since rural school teachers are mostly new teachers (see Table 3), they might need more help and therefore they might be more ready to use all the resources offered.

There was also a significant relationship between the gender of the participants and their responses to a suggestion for teachers' personal and professional development. More male teachers than female teachers think that coaching each other in the classroom would be useful in the school setting (see Table 35).

Table 34

Relationships Between School Type and Responses to Some Suggestions for Teachers' Personal and Professional Development

Proportion Who Agree That:	School Type				χ^2
	Urban School		Rural School		
	N	%	N	%	(p)
Assigning mentor teachers to assist beginning teachers would be useful in the school setting	168	84.8	36	100.0	6.25*
Coaching each other in the classroom would be useful in the school setting	118	61.1	26	81.3	4.81*
Supervisory activities would be useful in the school setting	95	49.2	25	83.3	12.15**

(p < .01) **

(p < .05) *

Table 35

Relationship Between Participants' Gender and Responses to a Suggestion for Teachers' Personal and Professional Development

Proportion Who Agree That:	Gender				χ^2
	Male		Female		
	N	%	N	%	(p)
Coaching each other in the classroom would be useful in the school setting	69	71.1	73	58.4	3.84*

(p < .01) **

(p < .05) *

Another significant difference was found between the participants' educational background and their responses to some suggestions for teachers' personal and professional development. More teachers with 'college and above' education seem to believe that coaching each other in the classroom and supervisory activities would be useful in the school setting (see Table 36).

An interesting relationship was also found between the number of years participants spent at their current school and their responses to a suggestion for teachers' personal and professional development. As shown in Table 37, almost all teachers (94%) who stayed in the same school for a long time (11-24 years) agreed that assigning mentor teachers to assist beginning teachers would be useful in the school setting for teachers' personal and professional development.

Table 36

Relationships Between Educational Background and Responses to Some Suggestions for Teachers' Personal and Professional Development

Proportion Who Agree That:	Educational Background				χ^2
	Junior College and Below		College and Above		
	N	%	N	%	(p)
Coaching each other in the classroom would be useful in the school setting for teachers' personal and professional development	120	61.5	19	86.4	5.29*
Supervisory activities would be useful in the school setting for teachers' personal and professional development	95	49.7	20	83.3	9.67**

(p < .01) **

(p < .05) *

Table 37

Relationship Between Number of Years at the Current School and Responses to a Suggestion for Teachers' Personal and Professional Development

Proportion Who Agree That:	Number of Years at Current School						χ^2
	1-5 Years		6-10 Years		11-24 Years		
	N	%	N	%	N	%	(p)
Assigning mentor teachers to assist beginning teachers would be useful in the school setting for teachers' personal and professional development	128	89.5	42	76.4	30	93.8	7.56*

($p < .01$) **

($p < .05$) *

Perceived Problems of Teachers

The perceived problems and concerns of teachers was the focus of the third research question. To address this issue, the twenty five statements in section IV were directed at finding out the professional problems, concerns, and difficulties teachers face in teaching.

Table 38 displays the distribution of responses to survey questions on perceived problems of teachers. The most frequently chosen concerns and problems were overcrowded classrooms (90%), inadequate teaching materials (81%), lack of opportunities for professional growth (77%), working with children with social problems (70%), working with children who have emotional problems (68%), and lack of professional autonomy (61%). These responses might indicate that teachers are not only deprived of opportunities for professional growth such as in-service training programs, but they cannot also improve themselves professionally because of having too many students in their classrooms, having to work with children who have emotional or social problems, and because they lack professional autonomy.

More than half of the participants, on the other hand, thought that lack of preparation time, isolation in the school, developing relationships with colleagues, evaluation by students, and evaluation of students were not real concerns. The reason why many teachers think that isolation in the school and developing relationships with colleagues were not real problems might be because when considering this item, they might not have thought about their professional relationships with others at school, but their personal relationships. Therefore, they might have interpreted these issues on the personal level, and might want to say that they do not have any problems in

Table 38

Distribution of Responses to Survey Questions on the Problems, Concerns, and Difficulties Teachers Face (Section VI)

<i>Teachers' Difficulties, Concerns and Problems</i>	<i>It is every teacher's problem</i>		<i>It is only beginning teachers' problem</i>		<i>It is not a concern</i>		<i>I have no opinion</i>		N
	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	
Overcrowded classrooms	276	89.9	5	1.6	19	6.2	7	2.3	307
Inadequate/insufficient teaching materials	249	81.4	12	3.9	39	12.7	6	2.0	306
Lack of opportunities for professional growth	228	76.8	16	5.4	33	11.1	20	6.7	297
Working with children who have social problems	213	70.3	22	7.3	64	21.1	4	1.3	303
Working with children who have emotional problems	205	67.7	22	7.3	74	24.4	2	.7	303
Lack of professional autonomy	182	60.9	11	3.7	80	26.8	26	8.7	299
Heavy teaching loads	161	54.2	10	3.4	99	33.3	27	9.1	297
Evaluation by supervisors	150	49.2	19	6.2	130	42.6	6	2.0	305
Making the subject meaningful to pupils	148	49.2	42	14.0	103	34.2	8	2.7	301
Lack of administrative support	147	49.5	9	3.0	97	32.7	44	14.8	297
Preparing daily, monthly and yearly plans	147	48.2	29	9.5	127	41.6	2	.7	305

<i>Teachers' Difficulties, Concerns and Problems</i>	<i>It is every teacher's problem</i>		<i>It is only beginning teachers' problem</i>		<i>It is not a concern</i>		<i>I have no opinion</i>		<i>N</i>
	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	
Lack of professional contact among teachers	146	48.5	27	9.0	89	29.6	39	13.0	301
Planning lessons	143	46.6	29	9.4	133	43.3	2	.7	307
Too many non-instructional duties	133	44.2	15	5.0	107	35.5	46	15.3	301
Classroom management	131	44.1	38	12.8	122	41.1	6	2.0	297
Limited involvement in decision making	122	40.7	21	7.0	117	39.0	40	13.3	300
Motivating students	116	38.3	54	17.8	130	42.9	3	1.0	303
Lack of preparation time	102	34.1	17	5.7	177	59.2	3	1.0	299
Evaluation of students (students' work)	99	33.0	16	5.3	174	58.0	11	3.7	300
Not knowing how to deal with reading problems	98	32.5	82	27.2	109	36.1	13	4.3	302
Feeling nervous when supervised	98	32.0	56	18.3	140	45.8	12	3.9	306
Evaluation by students	70	23.5	15	5.0	184	61.7	29	9.7	298
Developing relationships with colleagues	52	17.4	38	12.7	154	51.5	55	18.4	299
Lack of confidence	41	13.7	65	21.7	135	45.0	59	19.7	300
Isolation/loneliness in the school	36	12.0	39	13.0	161	53.8	63	21.1	299

developing personal relationships with their colleagues at school. It is also important to note that none of the problems/concerns were primarily seen as only beginning teachers' problems.

Interestingly, about one-fifth of the participants said that they did not have any opinion about whether lack of confidence (20%), isolation in the school (21%), and developing relationships with colleagues (18%) were problems for teachers. However, no significant relationships were found between these responses and the respondents' demographic characteristics. The reason why these respondents had no opinion whether lack of confidence, isolation in the school, and developing relationships with colleagues were problems for teachers might be either because they had very little or no knowledge of these concepts or because they, in fact, might have these problems, and they might have chosen "I have no opinion" option as a way of denying this.

The cross-tabs revealed a significant difference between urban school teachers and rural school teachers in their responses to some of the questions about teachers' difficulties, concerns and problems. One of the main differences between these two groups of teachers is that the respondents from rural schools tended to see some of the concerns such as preparing lesson plans, developing relationships with colleagues, or feeling nervous when supervised as only beginning teachers' problems more than urban school teachers did (see Table 39). This tendency can be explained by the fact that most of the teachers from rural schools, in this study, were beginners (see Table 3).

In addition, another interesting difference between urban and rural school teachers is whether they view "isolation/loneliness in the school" as a concern (see Table 39). Most of the urban school teachers (58%) believe that it is not a concern at all. Most of the rural school teachers (54%), on the other hand, think that it is either every teacher's problem or only a beginning teacher's problem.

Since there are fewer teachers in the rural schools, it is typical for teachers in the rural school to feel isolated and lonely.

Table 39

Relationships Between School Type and Responses to Some Statements on Teachers' Difficulties, Concerns, and Problems

Questions on Teachers' Difficulties, Concerns and Problems	School Type		χ^2 (p)
	Urban School (%)	Rural School (%)	
Preparing daily, monthly and yearly plans: It is every teacher's problem It is only beginning teachers' problem It is not a concern I have no opinion	N= 262	N= 43	7.84*
	50.8	32.6	
	8.0	18.6	
	40.5	48.8	
	.8	.0	
Isolation/loneliness in the school: It is every teacher's problem It is only beginning teachers' problem It is not a concern I have no opinion	N= 258	N= 41	22.89**
	9.3	29.3	
	11.2	24.4	
	58.1	26.8	
	21.3	19.5	
Developing relationships with colleagues: It is every teacher's problem It is only beginning teachers' problem It is not a concern I have no opinion	N= 256	N= 43	8.63*
	14.8	32.6	
	12.5	14.0	
	53.5	39.5	
	19.1	14.0	
Feeling nervous when supervised: It is every teacher's problem It is only beginning teachers' problem It is not a concern I have no opinion	N= 263	N= 43	13.07**
	34.2	18.6	
	15.2	37.2	
	46.8	39.5	
	3.8	4.7	

(p < .01) **

(p < .05) *

Moreover, teachers with 'junior college and below' education and teachers with 'college and above' education differ significantly in their responses to some questions on teachers' difficulties, concerns, and problems. As presented in Table 40, more teachers with 'college and above' education (15 vs. 4%) view lack of opportunities for professional growth as only beginning teachers' problem, and while none of the teachers with 'college and above' education agreed that it is not a concern, 13 percent of the teachers with 'junior college and below' education think that it is not a concern.

Table 40

Relationships Between Educational Background and Responses to Some Statements on Teachers' Difficulties, Concerns, and Problems

Questions on Teachers' Difficulties, Concerns and Problems	Educational Background		χ^2 (p)
	Junior College and Below (%)	College and Above (%)	
Lack of opportunities for professional growth: It is every teacher's problem It is only beginning teachers' problem It is not a concern I have no opinion	N= 254	N= 13	11.25*
	76.4	78.8	
	3.9	15.2	
	12.6	.0	
	7.1	6.1	
Evaluation by students: It is every teacher's problem It is only beginning teachers' problem It is not a concern I have no opinion	N= 255	N= 33	13.10**
	20.8	45.5	
	5.5	3.0	
	65.1	36.4	
	8.6	15.2	
Limited involvement in decision making: It is every teacher's problem It is only beginning teachers' problem It is not a concern I have no opinion	N= 256	N= 33	7.95*
	41.4	39.4	
	6.6	9.1	
	40.6	24.2	
	11.3	27.3	

(p < .01) **

(p < .05) *

In addition, while most of the teachers with 'junior college and below' education (65%) believe that evaluation by students is not a concern, many teachers with 'college and above' education (46%) think that it is every teachers' problem. They also differ significantly in that more teachers with 'junior college and below' education think that limited involvement in decision making is not a concern (41% vs. 24%).

Another significant difference was found between female and male teachers in their responses to one of the concerns teachers face. More female teachers than male teachers think that feeling nervous when supervised is every teacher's problem (see Table 41). This might be because women are more open to accept their personal feelings about certain issues. This might also relate to issues of authority and role as related to societal norms in which women see themselves as more vulnerable.

Table 41

Relationship Between Participants' Gender and Responses to a Statement on Teachers' Difficulties, Concerns, and Problems

Question on Teachers' Difficulties, Concerns and Problems	Gender		χ^2 (p)
	Male (%)	Female (%)	
Feeling nervous when supervised:	N= 119	N= 183	8.73*
It is every teacher's problem	24.4	36.6	
It is only beginning teachers' problem	23.5	15.3	
It is not a concern	46.2	45.9	
I have no opinion	5.9	2.2	

(p < .01) **

(p < .05) *

Teachers' Responses and Comments to the Open-ended Questions

The final research question which was aimed at exploring teachers' recommendations for their own professional growth was addressed through open-ended questions in section V of the survey questionnaire. These questions were aimed at discovering the difficulties, concerns, and problems teachers face regarding their professional development, which were not mentioned in the survey, and to explore teachers' recommendations and suggestions for their own professional development.

Difficulties, Concerns and Problems Teachers Face Regarding Their Professional Development

The first question which was an open-ended question was answered by 179 participants (see Table 42). The participants reported the following as some of the main problems teachers face: teachers' economical problems (30%); starting teacher unions and networking, and teachers' involvement in decision making (13%); reform needs in the educational system (13%); unavailability of in-service activities (13%); and difficulty in accessing professional publications (12%).

Although the question was whether there were any other difficulties, concerns, and problems teachers were facing regarding their professional development which was not mentioned in the questionnaire, the most frequently cited problem was economic problems which were not considered as an issue directly related to professional development in this research. Teachers, however, appear to believe that their economic problems prevent them from concentrating on improving their teaching. Unless teachers' economic situation is improved, many teachers believe, they will not be able

Table 42

Distribution of Answers to Open-Ended Question-1

Question-1: Are there any other difficulties, concerns, and problems teachers face regarding their professional development, which are not mentioned in the previous sections of this questionnaire?

Answers to Question-1 N = 179 (Number of Respondents)	Number of Responses	Percentage of teachers %
Teachers' economical problems	54	30.1
Problems with starting teacher unions and networking, and teachers involvement in decision making	24	13.4
Reform needs in the educational system	24	13.4
Unavailability of in-service activities	24	13.4
Inability to access to professional publications	22	12.3
Board of education not providing enough educational materials	15	8.4
Unfair hiring process without considering teachers' commuting to schools	14	7.8
Parents' negative attitudes towards schools and teachers	14	7.8
Teachers' difficulty in adapting to their environment	12	6.7
Insufficient number of teachers and having combined classes in rural schools	13	7.3
Problems related to students	10	5.6
Poor physical conditions of schools	9	5.0
Political restrictions and teachers' social problems	8	4.5
Overcrowded classrooms	6	3.3
Administrator related problems	6	3.3
Supervisor and supervision related problems	5	2.8
Too many non-teaching duties	4	2.2
Inadequacy of teacher education programs	4	2.2
Miscellaneous other problems-comments	12	6.7
Everything is covered	7	3.9
Total Responses	287	

to improve their teaching. One teacher noted that “because of economic difficulties, particularly male teachers are in search of a second job”. Another participant remarked:

I believe that one of the ways to develop teachers professionally is by improving their economical conditions. In order for teachers to be able to attend professional conferences, meetings, or workshops, they need to have sufficient salaries which would allow them to allocate money for these activities.

The second most frequently cited problem was lack of teachers’ involvement in the decision making process and not having teachers unions. One respondent noted that since there was not full freedom of unionizing in Turkey, teachers cannot perform their profession appropriately. Another teacher said, “There are frequent changes in the educational system which nobody is aware of or nobody is informed about. These changes should be done with the involvement of teachers.” As another participant also voiced his opinion,

The high level decisions made in the educational system should include teachers’ involvement. Teachers’ ideas and opinion should be considered in reaching final decisions.

Another problem teachers reported about their professional development was reform needs in the educational system. One teacher gave the following suggestion regarding this issue:

Teachers should be trained under one system, and that could be possible by starting teachers academies.

A considerable number of teachers (24 teachers) also mentioned the unavailability of in-service activities as one of the main concerns they face regarding their professional development. One respondent remarked:

There are not enough in-service activities available for teachers. The activities organized by the MOE in-service training division are insufficient, and the BOE does not organize enough professional meetings.

Difficulty in accessing professional publications was another frequently cited problem in teachers' professional growth. Some teachers related this issue to their economical problems. As one participant stated:

Teachers cannot access to professional publications which can help them to improve their teaching. First, the Ministry of Education does not allocate the necessary funds to provide teachers with these publications, and secondly, teachers cannot afford these with their limited budget.

Yet another respondent noted:

There are not enough professional publications in the schools. The educational materials and other resources which could help teachers to develop themselves are not widely available.

Suggestions to Overcome Some of the Difficulties and Problems Teachers Face

The second open-ended question which asked for teachers' suggestions to overcome some of their difficulties and problems was answered by 215 respondents. Table 43 displays how their answers are distributed. In order to overcome the difficulties and problems teachers face, it was suggested that reform needs in the educational system should be addressed, in particular, new curricula should be prepared, teachers' social and economical needs should be addressed, amendments in the educational laws and regulations should be made (e.g., teachers could have an association like bar associations for lawyers), and a new hiring policy should be adopted (27%); economical problems of teachers should be solved (26%); in-service training activities should be widened and be conducted properly (18%); and professional organizations and unions for teachers should be started and teachers should get involved in decision-making (15%).

In addition, some of the participants (16%) suggested that teachers can improve themselves professionally by being researchers, exchanging ideas with colleagues, studying/reading professional publications, and using

Table 43

Distribution of Answers to Open-Ended Question-2

Question-2: What are your suggestions to overcome some of the difficulties and problems teachers face?

Answers to Question-2 N = 215 (Number of Respondents)	Number of Responses	Percentage of teachers %
Reform needs in the educational system should be addressed: Preparing new curricula, addressing teachers' needs, amendment in the laws and regulations, and adopting a new hiring policy,	59	27.4
Economical problems of teachers should be solved	56	26.0
In-service training activities should be widened and be conducted properly	39	18.1
Teachers can improve themselves professionally by being a researcher, exchanging ideas with colleagues, studying-examining-reading professional publications, and using different instructional methods	35	16.3
Professional organizations and unions for teachers should be started, and teachers should get involved in decision making	32	14.9
Teachers can improve themselves personally by being tolerant to others and being a loving person, developing their self-esteem, being open to new ideas, having good relationships with colleagues and being in solidarity with them	26	12.1
Supervisors should act as guides not as inspectors and should be objective	17	7.9
School/BOE administrators should have good relationships with teachers and should be on teachers' side in solving their problems	13	6.0
Parents should be educated and they should have good relationships with school-administrators-teachers	12	5.6
Students should be placed in special classrooms according to their IQ, and their problems should be dealt with	12	5.6
Educational materials needed by teachers should be provided	11	5.1
Access and means to professional publications should be provided	10	4.6
Overcrowdedness in classrooms should be eliminated	10	4.6
Teacher training schools-colleges should be reorganized	8	3.7
Physical conditions of the schools should be improved	3	1.4
Miscellaneous other suggestions	5	2.3
Total Responses	348	

different instructional methods, and some others (12%) suggested that teachers can also improve themselves personally by being tolerant to others and by being loving individuals, developing their self-esteem, being open to new ideas, having good relationships with colleagues and by being in solidarity with them.

The most frequently mentioned suggestion in order to overcome the difficulties and problems teachers face was related to reform needs in the educational system. In order to address this issue, teachers offered various suggestions. Some teachers suggested that the quality of teacher training schools/institutions should be improved by requiring that all teachers have at least a college degree. Another suggestion concerning the educational system was that small village schools in remote areas could be combined and children could be transported to those schools by yellow buses. One respondent said the following on this issue:

In villages, instead of having schools in every (small) residential area, there could be one school in one central area where school children can be commuted.

Since appointing new teachers to small village schools where there are usually only 1 or 2 teachers is a common practice in Turkey, many beginning teachers do not get a chance to get help from experienced teachers in the same school. One respondent suggested the following solution for not only village schools but for all schools:

Teachers who are new in the profession (beginning teachers) should be appointed to schools where there are experienced teachers who can give them professional guidance.

Another most commonly made suggestion was that economical problems of teachers should be solved so that teachers could concentrate on their professional development. The following are some of the comments and suggestions some of the participants made on this issue:

In order to overcome some of the difficulties and problems they face, teachers should be financially strong. Teachers should not think about financial difficulties they are facing in their personal lives while teaching.

It is a utopia to think that teachers can improve themselves professionally while in our society a teacher cannot even afford to buy a daily newspaper. Teachers' economical problems should be solved so that teaching could be a respectful profession in the society.

Teachers should be supported financially. A teacher without any financial concerns can concentrate better on education of children.

Teachers have financial problems and this affects their work/professional life. This problem should be eliminated.

In addition, a high number of respondents suggested that in-service training activities should be widened and conducted properly. Many teachers stated that professional meetings and in-service training activities should be increased and held more often. As can be seen from the quotes below, many respondents proposed that various professional development opportunities such as in-service training activities and seminars should be made available to all teachers at certain intervals so that they can renew themselves:

During the September (the beginning of the semester) and the June (the end of the semester) seminars, professionals/experts should give lectures on professional matters. Teachers should be informed about new developments in education by giving them sample lessons on various subject matters, such as Turkish, mathematics, and so on.

In-service training should be mandatory. Every teacher's participation to these activities should be secured. Duration of in-service education/training should be longer. In addition, elementary school supervisors should do guidance.

In-service training activities should be organized in/for every school at appropriate times. During these activities an atmosphere in which teachers can talk about their problems and difficulties freely and without any worries should be created.

Currently, in-service training activities that are offered are just for formality. In-service training activities should be conducted seriously and be more comprehensive/extensive. Every teacher should be able to participate in these training activities. I believe that better organized in-service training courses would help greatly.

Another way the participants suggested that teachers can improve themselves was by consulting with other teachers and examining professional publications:

I suggest that teachers should examine new professional publications and consult with experienced teachers. I also believe that it would be very helpful if teachers who teach the same grade level get together and talk about the issues they face.

Starting professional organizations and unions for teachers was a commonly cited suggestion in overcoming the difficulties they face. For example, two respondents stated:

Some professions have associations. For example, lawyers have “bar associations”. Teachers should have a similar organization, too.

Teachers should be given the right to start teachers unions with the right to bargain collectively and to strike. Teachers should have an organized body.

Several teachers also offered suggestions related to administrators’ role in the culture of the school:

In order for teachers to overcome some of the difficulties they face, they should get help from school personnel. Administrators should always be on teachers’ side so that teachers can trust them.

Real educators (not politicians) should be appointed at every level of National Education. Administrators should be intellectual educators who wouldn’t discriminate, but treat every individual on equal basis with the same manner.

In order for us (teachers) to overcome some of the difficulties and problems we face, we need administrators who really know the art of administration well, and who apply it accordingly.

Teachers should be able to choose their own administrators. In other words, educational administrators should be selected by teachers.

Some teachers especially criticized the inspection role of the administrators, and suggested the following:

Supervisors should do more guidance and less inspection, and should visit classrooms more often. In addition, there should be experts available in schools who can help teachers in various areas.

School administrators are the ones who know teachers best. Supervisors (inspectors), through their inspection, are just putting teachers into stress, nothing else.

Teachers should share their problems with their colleagues. Supervisors' priority should be guidance not inspection.

Ways Through Which a Pair of Teachers Can Improve Each Other's Teaching

The third open-ended question intended to find out what the participants thought about how a pair of teachers could help each other to improve one another's teaching. The 220 participants who responded to this question suggested that (see Table 44) teachers can discuss professional matters, problems they face in their classrooms, and exchange ideas (30%); they can prepare plans together, cooperate in planning/conducting various class activities together (23%); they can invite colleagues to their classrooms to observe their teaching, and can teach each other's class (15%); they can talk about their problems and try to find solutions for those problems (14%); and they can exchange educational materials and other resources.

As some respondents suggested, a pair of teachers could observe each other's teaching in a variety of ways in order to help each other professionally:

Teachers could observe each other's teaching and report each other the mistakes they have made and discuss what they can do to improve their teaching.

Teachers could visit each other's classes and show them what and how they do in their own classrooms.

They could visit each other's classroom, and show different methods and techniques by giving sample lessons.

One could observe the techniques and methods the other teacher uses in his/her classroom. At "the end of semester seminars", they could discuss what was successful, and what went wrong during the school year.

They could visit each other's class and teach the subject they are better in teaching.

Some other teachers emphasized the importance of talking to each other about the problems they face and exchanging ideas:

Table 44

Distribution of Answers to Open-Ended Question-3

Question-3: What kind of help do you think a pair of teachers can give to each other in improving each other's teaching?

Answers to Question-3 N = 220 (Number of Respondents)	Number of Responses	Percentage of teachers %
Teachers can discuss professional matters, problems they face in their classrooms, and exchange ideas	65	29.5
Teachers can prepare plans together, cooperate in planning /doing/conducting various class activities together	51	23.2
Teachers can invite colleagues to their classrooms to observe their teaching, and can teach each other's class	34	15.4
By being open and sincere to each other, teachers can talk about their problems and try to find solutions for those problems	30	13.6
Teachers can exchange educational materials and other resources	22	10.0
Teachers can present sample lessons and provide guidance to each other in various areas	16	7.3
Teachers can ask each other for advice whenever they have questions or there is something they don't know about	13	5.9
Teachers can introduce each other different instructional methods and techniques, which they have used/applied before	12	5.4
Teachers who teach the same grade can get together to discuss specific issues related to their grades	10	4.5
Teachers can recommend each other professional publications	10	4.5
Teachers can be friends and give moral support to each other	12	5.4
Miscellaneous other possible ways	8	3.6
Answers/comments not related to the question	16	7.3
Total Responses	299	

They could openly discuss and talk about the problems they face. They should be able to ask each other questions in the areas they feel weak, and occasionally they should visit each other's class.

Teachers should be able to tell each other the problems and difficulties they face, and talk about what they have done to solve them.

Teachers can improve each other's teaching if they don't refraining from asking questions to each other whenever they face problems.

They could exchange ideas, talk about the problems, difficulties and concerns they have in their classrooms.

Another way teachers suggested in improving each other's teaching was collaboration among teachers teaching the same grade level. As some of the respondents stated:

Teachers, who teach the same grade level could get together often, could visit each other's class and exchange instructional materials.

Teachers who teach the same grade level can cooperate in planning the curriculum activities (daily, monthly, and yearly plans.)

They could prepare the questions and tests they use for the evaluation of their students together.

Moreover, some teachers said that teachers can help each other in other ways as well, such as;

Exposing the other teacher to the techniques and methods that s/he successfully uses in his/her classroom; sharing professional publications with him/her, and discussing how students' problems can be solved so that they would be more involved in learning.

People could be skillful in different areas/subjects. Teachers who are skillful in music, for example, can teach another teacher's music class, and another teacher can teach physical education class.

On the other hand, there were some teachers who did not think that a pair of teachers could help each other at all. To them, only people who are experts could help others. They said:

If none of the two teachers are sufficient, in my opinion, they cannot help each other.

The help that two teachers can give each other is limited. New developments in the teaching profession could only be addressed in professional seminars open to all teachers.

These responses probably show how the Turkish society looks at people who ask for help. Even though the question was how two teachers can help each other, it was interpreted as "how two insufficient teachers can help each other." The Turkish society believes that teachers should know everything. Therefore, if one asks for help, that means s/he is insufficient. Thus, teachers do not want to

be labeled as inadequate, and keep themselves alone behind closed doors. Another way of interpreting these responses is that since there is not an organized system of teachers helping teachers in the school culture in Turkey, teachers may not know how to help each other professionally. These responses may also show that teachers do not feel that they are competent professionally.

Ways Through Which Experienced Teachers Can Help Beginning Teachers

The fourth open-ended question, the kind of help a beginning teacher can receive from an experienced teacher, was answered by 214 people (see Table 45). The respondents said that experienced teachers could help new teachers in various ways such as by giving them moral support, being friends, creating an environment in which the new teachers can be open and sincere about their problems and fears, talking about their problems and trying to find solutions for those problems, and helping them to get to know their environment (26%).

Some others ways the participants suggested experienced teachers can help beginning teachers were helping them preparing plans, cooperating with them in planning/doing/conducting various classroom activities (24%), inviting them to their classrooms for observation, or visiting their classrooms to observe them teach, giving sample lessons, and providing them with guidance in various areas (23%), and introducing beginning teachers different instructional methods and techniques which they have used/applied before (22%).

Many participants suggested that one of the good ways experienced teachers could help out new teachers is by giving them the moral support they might need. They stated this issue with the following words:

Table 45

Distribution of Answers to Open-Ended Question-4

Question-4: What kind of help do you think a beginning teacher (newly certified teacher, a teacher who is new to the system, to the building or to a grade) can receive from an experienced teacher?

Answers to Question-4 N = 214 (Number of Respondents)	Number of Responses	Percentage of teachers %
Experienced teachers could give new teachers moral support, be friends, create an environment in which the new teachers can be open and sincere about their problems and fears, and talk about their problems and try to find solutions for those problems	56	26.1
Experienced teachers can help beginning teachers in preparing plans, cooperate with them in planning/doing/conducting various classroom activities	52	24.3
Experienced teachers can invite a beginning teacher to their classrooms for observation, or visit their classrooms to observe them teach, can give sample lessons, and provide them with guidance in various areas	49	22.9
Experienced teachers can introduce beginning teachers different instructional methods and techniques, which they have used/applied before	48	22.4
Experienced teachers and beginning teachers can discuss professional matters, problems they face in their classrooms	28	13.1
Experienced teachers can help new teachers in some general professional matters	23	10.7
Experienced teachers can help new teachers in whatever area they need/ask for help and in whatever form they want	21	9.8
Experienced teachers could help new teachers to get to know and adopt to their environment – other teachers, school staff, school's buildings, student population, parents, neighborhood	20	9.3
Experienced teachers can give beginning teachers educational materials and other resources they may need	15	7.0
Professional publications could be suggested	5	2.3
Experienced teachers and beginning teachers can exchange ideas, and discuss problems	4	1.9
Experienced teachers should be assigned to help new teachers	3	1.4
Nobody would ask for help, and nobody would help	3	1.4
Ambiguous suggestions	3	1.4
Total Responses	330	

By being friendly, by being open and sincere, experienced teachers could help new teachers in all problems they face at school.

By valuing them as persons, by seeing them as colleagues, and by creating such an environment where they can discuss/talk about their problems freely, experienced teachers can help new teachers to get used to school and the profession.

Experienced teachers could help new teachers by convincing them that they shouldn't be afraid of the teaching profession, and letting them know that they could learn things in the natural course of the time.

Experienced teachers could help new teachers in gaining self-confidence. They could tell them that they shouldn't exaggerate the problems they face. They also should be sincere with new teachers and answer their questions with such phrases like "according to me", "what I think", "to me", without sounding authoritative.

Experienced teachers could help new teachers by looking for ways to start good relationships, by learning fresh ideas from them, and in the meantime they can transfer their experiences.

It is important to remember that a new teacher is a colleague, not a student. So they should be treated accordingly.

According to the respondents, another way experienced teachers could help out new teachers is by helping them to get to know their new environment. As some of them reported,

New teachers should be helped in getting to know the school and the immediate environment. We should communicate with them in a way so that they don't feel like strangers.

Experienced teachers could help new teachers by helping them to get to know the schools and the immediate environment, and by talking about their experiences.

Many teachers also remarked that an important area where experienced teachers could help new teachers could be in preparing plans and classroom activities:

Experienced teachers could give/loan their plans, could give sample lessons, could have/ask them observe their classes and give instructional materials, and could loan professional publications.

By preparing plans together, and if new teachers request, by giving lessons in their classrooms.

Another point many participants made was that experienced teachers could provide guidance for beginning teachers in various areas by inviting them to

their classrooms for observation, and giving sample lessons, or by visiting beginning teachers' classrooms to observe them teach. Some teachers suggested the following on this topic:

By observing beginning teachers in their classrooms, experienced teachers could find out what their needs are, and help them in areas where they (new teachers) may not feel comfortable asking questions.

Experienced teachers should observe new teachers in their classes and give them feedback.

New teachers could be sent to experienced teachers' classes occasionally so that they can observe them and ask questions.

Some other participants think that experienced teachers should give the help and support the beginning teachers need. However, they believe that beginning teachers should be the ones who initiate the process, and ask for help so that experienced teachers can offer their assistance. The following are what these respondents had to say:

Experienced teachers could help new teachers whenever they ask for help in whatever area they may need help. However, new teachers should initiate this process.

Depending on new teachers' request, help could be given in any area.

All teachers could give help to new teachers in any area they ask for help.

It is up to new teachers. If new teachers are not open and are not willing to ask for help, nobody will help them.

Of course experienced teachers should transfer their experiences. However, new teachers should be very humble and ask for help and should trust experienced teachers.

On the other hand, there were some teachers who thought that this process would never work. Their reasons varied:

Every teacher thinks s/he has the best education/training/experience. Nobody would ask for help.

Since experienced teachers are not renewing themselves, they cannot help new teachers.

Instead of an experienced teacher, an expert who had training in pedagogy should help new teachers.

People should be humble. In the Turkish society, helping each other is viewed as inadequacy and asking for help is considered a humiliating behavior. This is wrong.

Teachers' Comments and Recommendations on Professional Development

The final open-ended question was about getting the respondents' other comments on teachers' professional development. As indicated in Table 46, 144 people had things to say in this section. Some of the comments and suggestions were: more in-service training activities, seminars, professional meetings and conferences should be organized and those activities should be made available to more teachers (26%), teachers should be provided with professional publications (23%), teachers should be given satisfactory economic benefits (19%), teachers should be willing to and be open to renewing themselves, they should look for ways for improving themselves (17%), teacher education system should be changed, the normal schools should be reopened, or new teachers colleges should be started (12%).

Once again the economical problems of teachers were among the most frequently mentioned issue. Many participants reported their economical inability as a big barrier in their professional development. As they stated,

One of the ways to develop teachers professionally is improving their economical conditions. A hungry person cannot think properly. You need to have enough money so that you can allocate some of it for professional expenses such as buying professional publications and participating in conferences etc.

Like so many other professions, teaching also requires hard-work. Getting rid of the gap/discrepancy between labor and salaries will effect professional development in a positive way. When teachers pass by the grocery store, they should have their heads up, not down (because they buy on credit, and they owe money to the shop owners).

Teachers also remarked that a restructuring of the educational system is necessary in order to improve the quality of teaching. The following are some of the ways the participants suggested in order to achieve this:

Table 46

Distribution of Answers to Open-Ended Question-5

Question-5: If you have any other comments on teachers' professional development, please write them below.

Answers to Question-5 N = 144 (Number of Respondents)	Number of Responses	Percentage of teachers %
More in-service training activities, seminars, professional meetings and conferences should be organized and those activities should be made available to more teachers	37	25.7
Teachers should be provided with professional publications	33	22.9
Teachers should be given satisfactory economic benefits	27	18.7
Teachers should be willing to and be open to renewing themselves, they should look for ways for improving themselves, and teachers should be provided with the necessary professional environment	24	16.7
Teachers education system should be changed, normal schools should be reopened, or new teachers colleges should be started	17	11.8
Teachers should be provided with financial and other resources/benefits for their private/social life	13	9.0
Supervision system should be changed, supervisors should guide more. Supervisors-inspectors are professionally inadequate.	13	9.0
Politics should be taken out of national education system	10	6.9
Professional meetings in schools or under the auspices of the board of education should be organized	10	6.9
A system of communication among teachers should be started	10	6.9
School programs and curriculums should be changed according to today's need, and should not be changed every year	9	6.2
The necessary things should be done for getting back respect for teachers	7	4.9
Educational materials should be provided to teachers/schools	7	4.9
Training activities on specific subjects, such as music, drawing, physical education, and on using educational materials in schools, should be organized	6	4.2
Television and other press should be used for the purpose of teachers' professional development	5	3.5
Classrooms are overcrowded	4	2.8
Educational sector should be allocated more financial resources	4	2.8
Teachers should be provided with the opportunities to see/know their own country	3	2.1

Educational system should be decentralized	1	1.7
Other	5	3.5
Comments to the researcher	(9)	6.2
Total Responses	245	

In our educational system, teachers are not the only ones who need improvement. Even if the teachers were perfect, because of some other ill-functioning factors in the system, a major improvement in education couldn't be achieved. Therefore, a major change (restructuring/reorganization) in the system is needed. Education should be taken out of the hands of the politicians. Teachers should be put to the place they deserve.

More money/funds should be allocated for the education sector from the national budget.

In order for professional development to take place, enough funds should be provided and these funds should be used appropriately. If the funds that are allocated for education are used in other sectors, there wouldn't be any development in education. Things will stay as they are.

Administration of the educational system should be decentralized. In a decentralized system, good teachers could be recognized better, be rewarded, and paid more.

In order to raise the quality of teachers, some suggestions that were made were toward opening special teacher training institutions, and reopening of teacher training schools such as village institutes which admitted students who just graduated from elementary school:

I think that the training of teachers should start at an early age. Therefore, the Normal Schools or Village Institutes should be reopened.

The Normal Schools should be reopened. College education should be mandatory to be hired as a teacher. When preparing educational programs, and when working on education policy, teachers' opinion should be asked.

Yet another issue that was raised by teachers was the appropriate educational level for teachers. Many respondents believe that raising standards for being licensed as a teacher is one of the ways in improving the quality of education:

All teachers should have college degrees. Teachers with 10 years of experience should also be provided with the opportunity to do graduate study. Teachers should have opportunities to develop academically.

Special teacher colleges should be reopened. In order to be admitted to these schools, the required score in the nationwide university entrance examination should be as high as the score for students who are admitted to veterinary schools.

Teachers are very valuable beings because they educate other human beings. Therefore, they should be trained as good professionals, trained to be democratic, modern, and they should also love their country. Thus, we ask for a Teachers Academy which solely aims to train teachers be founded.

Another issue the respondents reported in relation to teachers' professional development was that teachers should be provided with professional publications. Some participants commented on this issue with the following words:

New professional publications should be provided for teachers. In addition, research and consultation centers where new instructional methods and techniques are developed should be started.

In every school, there should be a room allocated to teachers, where they have access to publication of laws and regulations, professional publications, magazines and journals. This should be a must, and it does not require a large amount of money or other financial resources.

In schools, there should be professional publications, films, and study-research rooms reserved for teachers.

Yet other respondents stated that teachers should be open to renewing themselves, and look for ways for improving themselves:

Teachers should always look for new technology in education. They should make use of new publications and educational materials, as if they knew nothing. Then, they could develop/improve themselves professionally.

Teachers shouldn't be obsessed with the thought that they have all the experience and the knowledge they need, instead they should find something new to learn everyday, and adapt to the changes that take place in education so that they could be better teachers for their students.

Another point many participants agreed on was that more in-service activities, seminars, professional meetings, and conferences should be organized

and those activities should be made available to more teachers. As some of the respondents stated,

At least every three years, teachers should participate in seminars for two months in summers, at universities. Teachers who are unsuccessful at these seminars should leave the profession or should go through the induction process (again) under the guidance of an experienced/expert teacher.

We live in an information age. Things change everyday. Therefore, during the end of the year seminars there could be small sections reserved for in-service activities.

In order for teachers to be aware of or informed about new developments in education (and educational administration), supervisors, or other high-level school administrators should give in-service courses in schools.

The teachers who had not been in any in-service training programs should have priority in being accepted/admitted to these programs. In addition, educational activities should be kept out of the budget cuts.

According to some respondents, another medium that could be used in professional development of teachers is TV. Two teachers suggested that one of the public channels could be used for that purpose:

One of the public (TV) channels can be reserved for periodical educational programs, in which educational issues are discussed, the latest developments are talked about and people are informed about various topics/issues.

On (public TV) Channel 4, there could be a time slot allocated for elementary schools. The programs aired at this time, supervised by the elementary school supervisors, could include the developments in the teaching profession (for teachers).

Some respondents, however, have lost their hope for their professional development, and believe that unless society really understands the role of teachers in the education of children and does something about it nothing will change much:

Since human beings are least cared for in Turkey, professional development of teachers whose primary job is education is not considered important. When government officials/administrators fully understand the importance of education in society, then they will automatically start to deal with teachers' professional problems.

One of the reasons why some teachers have lost their hope could be that they cannot get the help they need from supervisors. Some of them commented on this issue as follows:

Supervisors are only evaluating the classrooms, the activities teachers have designed, and the instructional material they have prepared and so on. They should do real guidance instead.

What supervisors are doing is inspection only. They should, instead, guide teachers.

Supervisors have different approaches on educational issues. These differences are confusing teachers and affecting their professional development negatively.

Summary of Survey Findings

Responses to the study questionnaire by a sample of 313 public school teachers, which is a close representation of the population by gender and school type, indicate that most teachers have participated in in-service training activities only once or twice during their career. There was a strong relationship between the school type the participants worked in and their participation in in-service workshops or courses. Rural school teachers have been less fortunate in having access to in-service training activities than urban school teachers (see Table 47).

The survey respondents overwhelmingly agreed that teachers need opportunities to improve their teaching skills and knowledge, but they reported that they do not receive the professional help they need. They also agreed that participating in in-service activities helps teachers to get together and share their experiences and provides them opportunities to improve their teaching knowledge and skills. However, they noted that they cannot participate in these activities as many times as they would like to because the in-service activities are not widely available in all areas and teachers have to apply for and be selected in order to be able to attend them. The respondents stated that more in-service training activities, seminars, professional meetings and conferences should be organized and those activities should be made available to all teachers.

In terms of their relationships with others in the school environment, most of the participants think that administrators and supervisors are available in giving assistance and instructional help. However, they also think that the evaluation reports prepared by the administrators and supervisors are not very encouraging in enabling teachers to grow professionally and that inspection done by the supervisors does not help to improve the teaching process in the schools.

Almost all of the respondents think that interaction among teachers and exploration of ideas, assigning mentor teachers to beginning teachers, working with another colleague, observing each other in classroom teaching, and giving each other constructive feedback are useful for teachers' professional and personal development. However, a lower percentage of them reported that they actually receive informal evaluations of their teaching performance from other teachers.

Although the respondents overwhelmingly feel that experienced teachers should help new teachers, almost one half of the respondents believe that experienced teachers do not help new teachers. Most of the participants think that experienced teachers do not help new teachers because new teachers are not asking for help, and many of them also believe that helping new teachers might be interpreted as interference.

Some of the ways the respondents suggested experienced teachers can help beginning teachers were; giving them moral support and creating an environment in which teachers can be open and sincere about their problems and fears, inviting beginning teachers to their classrooms and giving sample lessons, and helping them to get to know their environment.

The respondents overwhelmingly believe that when teachers have problems, they should be able to discuss them with any teacher. They also said

that they give help and support to other teachers when they have problems in their teaching. Most of the respondents think that teachers who talk about their weaknesses in teaching and problems they face are not seen as inadequate. They seem to be open to discuss their weaknesses and problems and ready to ask other teachers for advice, or give help to their colleagues.

Some of the ways the respondents suggested a pair of teachers can improve each other's teaching were; discussing professional matters and exchanging ideas, preparing lesson plans together, observing each other's teaching, and teaching each other's class.

A majority of the respondents said that they get together once or twice a semester with their colleagues at their schools for professional purposes such as discussing instructional problems, curriculum development, or preparing plans, etc. Responses to the question of how often teachers invite other teachers to each other's classroom for the purpose of observations indicate that almost one half of the participants never make use of observations to improve each other's teaching. When they have an instructional concern or problem, most of the respondents said that they prefer asking help from a teacher who teaches the same grade as they do.

In terms of using professional publications, most of the teachers reported that they do not have access to professional publications although almost all of them believe that they would help them learn about new developments in education and might also help them to learn about new techniques or solutions to some problems they face in teaching.

Among the twenty-five problems, concerns, and difficulties listed, the most frequently selected problems and concerns of teachers were;

Table 47

Summary of Significant Differences in Participants' Responses to the Survey Questions by Demographic Characteristics

By School Type	By Gender	By Educational Background	By Number of Years Teaching in the Same School
<p>Rural school teachers: more likely to be new teachers</p> <p>most likely to have a positive perception of supervisors</p> <p>less fortunate in having access to in-service training activities</p> <p>more likely to see the problems/ concerns as only beginning teachers' problems</p> <p>more likely to believe that assigning mentor teachers to assist beginning teachers, and coaching each other would be useful in the school setting</p> <p>Urban school teachers: More likely to have 16-25 years of experience</p> <p>More likely to participate in in-service training activities</p>	<p>Female teachers: more likely to share information, instructional materials, teaching concerns, and ideas with other teachers</p> <p>more likely to participate in more in-service training activities</p> <p>more likely to accept that feeling nervous when supervised is every teacher's problem</p> <p>Male teachers: more likely to believe that coaching each other would be useful in the school setting</p>	<p>Junior college and below education: more likely to be more experienced</p> <p>more likely to participate in more in-service training activities</p> <p>more likely to believe that evaluation by students is not a concern</p> <p>College and above education: more likely to be less experienced</p> <p>more likely to be younger</p> <p>more likely to believe that inspection by supervisors helps to improve the teaching process</p> <p>more likely to believe that experienced teachers do not help new teachers</p> <p>more likely to believe that coaching each other would be useful in the school setting</p>	<p>Longer years at the same school: more likely to believe that their teacher training program and/or experience has given them all the necessary skills to be effective teachers</p> <p>more likely to refrain asking question to a teacher whom they know</p>

overcrowded classrooms, inadequate teaching materials, lack of opportunities for professional growth, working with children with social and emotional problems, and lack of professional autonomy. Most of the participants, on the other hand, believe that lack of preparation time, isolation in the school, developing relationships with colleagues, evaluation by students, and evaluation of students were not real concerns.

Teachers appear to believe that their economical problems prevent them concentrate on improving their teaching. Unless teachers' economic situation is improved, many teachers believe, they will not be able to focus on their professional development. Some other frequently cited problems in relation to teachers' professional development were lack of involvement in the decision making process, reform needs in the educational system, not having teachers unions, unavailability of in-service training activities, and difficulty in accessing professional publications.

The most commonly offered suggestion made by the respondents to overcome the difficulties and problems teachers face was addressing the reform needs in the educational system by preparing new curricula, addressing teachers' social needs, making amendments in the educational laws and regulations, and adapting a new hiring policy. This was followed by solving economical problems of teachers, and widening in-service training activities.

In the next chapter, conclusions drawn from the questionnaire and implications for practice and research are presented.

Chapter V

CONCLUSIONS AND IMPLICATIONS

This final chapter consists of conclusions of the study drawn from the questionnaire, implications for future practice and suggestions for further research based on the findings.

The purpose of this study was to examine elementary school teachers' perceptions of teacher development practices in Turkey. The study explored the professional relationships among teachers, between teachers and school administrators, between teachers and supervisors, and the availability and usefulness of current in-service training activities. The participants' experience in the profession, their educational background, their gender, the grade level they teach, and the type of school they work in were also examined.

Teachers' professional relationships with administrators and supervisors, teachers' engagement with other teachers for the purpose of each other's professional growth, teachers' beliefs about various teacher development opportunities, perceived problems and concerns of teachers, and teachers' recommendations for their own professional growth are presented before suggesting implications for practice and research, findings concerning availability and usefulness of in-service activities.

Availability and Usefulness of In-service Activities

One of the important findings of this study was that most teachers had participated in only two or three workshops offered by the Ministry of Education (MOE) or the City Board of Education (BOE), and although most teachers found in-service activities useful, they reported that the in-service training activities are not widely available to all teachers.

The respondents showed significant differences in their perceptions of availability of in-service activities by the school type they work in. The survey results indicate that the majority of teachers who were able to participate in in-service training workshops were urban school teachers. Not only did fewer rural school teachers attend in-service training activities, but they also attended those activities less frequently. These findings clearly show that rural school teachers have been less fortunate in having access to in-service training activities since these activities are not widely available in rural areas.

Teachers with 'junior college and below' education are more likely to have attended in-service training activities. This finding could be explained by the fact that most of the teachers with 'junior college and below' education are experienced teachers, and therefore, they might have had more chances to attend these activities.

Most teachers agree that in-service activities which they have attended were useful in improving their teaching skills, knowledge, and in solving difficulties they had in their classrooms. Most teachers also believe that participating in in-service training activities would provide teachers with the opportunities to share their experiences and problems with others and find common solutions to common problems and concerns.

Teachers' Professional Relationships With Administrators and Supervisors in the School Environment

A large majority of teachers believe that administrators and supervisors are available in giving assistance and instructional support when teachers have problems and concerns. However, they also think that evaluation reports prepared by the administrators and supervisors are not very encouraging in enabling them to grow professionally. In addition, when asked to rate the importance of different ways for teachers' personal and professional development among seven options, supervisory activities were found the least useful activity by the participants.

The rural and urban school teachers differed in their responses on this issue. More rural school teachers than urban school teachers agreed that supervisors are available in giving assistance when teachers have problems. They also seem to believe in the value of supervisory activities in the school setting more than urban school teachers do. The reason for this difference could be that rural school teachers are mostly new teachers and that they are in more need of professional help, and also supervisors might be spending relatively more time with teachers in the rural schools since there are fewer teachers in those areas.

Teachers Engagement With Each Other for the Purpose of Each Other's Professional Growth

Most of the teachers think that teachers who talk about their weaknesses in teaching and problems they face in the classroom are not seen as inadequate, and a majority of them also believe that being asked for advice does not make them more competent than the others. This shows that teachers are open to discuss

their professional problems and concerns, and offer each other help when it is needed. However, most teachers also reported that there was not a structured time slot in their school for this purpose. It looks as if most teachers do not have organized meetings with their colleagues for professional purposes, and the only time period teachers get together to talk is during the breaks between classes.

Most teachers prefer to ask their instruction related questions of a teacher who teaches the same grade as they do, and many of them reported that teachers who teach the same grade level in their schools have scheduled joint planning time. Most of the teachers with 'college and above' education, however, stated that they could ask help from teachers with whom they have informal relationships. One possible interpretation could be that teachers with 'college and above' education could be more open to other teachers with whom they have personal relationships rather than being able to ask questions of any teacher in school. Another reason could be that because they are aware that they have more education than some, they could be more confident than other teachers, but they may still seek out friendly advice.

The survey findings reveal that teachers' experience is related to their decisions about whom they could ask for help when they have an instructional question or problem. It was interesting to find out that the longer they stayed in the same school, the less they said they would ask a question to a teacher whom they know. This might be because the longer teachers stay in the same school the stronger the competition among them might grow. It is also possible that the longer they stay in the same school, the fewer questions they might have. Or, it could be that with experience comes political wisdom and they learn to be less open and trusting.

The findings also show that teachers do not invite each other to their classrooms for observations. Even though many teachers reported that they receive informal evaluations of their teaching performance from other teachers, they also said that sometimes it was hard for them to know how they were doing in their teaching. One possible explanation could be that teachers may not believe that people who evaluate their teaching performance informally are sincere. Another explanation could be that teachers could be very cautious in giving feedback to their colleagues, and thus, they might not be telling each other the things they are supposed to thinking that it might be interpreted negatively.

Most of the teachers reported that teachers in their schools share materials, ideas and problems, and other teaching related things with their colleagues. Most also said that they personally do so.

About half of the participants believe that experienced teachers do not help new teachers, and most of them think that it is because new teachers are not asking for help. However, rural school teachers are less likely to think that this is the reason. Many of them believe that experienced teachers do not help new teachers because they are competitive and believe that giving new teachers teaching hints could make them more successful than they are themselves. Because of this belief beginning teachers in rural schools may feel themselves lonely and uncomfortable asking experienced teachers for help, even if they are able to find an experienced teacher. On the other hand, the participants overwhelmingly believe that experienced teachers should help new teachers. Most participants reported that experienced teachers could help new teachers in a variety of areas and that both teachers, experienced and new, could benefit from this process.

The respondents' educational background is related to whether they think experienced teachers help new teachers. School culture which can be defined as a sum of relationships among different members in the school community, can be clearly seen in the perceptions of two groups of teachers with different educational backgrounds. More teachers with 'college and above' education than teachers with 'junior college and below' seem to believe that experienced teachers do not help new teachers. They also think that the reason why they do not want to help new teachers is because experienced teachers believe that giving new teachers teaching hints could make them more successful than they are themselves.

More women participants than men believe that experienced teachers do not help new teachers because they think that helping new teachers might be interpreted as interference. Although many of the participants seem to be willing to share ideas, information, and instructional materials, they also have some reservations. Therefore, an organized way of teachers helping teachers might eliminate their doubts and contribute to the teaching-learning process. Since the findings show that teachers are willing to help each other, this willingness could be used in small group meetings where participants are given chances to discuss their problems. In these meetings participants could be given research articles which show that it is okay to ask questions and it is okay to help each other and that everybody benefits from such a process.

Teachers' Beliefs About Various Teacher Development Opportunities

An overwhelmingly large portion of the respondents believe that teachers need opportunities to improve their teaching skills and knowledge. However, they also believe that teachers do not receive the professional help they need.

Most teachers said that interaction among teachers and exploration of ideas, sharing experiences, difficulties, concerns and problems, sharing instructional materials are useful for teachers' professional and personal development, and they also believe that teachers should be given opportunities to share their ideas with others. Moreover, most teachers think that working with another colleague, observing and coaching each other in classroom teaching, and giving each other constructive feedback would help both teachers to improve their teaching skills. The respondents also believe that assigning beginning teachers mentor teachers would help them to adjust successfully to their new environment and would be useful for their personal and professional development.

The rural school teachers significantly differed from urban school teachers in their responses to statements about assigning mentor teachers, and coaching each other in the classroom. More rural school teachers than urban school teachers emphasized the importance of assigning beginning teachers mentor teachers and coaching each other in the classroom. One interpretation of this difference could be that since rural teachers are mostly new teachers, they might need more help and therefore they might be more open and ready to use all the resources available.

The rural school teachers are less likely to share information, instructional materials, and ideas with the other teachers who teach same grade level as they do. This may be due to the fact that there is usually only one class for each grade in rural schools so there is only one teacher teaching one particular grade. The rural school teachers are also more likely to receive informal evaluation of their teaching performance. This can be explained as there are fewer teachers in rural schools, and they may have more informal relationships.

A large number of teachers also believe that when teachers have problems, they should be able to discuss them with any teacher who might be able to help, and most of them also said they give help and support to other teachers when they have problems in their teaching. Many teachers also said that they get new teaching ideas mostly from other teachers. These findings contradict with the other findings which show that experienced teachers do not help. This may be because teachers individually perceive themselves as more helpful than most teachers, and it could be a result of a lack of communication among teachers.

Among those who are open to help others, female teachers show more enthusiasm for sharing information, instructional materials, teaching concerns, and ideas with other teachers. However, male teachers are more open to the idea of coaching each other in the classroom.

Significant differences in attitudes toward teacher training programs among teachers indicate that urban school teachers and teachers with 'junior college and below' education are more likely to agree that they got necessary skills from their teacher training institutions to be effective teachers. This difference could be explained by the fact that most of the rural school teachers happened to have college degrees and they are also new teachers, thus, the reason why they are less likely to believe that their pre-service training program had prepared them to be effective teachers could be because being new teachers, they may feel insecure about their teaching. It is also possible that teachers who are more educated could be more self-critical, and more open-minded. In fact, it might be a sign for better, more thoughtful teaching.

This might also be because of the belief that graduates of the Normal Schools had strong education and very good student teaching experience. It is also believed that the new teacher training institutions, which were opened after

the Normal Schools were closed, do not have good teacher training programs. Since the duration of student teaching has been diminished in the new schools, it is also believed that their graduates do not get proper pre-service teaching experience.

While almost all teachers believe that use of professional publications helps teachers learn about new developments in the field of education, and may help them to learn about new techniques or solutions to some instructional problems they face, only a small number of teachers reported as having access to them. Many teachers also reported that they get new teaching ideas from magazines, and most of them said that commercial publications are a big help in preparing lesson plans.

Perceived Problems and Concerns of Teachers

The most frequently chosen problems and concerns from the list given in the survey questionnaire were overcrowded classrooms, inadequate teaching materials, lack of opportunities for professional growth, working with children with social or emotional problems, and lack of professional autonomy.

Rural school teachers are more likely to see some problems and concerns associated only with the beginning teachers. They are also more likely to see isolation/loneliness in the school as a concern. Since there are fewer teachers in the rural schools, and since most of them are new teachers, it is typical for them to see problems they face as beginning teachers' problems and also to feel isolated and lonely.

Female teachers are more likely to accept certain issues, such as feeling nervous when supervised, as every teacher's problem. This could be because women might be more open to show their feelings or they might have more

empathy. This side of female teachers could be used for getting them involved in projects which require sharing ideas, problems, and concerns, and helping each other.

In the open-ended section, the most frequently mentioned problem teachers face in regard to their professional development was teachers' economic problems. Respondents strongly pointed out that without solving the economic problems, teachers could not concentrate on their professional development. Thus, economic problems, teachers feel, are important barriers preventing teachers' professional growth. Teachers also believe that, in order for teachers to be able to attend professional conferences, meetings, or workshops, they need to have sufficient salaries which would allow them to allocate funds for these activities. Lack of teachers' involvement in the decision making process, unavailability of a teachers' union, reform needs in the educational system, unavailability of in-service activities, and the inability to access professional publications were other commonly cited problems in the open-ended section by the participants.

As can be seen from these findings, although teachers are willing to improve themselves professionally and are open to helping each other for their professional growth, they do not have enough opportunities. Besides, the frequently cited economic problems, unavailability of in-service training activities and inability to access professional publications prevent them from concentrating on their own professional growth.

Teachers' Recommendations for Their Own Professional Growth

The participants suggested that in order to overcome some of the difficulties and problems teachers face, reform needs in the educational system should be addressed, new curricula be prepared, teachers' economic and social needs be

addressed, amendments in the educational laws and regulations should be made, and a new hiring and appointing policy should be adopted. The respondents claim that the current educational system does not give teachers room to be flexible in implementing the curriculum in their classrooms since they have to strictly follow the curriculum guideline prepared by the central office. The participants' responses also indicate that they are unhappy with the current laws which prevent them to start teacher unions so that they could protect themselves against the government's unfair educational and economic policies.

Providing teachers with professional publications, reopening (the former) Normal Schools or opening new teacher training institutions, making changes in the current supervision system, having more professional meetings in the schools, and organizing a system of communication among teachers were other suggestions made by the respondents in the open-ended section of the questionnaire.

Since lack of in-service training activities was stated by the majority of participants as being a major barrier in their professional development, widening in-service training activities and conducting them properly were other important suggestions made by the respondents. Respondents also suggested that a pair of teachers could improve their instructional practices by discussing professional matters and problems they face in their classrooms, exchanging ideas and educational materials, preparing lesson plans together, conducting various class activities together, and teaching each others' classes.

The most commonly mentioned suggestions by the respondents for how experienced teachers could help new teachers show that the problems new teachers are experiencing are well known by the participants. Some of the suggestions were: giving new teachers the moral support they need, being

friends and creating an environment in which new teachers could be open and sincere about their problems and fears, and helping them by preparing lesson plans together. Doing classroom observations, providing guidance, and introducing new teachers to different instructional methods and techniques which they have used successfully in their classes were other suggestions for ways experienced teachers could help new teachers. Since experienced teachers cannot offer solutions if new teachers do not talk about their problems, many teachers believe that the environment which experienced teachers are supposed to create is crucial in encouraging new teachers be open and talk about their problems.

Implications for Practice

This exploratory study represents an initial step in providing data in the Turkish context which can be used in planning, organizing, and offering professional development opportunities for elementary school teachers. Therefore, it is an important contribution to the efforts to improve quality in the Turkish educational system. As shown by research (Bolin, 1987; The Holmes Group, 1986; Zumwalt, 1986), the quality of teaching in schools cannot be improved without improving the quality of teachers. Therefore, continual professional development of teachers is crucial in school improvement efforts.

Overall, the results of the survey findings suggest that elementary school teachers in Turkey do not have either enough or sufficient access to in-service training activities. In addition, there are not many other opportunities for teachers' professional development. This is especially true for rural school teachers.

Some of the findings of this study, despite the difference in context between Turkish and American schools, are supported by the literature. Many teachers who participated in this study reported that they received informal evaluations of their teaching performance from other teachers. However, they also said that sometimes it was hard for them to know how they were doing in their teaching. These findings show that either evaluations are not done through observations or the observations are not done in a structured way. Barth (1980) has similar comments in terms of classroom observations:

Most teachers welcome classroom observers who can diagnose instructional problems and offer helpful suggestions.... Teachers who seek out this kind of assistance from other teachers, friends, coordinators, and sometimes even parents and principals, have already taken important steps toward professional growth. Consequently, the observation is likely to be profitable. (p. 166)

However, he further adds that informal observations are rarely taken seriously in public elementary schools. In the Turkish case, informal evaluations are not used as a tool for teachers' professional growth because they are not structured, and thus they are not taken seriously. For observations to be successful they need to be accompanied by opportunity for teachers to discuss them in a structured, professional and safe manner.

The responses of the teachers involved in the present study give rise to certain implications for decision makers in the central organization and for educational administrators regarding teachers' professional development. The findings which underscore the need for teacher development, may spur them to take measures to improve the current situation. The results of the survey findings indicate that teachers do need professional guidance to improve their teaching and they need organized ways to make use of the resources they have in their own hands.

Teachers do think that they need professional help, and they want it. However, they want this help in a humane and equitable way. This means constructive criticism in a non-threatening atmosphere. Because of the way the administrators' and the supervisors' jobs are structured, even though administrators and supervisors seem to be available, the nature of their relationships with teachers prevents them to help teachers. Therefore, help for teachers is not likely to come from administrators and supervisors, but more likely to come from other teachers. This has important implications for school organization and professional development. In establishing ways to support the professional development of teachers, activities for collegial work, such as peer coaching, mentoring or joint planning through which teachers help each other for their professional growth could be organized.

In establishing an organized way for teachers' professional development, two related techniques could be used - mentor teaching and peer coaching. Both ways would be invaluable for teachers' professional development since both mentoring and peer coaching aim to improve communication and collaboration among teachers, facilitate teacher learning, and improve teachers' awareness of professional development (Bova & Phillips, 1984; Daloz, 1983; Gehrke, 1988; Howey, 1988; Shanker, 1985; Showers, 1985; Varah et al., 1986).

These two approaches seem to be the most feasible in the Turkish context since there are not many other opportunities and resources available for teachers' professional growth. The findings of this study support the notion of teachers responding to the creation of a professional community of their own. A large majority of teachers reported that assigning mentor teachers to assist beginning teachers, and coaching each other in the classroom would be useful for their professional development in the school setting. Many teachers also stated that working with another colleague, observing each other in the classroom teaching,

and giving each other constructive feedback helps both teachers improve their teaching skills. These findings indicate that elementary school teachers in Turkey are willing to share their expertise, and that they do want to help each other in their professional development.

However, there are not organized and structured systems to make this happen. The complexities and problematic life in school and the school culture do not support interactions among teachers. Mentoring and peer coaching programs could create such environments in which teachers can share and exchange ideas, share instructional materials, give each other professional and emotional support, and work more productively together. When teachers help teachers to increase their effectiveness, everyone wins, most of all, the students.

The findings also suggest that carefully planned and widely-offered in-service training activities are critical to ensure that teachers develop professionally. Therefore, future educational administrators could organize and offer a variety of training activities that will support the professional growth of teachers. The data also implies that not only do teachers want the Ministry and Board of Education to offer more and more widely available professional development activities, but they want to be directly involved in the planning and delivery of those activities. The demographic differences suggest that MOE or BOE cannot just offer one set of activities but they need to design a variety of activities that are tailored to the different needs of teachers; for example, they might use a different approach for men vs. women, beginning vs. advanced, or rural vs. urban teachers.

The findings of this study suggest that the in-service training activities that are offered by the MOE are not enough in addressing the professional needs and

concerns of teachers. An alternative way could be offering locally organized professional development activities. Locally organized activities could be economically and politically feasible, and they are educationally legitimate. This way, instead of reaching one teacher in a school or in a district, all teachers in a school or in a district could benefit from these activities. Instead of gathering teachers in central locations, teachers could stay in their schools, and educational consultants could go to each school and work with teachers more closely. In these programs, experienced teachers who are locally known as successful by their peers or by their administrators could be used as consultants and be asked to share their expertise by helping their peers. By doing this, veteran teachers who might not have motivation for participating in professional development activities could be included in the process. By giving these experienced teachers stipend for their work their motivation could be even stronger. Experienced teachers could both learn in this process and help their colleagues. Teachers who participated in such activities could get a chance to act on different ways of thinking about their work.

Rural school teachers, on the other hand, might benefit more from activities which create a way for them to get out of their school, get fresh ideas and apply them in their classrooms upon returning to their schools. Since there are many rural schools with only one or two teachers, teachers in these schools could gather in a village school which is accessible by the others. Getting teachers from these schools to work together with a consultant and with other teachers could be not only a chance for them to share their professional concerns, but also could be helpful for their personal development as well. In fact, locally organized professional development practices could be suggested not only for teachers in Turkey, but teachers all over the world. Since teachers' needs, concerns, and

problems they face in their classrooms could vary depending on their student population and the environment in which they work, locally organized activities could be a more appropriate approach in supporting their professional growth.

The findings of this study suggest that teachers believe that some in-service training workshops are conducted just for the sake of formality. Some workshops are offered after hours or during the weekends when teachers are tired. In addition, sometimes necessary accommodations are not provided for participants when the activities are held far from home. Administrators could, therefore, make provisions for teachers to be released even during the school hours when they could fully concentrate on the specific activity offered. Options could be explored with the administrative staff both in the school and in the BOE to determine suitable times for professional development program during the school day.

The findings of this study also show that teachers do not apply what they learn in in-service training activities in their classrooms. However, one of the primary reasons for teachers to participate in in-service training activities is to acquire the skills which will improve their educational effectiveness in the classroom. With this in mind, organizers of in-service training activities also need to follow-up with teachers so that they are doing things differently in the classroom as a direct result of the training program. This also correlates with literature on school change which suggests that teachers need support in implementation activities. Lieberman and Miller (1984b) suggest that "implementation must be accompanied by personalized support, .. and

leadership that is sensitive to the kinds of resources and organizational arrangement necessary to make implementing new .. ideas work.” (p. 93).

It is possible to view the findings of the present study as an indication that teachers are unaware of the current trends in teachers’ professional development, and that they are constricted in their perception of professional growth. Due to lack of research in the Turkish context in this area, it is hoped that the data obtained is used as a knowledge base in conducting future studies and in planning, organizing, and offering teacher development opportunities. Given the rapidly changing nature of the school environment and recent emphasis on in-service training activities, it is further recommended that additional research studies be conducted to determine the teachers’ professional needs, and to find out more about teachers’ expectations from the Ministry of Education in terms of the allocation of additional resources into the development of teaching and the improvement of the quality of education as a whole.

Implications for Future Research

In conclusion, this study has provided some insights about teachers’ perceptions of availability and usefulness of in-service training activities in Turkey, professional engagement among teachers in terms of their professional growth, the perceived problems and concerns of teachers, and their recommendations. However, this study has also brought many other questions. Some of these questions which could be investigated concerning the exploration of teachers’ professional development opportunities in Turkey are discussed in the following paragraphs.

Research on improving the quality of teaching suggests that professional development of teachers is necessary to have better qualified teachers which mean better teaching in the schools. Given the particular needs and demands of Turkish elementary school teachers, this study reflects an urgent need for a research model which addresses teachers' concerns and problems about their professional growth.

This study shows that the rural school teachers are less fortunate in having access to professional development resources. In order to see how other countries solved the problems associated with the rural teachers' professional growth, a study could be conducted to find out about the current situation in other countries, for example, in US rural schools.

In this study, teachers' perceptions of professional development opportunities in general are explored. Gender, in particular, was found to be a significant variable in relation to many issues. Therefore, in order to get detailed information, differences between the views of female and male teachers in terms of using collaborative methods in helping each other's professional growth could be a topic for a new study.

Being observed by another individual in one's classroom could be disturbing to many teachers, no matter whether the observer is a supervisor who would evaluate them or a colleague who would do just an observation. Even though colleagues would not prepare an evaluation report, it could disturb the observed ones because their privacy would be invaded, and they could have to face failure publicly. This is a typical behavior in the school culture. It is a difficult process for even some experienced teachers. This process generates more ill-will among teachers than any other relationship-technique that could be used as professional development activities. A new study could be developed to

look at creative and innovative ways to work with and evaluate teacher performance that would reduce the conflict and stress that this process incurs. This study could improve our understanding of the observation process which could lead to changes in teachers' perceptions of this important practice which in turn would help to improve teaching skills of both teachers, the observer and the observed.

The findings of this study also show that teachers with different educational backgrounds have different views about professional relationships among teachers. In order to get in depth information on this issue, differences between teachers with different levels of education in their views of sharing professional expertise could also be studied.

In Turkey, the teaching force in rural schools differs from those in urban schools in various ways. The number of teachers working, the physical conditions of schools, the type of education and teachers' experience are very different in the rural areas compared to those in the urban areas. One of the main reasons for these differences is that because of the size of the student population, there are fewer teachers in rural schools. Another main difference is that new teachers are generally appointed to rural schools. Since many teachers want to go to the places with better conditions, experienced teachers usually teach at large schools. Since there is always a need for teachers in rural areas, where social life is less attractive, new teachers are appointed here.

Another difference is that because of the changes in the duration of teacher training schools, while there are still teachers with high school level training or teachers with associate degrees in the urban schools, most of the rural school teachers have college degrees. It does not necessarily mean that having college degrees makes them better teachers, however, as it was found in this study, their

views are different on some issues. A new study could look for more detailed information to find out how teachers in rural schools differ from those in urban schools. Through more detailed research on how their needs differ, a determination of the kinds of professional development techniques that would best fit their needs could be made.

Another area of research derives from the suggestion made by most teachers in terms of assigning beginning teachers mentor teachers. Since the first years are the most important years in one's teaching career, as supported by research, a new study could be conducted which would look for ways to make the first year a less stressful one for new teachers. MOE could do a pilot project to see how feasible it is to assign new teachers to schools where they can work with experienced teachers for a semester or two before assigning them to their permanent schools. With such a project, new teachers, in a non-evaluative and non-threatening environment, could develop their self-esteem, and become more competent; have the opportunity to upgrade their content knowledge, and refine their instructional skills, and have a chance to apply what they have learned in the college with fewer doubts that what they are doing is right and applicable. Experienced teachers who participate in this project could also get new ideas from new teachers and also could be rewarded by receiving stipends.

A similar project could be conducted by MOE or/and BOE to implement peer coaching practices in schools. This study found that teachers are willing to help each other and to share their experiences, ideas and instructional materials. However, it was also found that teachers are not practicing what they believe in for various reasons. Because peer coaching does not require administrators to allocate any financial resources, except the training of people who will help others to practice this technique, it would be feasible in the Turkish context since there are not many other opportunities available for teachers' professional

development. MOE and BOE could introduce this technique to teachers in pilot schools and publish the results through different means, for example, the press, TV, video, etc.

A survey questionnaire was used in this study to collect data. Time and lack of funding did not permit on-site observations and interviews. Doing interviews or focus groups could be another way of getting detailed information about various issues in professional development of teachers. Giving the survey respondents assurances that their answers would be strictly confidential or giving them chances to say more by having open-ended sections may not have been enough for them to be completely sincere and open. This may be true especially for teachers because the existing school culture builds walls between/among teachers. Thus, there is always a competition among teachers and a distrust of others. However, since people may be more open in face-to-face methods, an interview could be a good technique to retrieve more detailed information. This information could include personal problems which they may not admit for various reasons on surveys, their professional and personal relationships with other teachers, administrators, and supervisors, and their personal opinions about availability, accessibility, and usefulness or effectiveness of various in-service training activities. During interviews, people might be not only more open, but may also feel more responsible to tell the whole story. This technique may also help to retrieve even more information by clarifying unclear items, or by asking follow-up questions. In addition, observations could be done as well. Observations might also reveal differences between teachers' perceptions and their actual practices.

A focus group, which allows for discussion of issues among the group members might be another technique to use. Participants in such a group might not share very personal concerns, but it would be the beginning of a discussion

that could build collegiality since they could hear about the common problems they face. This technique allows participants to react to the comments made by others and could provide a rich source of data.

Finally, more needs to be known with regard to the perspectives of the administrators in the MOE and BOE. Studying teachers' perceptions of professional development opportunities as part of improving the quality of teaching efforts can fill the gap between research and practice on staff development and school improvement. Interviews with the administrators in the Ministry of Education and with the organizers of the in-service training activities in the In-service Division of MOE could also be conducted to get their perspective on the issue of professional development of teachers.

Conducting interviews with the administrators from the City Board of Education could be the subject of another study to obtain the perspectives of the local administrators. Problems experienced by administrators and their perceptions of teachers' problems, and their possible suggestions for all those issues could be documented. Studies in these areas would also help the decision makers understand the possible relationships between theories on improving the quality of education in our schools and the professional development of teachers.

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APPENDICES

APPENDIX A

THE DESIGN OF THE SURVEY QUESTIONNAIRE

Research Questions	Statements/Questions in the Survey
	<p>Section I: Questions: 1-10</p> <p>The questions in this section were asked to find the group characteristics of the subjects.</p>
<p>1- What are teachers' perceptions of professional development opportunities that exist in the Turkish elementary schools?</p> <p>1a. What are teachers' perceptions of the availability and usefulness of current in-service activities?</p> <p>1b. What are teachers' perceptions of their professional relationships with administrators and supervisors in the school/ teaching environment in terms of sharing with and learning from one another?</p> <p>1c. How do teachers engage with each other for the purpose of each other's professional growth?</p>	<p>Section II – Part 1 Statements/Questions: 1-9</p> <ul style="list-style-type: none"> • Questions about whether teachers have participated in any in-service activities, and their perceptions about the usefulness of in-service activities (they have participated), and • Teachers' perceptions of availability and usefulness of in-service activities. <p>Section II – Part 2 Statements/Questions: 1-11</p> <ul style="list-style-type: none"> • Statements about administrators' and supervisors' professional relationships to teachers, • teachers beliefs about the effectiveness of the supervisory activities the administrators and supervisors offer, and • the way teachers perceive their personal and professional relationships with others are addressed. <p>Section II – Part 3 Statements/Questions: 1-4</p> <ul style="list-style-type: none"> • Questions in this part are addressed to find out teachers' professional relationships with other teachers, and their interactions with each other in school.

<p>2- To what extent do elementary school teachers believe that various teacher development opportunities help them to improve their instructional practices in the classroom?</p>	<p>Section III: Statements/Questions: 1-24</p> <ul style="list-style-type: none"> • The statements and questions are addressed to measure the extent of teachers' beliefs about their needs for professional help, • teachers' beliefs about the benefits they receive as a result of their interactions with each other, • teachers' beliefs about the practicality of working together, sharing each others' problems, concerns and difficulties, helping and supporting each other, and • their beliefs about accessibility of resources (professional publications, other people etc.).
<p>3- What are the perceived problems and concerns of teachers?</p>	<p>Section IV: Statements/Questions: 1-25</p> <ul style="list-style-type: none"> • Statements in this section are addressed to find out the situations which teachers are concerned about, and the difficulties they face.
<p>4- What are teachers' recommendations for their own professional growth?</p>	<p>Section V: Questions: 1-5</p> <ul style="list-style-type: none"> • This section of the questionnaire includes open-ended items to explore the difficulties, concerns, and problems teachers face, and their recommendations and suggestions for their own professional development.
	<p>The total number of questions and statements: 88</p>

APPENDIX B

LETTER TO THE MINISTRY OF EDUCATION

Süleyman Sadi Seferoglu
 Ulubatlı Hasan Mah.
 Cuma Sok. No: 1/7
 Sincan - ANKARA 06932

512 West 122 Street Apt# 304
 New York, NY 10027 / USA

Tel: (212) 678-3622 (New York)
 Tel: (312) 272.09.10 (Ankara)

Date: / / 1994

Ministry of Education
 Department of Higher Education
 Bakanliklar – ANKARA / TURKEY

Dear Sir/Madam,

I am a doctoral student at Teachers College, Columbia University, at the Department of Curriculum and Teaching, and working on my dissertation which examines elementary school teachers' perceptions of teacher development practices in Turkey. To do this, I would like to use 500 elementary school teachers in the Ankara province as my subjects.

I am enclosing a copy of the questionnaire which I will be using in my survey. I would appreciate if you send me the permission to do my research, with enclosed a list of names of all elementary schools in Ankara which also shows the school types (e.g., urban, rural, etc.) and the number of teachers working there.

Thank you for your prompt assistance.

Sincerely,

Süleyman Sadi Seferoglu

APPENDIX C

LETTER TO TEACHERS

Süleyman Sadi Seferoglu
Ulubatlı Hasan Mah.
Cuma Sok. No: 1/7
Sincan - ANKARA 06932

512 West 122 Street Apt# 304
New York, NY 10027 / USA

Date: / / 1994

Dear Colleague,

I am a doctoral student at Teachers College, Columbia University, at the Department of Curriculum and Teaching. Right now, I am working on my dissertation which examines elementary school teachers' perceptions of teacher development practices in Turkey. You are a part of the sample that I have chosen among elementary school teachers in the province of Ankara.

As a former elementary school teacher, I would like to use your experience in teaching, and contribute back to the Turkish educational system by using the research results as basis for the activities that help teachers to improve themselves professionally.

There are no right or wrong answers to the questions in this questionnaire. The survey asks you mark items that best describe your perceptions of the professional development opportunities in Turkey. The study will also include recommendation for improving the teaching profession. Therefore, your contribution to this study is very important.

Every question in the questionnaire has a purpose, so, please be as sincere as possible, and answer all questions.

Please keep in mind that all responses will be held strictly confidential. For your convenience, I am enclosing a stamped envelope. Please complete the questionnaire as soon as possible, and mail it back to me. I also would like you to know that, I could send you a copy of the research results, if you like, as my way of saying thank you for your participation in this research. If you are interested in receiving a copy of the results, please write your name and address at the end of the questionnaire.

Thank you for your participation.

Sincerely,

Süleyman Sadi Seferoglu

APPENDIX D

**QUESTIONNAIRE ON TEACHERS' PERCEPTIONS OF
PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

Section I

Directions: Please respond to the questions below with a (X) or comment where appropriate.

- 1- Name of School (Optional):
- 2- School type:
- 1- Urban
- 2- Rural
- 3- Other (please specify):
- 3- How many teachers are there in your school (including administrators)?:
- 4- Your Gender:
- 1- Male
- 2- Female
- 5- Educational Background:
- (Check all that apply)
- 1- Normal School 3- Bachelor of Arts Degree
- 2- Junior College 4- Other
- 6- Experience in teaching (number of years): years
- 7- How long have you been teaching in this school: years
- 8- Type of school(s) you have worked before:
- 1- Urban years
- 2- Rural years
- 3- Other (please specify): years
- 9- Grade level teaching now:
- 1- Pre-School 4- 3rd grade
- 2- 1st grade 5- 4th grade
- 3- 2nd grade 6- 5th grade
- 7- Other (please specify):
- 10- How long have you taught the grade you are currently teaching: years
-

Section II

Part 1

Directions:

The statements and questions below refer to availability and usefulness of in-service opportunities. Please read and respond to each statement on a six-point scale by indicating the strength of your agreement or disagreement with the statement. Circle one of the options.

Don't know
Strongly disagree
Disagree
Somewhat agree
Agree
Strongly disagree

1. Have you ever participated in any in-service training activities organized by the Ministry of Education (workshop, course etc.)?

1- Yes 2- No

If YES, how many?

2. Have you ever participated in any in-service training activities organized by the City Board of Education (workshop, course etc.)?

1- Yes 2- No

If YES, how many?

If your answers to questions 1 and 2 are NO, please skip questions 3 and 4, and go to question 5

3. In-service training activities which I have attended were very useful in improving my teaching skills/knowledge, and in solving the difficulties that I had in the classroom. 0 1 2 3 4 5

4. New ideas presented at in-service activities are discussed afterwards by teachers in my school. 0 1 2 3 4 5

5. There are enough in-service activities/opportunities available for teachers in our district. 0 1 2 3 4 5

6. Teachers in my district cannot attend any workshops, seminars or courses (offered either by the City Board of Education or Ministry of Education) as they would like to because they have to apply for and be selected by the organizers. 0 1 2 3 4 5

7. In-service activities, such as workshops and seminars on various instructional subjects, help teachers to get together and share their experiences. 0 1 2 3 4 5

8. Teachers can get opportunities to improve their teaching knowledge and skills by participating in in-service activities. 0 1 2 3 4 5

9. In-service activities are not necessary; teaching experience helps teachers more. 0 1 2 3 4 5

Part 2

Directions:

The statements below refer to professional relationships among teachers, between teachers and school administrators, and between teachers and supervisors. Please read and respond to each statement on a six-point scale by indicating the strength of your agreement or disagreement with the statement. Circle one of the options.

	Don't know	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
1. Administrators in my school are available in giving assistance when teachers have instructional problems/concerns.	0	1	2	3	4	5
2. Supervisors are available in giving teachers instructional help when teachers have problems/concerns.	0	1	2	3	4	5
3. Administrators' and supervisors' evaluation reports are very helpful/encouraging in enabling teachers to grow professionally.	0	1	2	3	4	5
4. I believe that inspection by supervisors helps to improve the teaching process in the schools.	0	1	2	3	4	5
5. Since supervisors evaluate teachers, teachers cannot ask them the questions/concerns they have about their teaching.	0	1	2	3	4	5
6. In my school, beginning teachers have a teacher assigned to help them with their teaching.	0	1	2	3	4	5
7. When teachers talk about their weaknesses in teaching and problems they face in the classroom, they are viewed as inadequate.	0	1	2	3	4	5
8. In my school, there is scheduled joint planning time for teachers who teach the same grade.	0	1	2	3	4	5
9. In my school, there is a time slot scheduled for teachers to get together (in pairs, small groups, or as a whole) to share their problems, experiences, difficulties, concerns, and possible solutions.	0	1	2	3	4	5
10. In my school, during the faculty meetings teachers share their instructional problems, solutions to those problems/concerns, and new ideas with other teachers.	0	1	2	3	4	5
11. If other teachers ask me for advise, it implies that I am more competent than they are.	0	1	2	3	4	5

Part 3:

Direction: Following statements/questions refer to professional relationship (sharing instructional experiences, problems, materials etc.) among teachers. Please mark all that apply.

- 1- When we teachers get together during the breaks, we talk about:
- a. social plans and activities,
 - b. complaints about work conditions,
 - c. complaints about student behavior,
 - d. curriculum and instruction,
 - e. we have no time to talk.
 - f. other (please specify).
- 2- How often do you have structured meetings with your colleagues at your school for professional purposes (such as discussing instructional problems, curriculum development or preparing plans etc.) ?
- a. once a week or more,
 - b. twice in a month,
 - c. once a month,
 - d. once or twice a semester,
 - e. other (please specify).
- 3- How often do teachers in your school invite each other to each other's classrooms to make observations?
- a. frequently,
 - b. sometimes,
 - c. rarely,
 - d. never,
 - e. other (please specify).
- 4- When I have an instructional concern/question or problem, I can ask help from:
- a. the principal,
 - b. the assistant principal,
 - c. a teacher whom I know,
 - d. a teacher who teaches the same grade as I do,
 - e. any teacher,
 - f. other (please specify).
-

Section III

Directions:

The statements below refer to teachers' beliefs and feelings about their professional development, and the ways they could help each other to improve their teaching skills and learn new techniques to be better teachers. Please read and respond to each statement on a six-point scale by indicating the strength of your agreement or disagreement with the statement. Circle one of the options.

	Don't know	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
1. Teachers need opportunities to improve their teaching knowledge and skills.	0	1	2	3	4	5
2. Teachers receive the professional help they need.	0	1	2	3	4	5
3. My teacher training program and/or experience has given me all the necessary skills to be an effective teacher.	0	1	2	3	4	5
4. Sometimes, it is hard to know how I am doing in my teaching.	0	1	2	3	4	5
5. I feel good about my teaching style and strategies; I think they are successful.	0	1	2	3	4	5
6. Teachers should be given opportunities to share their ideas with other teachers.	0	1	2	3	4	5
7. Interaction among teachers and exploration of ideas are useful for teachers' professional and personal development.	0	1	2	3	4	5
8. Demonstration lessons by supervisors and/or administrators help teachers to improve their teaching skills.	0	1	2	3	4	5
9. Assigning beginning teachers a mentor teacher helps them to adjust successfully to their new environment.	0	1	2	3	4	5
10. Working with another colleague, observing each other in classroom teaching, and giving each other constructive feedback, helps both teachers to improve their teaching skills.	0	1	2	3	4	5
11. Teachers in our school share their ideas, methods and instructional materials with other teachers.	0	1	2	3	4	5
12. I share information, materials, problems/concerns, and ideas with the other teachers who teach the same grade level as I do.	0	1	2	3	4	5
13. I give help and support to other teachers when they have problems in their teaching.	0	1	2	3	4	5
14. I receive informal evaluations of my teaching performance from other teachers.	0	1	2	3	4	5

- | | | | | | | |
|---|---|---|---|---|---|---|
| 15. I believe that when teachers have problems, they should be able to discuss them with any teacher who might be able to help. | 0 | 1 | 2 | 3 | 4 | 5 |
| 16. Use of professional publications help teachers to know the developments in the field of education, and may help them to learn of new techniques or solutions to some problems that they face. | 0 | 1 | 2 | 3 | 4 | 5 |
| 17. Teachers in my school have access to professional publications. | 0 | 1 | 2 | 3 | 4 | 5 |

Please respond to each given option (a, b, c, ...) in the questions below (18-24) by using the six-point scale.

- | | | | | | | |
|---|---|---|---|---|---|---|
| 18. I get new teaching ideas from: | | | | | | |
| a. other teachers | 0 | 1 | 2 | 3 | 4 | 5 |
| b. teaching magazines | 0 | 1 | 2 | 3 | 4 | 5 |
| c. professional conferences | 0 | 1 | 2 | 3 | 4 | 5 |
| d. in-service activities, workshops, outside courses | 0 | 1 | 2 | 3 | 4 | 5 |
| e. the other sources (please specify) | 0 | 1 | 2 | 3 | 4 | 5 |
| 19. In preparing yearly and monthly plans at the beginning of the school year, I: | | | | | | |
| a. use previous plans that I have prepared | 0 | 1 | 2 | 3 | 4 | 5 |
| b. look at other teachers' plans | 0 | 1 | 2 | 3 | 4 | 5 |
| c. use my experience in teaching | 0 | 1 | 2 | 3 | 4 | 5 |
| d. use commercial examples/publications | 0 | 1 | 2 | 3 | 4 | 5 |
| e. use other sources (please specify) | 0 | 1 | 2 | 3 | 4 | 5 |
| 20. Experienced teachers do not help new teachers. (If you disagree with this statement, skip the next question.) | 0 | 1 | 2 | 3 | 4 | 5 |
| 21. Experienced teachers do not help new teachers because they believe that: | | | | | | |
| a. it is not their responsibility to help new teachers | 0 | 1 | 2 | 3 | 4 | 5 |
| b. new teachers are not asking for help | 0 | 1 | 2 | 3 | 4 | 5 |
| c. new teachers should experience the same difficulties that they have had | 0 | 1 | 2 | 3 | 4 | 5 |
| d. giving them teaching hints could make them more successful than they are | 0 | 1 | 2 | 3 | 4 | 5 |
| e. helping new teachers might be interpreted as interference | 0 | 1 | 2 | 3 | 4 | 5 |
| f. other reasons (please write in here) | 0 | 1 | 2 | 3 | 4 | 5 |

22. Experienced teachers should help new teachers because they can:
- | | | | | | | |
|---|---|---|---|---|---|---|
| a. learn new ideas and methods from new teachers | 0 | 1 | 2 | 3 | 4 | 5 |
| b. become aware of their own potential | 0 | 1 | 2 | 3 | 4 | 5 |
| c. get the satisfaction of helping another individual | 0 | 1 | 2 | 3 | 4 | 5 |
| d. form new friendships | 0 | 1 | 2 | 3 | 4 | 5 |
| e. see their own strengths and weaknesses | 0 | 1 | 2 | 3 | 4 | 5 |
| f. make a contribution to the profession | 0 | 1 | 2 | 3 | 4 | 5 |
| g. other reasons (please write in here) | 0 | 1 | 2 | 3 | 4 | 5 |
| h. experienced teachers should not help new teachers. | 0 | 1 | 2 | 3 | 4 | 5 |
23. Experienced teachers can help new teachers in areas such as:
- | | | | | | | |
|---|---|---|---|---|---|---|
| a. dealing with students' personal problems | 0 | 1 | 2 | 3 | 4 | 5 |
| b. classroom discipline | 0 | 1 | 2 | 3 | 4 | 5 |
| c. motivating students | 0 | 1 | 2 | 3 | 4 | 5 |
| d. evaluating students | 0 | 1 | 2 | 3 | 4 | 5 |
| e. planning classwork | 0 | 1 | 2 | 3 | 4 | 5 |
| f. using different teaching styles | 0 | 1 | 2 | 3 | 4 | 5 |
| g. finding instructional materials | 0 | 1 | 2 | 3 | 4 | 5 |
| h. other areas (please write in here) | 0 | 1 | 2 | 3 | 4 | 5 |
| i. experienced teachers should not help new teachers. | 0 | 1 | 2 | 3 | 4 | 5 |
24. Some of the following suggestions for teachers' personal and professional development may be derived from a review of literature in the field. To what extent these suggestions/ activities do you think would be useful in the school setting?
- | | | | | | | |
|--|---|---|---|---|---|---|
| a. Assigning mentor teachers to assist beginning teachers | 0 | 1 | 2 | 3 | 4 | 5 |
| b. Coaching each other in the classroom | 0 | 1 | 2 | 3 | 4 | 5 |
| c. Sharing instructional materials | 0 | 1 | 2 | 3 | 4 | 5 |
| d. Observing other teachers in the classroom | 0 | 1 | 2 | 3 | 4 | 5 |
| e. Sharing experiences, difficulties, concerns, and problems | 0 | 1 | 2 | 3 | 4 | 5 |
| f. In-service courses | 0 | 1 | 2 | 3 | 4 | 5 |
| g. Supervisory activities | 0 | 1 | 2 | 3 | 4 | 5 |
-

Section IV

Directions: The statements below are about problems, concerns, and difficulties teachers face. Please read each statement and select one option by putting a (X) mark in the appropriate place.

<i>Teachers' Difficulties, Concerns and Problems</i>	<i>I have no opinion</i>	<i>It is not a concern</i>	<i>It is only beginning teachers' problem</i>	<i>It is every teacher's problem</i>
1- Classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2- Overcrowded classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3- Heavy teaching loads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4- Too many non-instructional duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5- Planning lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6- Preparing daily, monthly and yearly plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7- Lack of preparation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8- Motivating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9- Making the subject meaningful to pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10- Not knowing how to deal with reading problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11- Working with children who have emotional problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12- Working with children who have social problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13- Evaluation of students (students' work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14- Inadequate/insufficient teaching materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15- Lack of confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16- Isolation/loneliness in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17- Developing relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18- Lack of professional contact among teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19- Lack of administrative support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20- Lack of opportunities for professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21- Evaluation by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22- Evaluation by supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23- Feeling nervous when supervised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24- Limited involvement in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25- Lack of professional autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section V

Directions: The questions below are open-ended and require you to provide a written response. Please respond them and be as specific as possible.

1- Are there any other difficulties, concerns, and problems teachers face regarding their professional development, which are not mentioned in the previous sections of this questionnaire?

.....
.....
.....

2- What are your suggestions to overcome some of the difficulties and problems teachers face?

.....
.....
.....

3- What kind of help do you think a pair of teachers can give to each other in improving each other's teaching?

.....
.....
.....

4- What kind of help do you think a beginning teacher (newly certified teacher, a teacher who is new to the system, to the building or to a grade) can receive from an experienced teacher?

.....
.....
.....

5- If you have any other comments on teachers' professional development, please write them below.

.....
.....
.....



Thank you for your help with this study.

S. Sadi SEFEROGLU

Please place completed survey in the envelope and mail it to the address printed on it.

If you like to receive a copy of the results, please write your name and address here:

.....

APPENDIX E

LETTER TO THE MINISTRY OF EDUCATION (in Turkish)

Milli Eğitim Bakanlığı
Yükseköğretim Genel Müdürlüğü
Bakanlıklar – ANKARA / TURKEY

Halen Amerika Birleşik Devletlerinde, Columbia Üniversitesinde Milli Eğitim Bakanlığı adına "Eğitimde Program Geliştirme" alanında doktora öğrenimi yapan bir öğrenciyim. Şu anda tez yazma aşamasında olup tezimle ilgili araştırmayı yapma hazırlığı içindeyim.

Tez çalışmam "İlkokul Öğretmenlerinin Mesleki Gelişimi" konusunda olup, öğretmenlerin, hizmetiçi eğitimi ve müfettişlerin yardımlarına bağımlı olmaksızın kendilerini nasıl geliştirebileceklerini incelemeye ve öğretmenlerin bu konudaki görüş ve önerilerini almaya yöneliktir. ABD'de özellikle son yıllarda bu konuda birçok araştırma yapılmakta olup geliştirilen teknikler çeşitli okullarda uygulamaya konulmaktadır. Bu konuyla ilgili olarak gerekli veriyi toplayabilmek amacıyla araştırmamı, Ankara ili sınırları içerisindeki ilkokullarda çalışan 500 öğretmen üzerinde yapmak istiyorum.

Araştırmamla ilgili anketin bir örneğini ilişikte gönderiyorum. Araştırmamı yapabilmek için gerekli izinin sağlanması ve ayrıca Ankara ilindeki ilkokulların (okul türleri belirtilerek - şehir veya köy okulu gibi) ve bu okullarda çalışan öğretmen sayısının da bulunduğu bir listenin tarafıma yollanması için gereğini arz ederim.

Dileğimin bir an önce yerine getirileceğini umar, gösterdiğiniz ilgi için şimdiden teşekkür ederim.

..... / / 1994

Süleyman Sadi Seferoğlu

ADRES:

Süleyman Sadi Seferoğlu
512 West 122nd Street Apt# 304
New York, NY 10027 / ABD

Süleyman Sadi Seferoğlu
Ulubatlı Hasan Mah. Cuma Sok. No: 1/7
06932 Sincan - ANKARA

Tel: (212) 678-3622 (New York)

Tel: (312) 272.09.10 (Ankara)

APPENDIX F

LETTER TO TEACHERS (in Turkish)

Sayın Meslektaşım,

Ben, Columbia Üniversitesi Eğitim Fakültesinin Program Geliştirme Bölümünde doktora öğrenimimi yapmaktayım. Şu anda doktora tezimi yazıyorum. İlişikteki anket, doktora tezimle ilgili olarak yaptığım araştırma için hazırlanmıştır.

Tez çalışmam "İlkokul Öğretmenlerinin Mesleki Gelişimi" konusunda olup, öğretmenlerin, hizmetiçi eğitimi ve müfettişlerin yardımlarına bağımlı olmaksızın kendilerini nasıl geliştirebileceklerini incelemeye ve sizlerin bu konudaki görüş ve önerilerinizi almaya yöneliktir. ABD'de özellikle son yıllarda bu konuda birçok araştırma yapılmakta olup geliştirilen teknikler çeşitli okullarda uygulamaya konulmaktadır. Araştırmamda, eğitim faaliyetlerinin içinde bulunan siz meslektaşlarımın deneyimlerinden yararlanmak istiyorum. Türk eğitim sistemine katkısı olacağına inandığım böyle bir çalışmayı yapabilmem için sizlerin yardımına ihtiyacım vardır.

Araştırmada doğru veya yanlış diye bir cevap olmayıp, amacım öğretmenlerin sorunlara bakışlarını, onları nasıl değerlendirdiklerini ve o sorunlardan nasıl etkilendiklerini ortaya koymak ve sorunlara uygun gerekli çözüm önerilerini ortaya koyabilmektir. Bu nedenle sorulara verilecek samimi cevaplar çok önem taşımaktadır.

Anketteki soruların hepsinin soruluş amaçları vardır. Anketin değerlendirmesini, analizini ve yorumları yaparken, verilen cevaplara göre sınıflandırmalar-gruplamalar ve daha sonra karşılaştırmalar yaparak bir takım sonuçlara varmayı ve yorumları-önerileri de bu karşılaştırmalarda ortaya çıkacak durumlara göre yapmayı düşünüyorum.

Anketteki sorulara verilen cevapların tamamen sizin ve benim aramızda kalacağı ve yalnızca araştırma amacıyla kullanılacağı ve araştırma raporlarında öğretmen veya okul isimlerinin kullanılmayacağı konusunda emin olabilirsiniz. Sizden ricam, anketi hemen doldurup ilişikteki pullu zarfa koyup adresime postalamanız. Araştırma sonuçlarını öğrenmek istiyorsanız, araştırma tamamlandıktan sonra araştırma sonuçlarını içeren bir yazıyı size gönderebilirim. Eğer bunu arzu ediyorsanız, anketin sonunda isminizi ve adresinizi eklemeyi unutmayınız.

Gösterdiğiniz ilgi için şimdiden teşekkür eder, özel ve meslek yaşamınızda başarılar dilerim.

..... / / 1994

ADRES:

Süleyman Sadi Seferoğlu
Ulubatlı Hasan Mah. Cuma Sok. No: 1/7
06932 Sincan - ANKARA

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Süleyman Sadi Seferoğlu
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New York, NY 10027 / ABD

APPENDIX G

**ÖĞRETMENLERİN MESLEKİ GELİŞİM KONUSUNDA DÜŞÜNCELERİ
İLE İLGİLİ ANKET**

I. Bölüm

Açıklama: Bu bölümde sizinle ve çalıştığınız okulla ilgili sorular yer almaktadır. Sorulara, lütfen gerekli bilgileri vererek veya ilgili yerlere (X) işaretini koyarak cevap veriniz.

- 1- Okulunuzun adı (Zorunlu değil, boş bırakılabilir):
- 2- Okulun türü:
- 1- Şehir okulu
- 2- Köy veya kasaba okulu
- 3- Diğer (lütfen belirtiniz):
- 3- Okulunuzdaki öğretmen sayısı (yöneticiler dahil):
- 4- Cinsiyetiniz:
- 1- Erkek
- 2- Kadın
- 5- Eğitim düzeyiniz: (Lütfen size uygun bütün seçenekleri işaretleyiniz.)
- 1- Öğretmen okulu/lisesi 3- Lisans
- 2- Önlisans 4- Diğer
- 6- Kaç yıllık öğretmensiniz (idarecilik dahil): yıl
- 7- Kaç yıldanberi bulunduğunuz okulda çalışıyorsunuz?: yıl
- 8- Daha önce çalıştığınız okul türleri:
- 1- Şehir okulunda yıl
- 2- Köy veya kasaba okulunda yıl
- 3- Diğer okullarda (lütfen belirtiniz): yıl
- 9- Şu anda hangi sınıfı okutuyorsunuz?:
- 1- Ana sınıfı 4- 3. sınıf
- 2- 1. sınıf 5- 4. sınıf
- 3- 2. sınıf 6- 5. sınıf
- 7- Diğer (lütfen belirtiniz):
- 10- Şu anda okuttuğunuz sınıfı bugüne kadar kaç yıl okuttunuz?: yıl
-

II. Bölüm

1. Kısım

Açıklama:		Bilmiyorum	Kesinlikle katılmıyorum	Katılmıyorum	Kısmen katılıyorum/Bazen	Katılıyorum	Tamamen katılıyorum
<p>Aşağıdaki sorular hizmet içi eğitim olanaklarının yeterliliği ve etkililiği ile ilgilidir. Lütfen soruları yandaki altı seçenekli ölçeği kullanarak yanıtlayınız. Uygun seçeneği yuvarlak içine alınız.</p>							
1.	<p>Bugüne kadar hiç Milli Eğitim Bakanlığı Hizmetiçi Eğitim Dairesi Başkanlığı'nca düzenlenmiş hizmet içi eğitim programına katıldınız mı?</p> <p><input type="checkbox"/> 1- Evet <input type="checkbox"/> 2- Hayır</p> <p>Cevabınız EVET ise kaç kez katıldınız?</p>						
2.	<p>Bugüne kadar hiç Milli Eğitim Müdürlüğünce düzenlenmiş bir mesleki gelişme (hizmet içi eğitim) programına katıldınız mı?</p> <p><input type="checkbox"/> 1- Evet <input type="checkbox"/> 2- Hayır</p> <p>Cevabınız EVET ise kaç kez katıldınız?</p> <p>1. ve 2. Sorulara cevabınız HAYIR ise, 3. ve 4. soruları atlayarak, <u>5. soruya geçiniz</u></p>						
3.	Katıldığım hizmet içi eğitim programları, öğretmenlik becerilerimi ve bilgimi geliştirmesi/pekiştirmesi açısından ve okulda (sınıfta) karşılaştığım problemleri çözme konusunda çok etkili oldu.	0	1	2	3	4	5
4.	Hizmet içi eğitim programlarında tanıtılan yeni teknikler ve fikirler, okulda öğretmenler tarafından tartışılmakta.	0	1	2	3	4	5
5.	Bölgemizde öğretmenler için yeterli hizmet içi eğitim fırsatları sağlanmaktadır.	0	1	2	3	4	5
6.	Öğretmenler istedikleri hizmet içi seminer ve kurslara <u>katılamıyorlar</u> . Çünkü bu programlara katılabilmek için Milli Eğitim Müdürlüğü veya Milli Eğitim Bakanlığına başvurmak ve seçilmiş olmak gerekiyor.	0	1	2	3	4	5
7.	Hizmet içi eğitim programları öğretmenlerin biraraya gelerek tecrübelerini paylaşmalarına yardımcı olur.	0	1	2	3	4	5
8.	Öğretmenler, hizmet içi eğitim programlarına katılarak bilgi ve becerilerini geliştirme olanağı bulabilirler.	0	1	2	3	4	5
9.	Bence hizmet içi eğitim programlarına gerek yoktur. Öğretmenlikte kazanılan tecrübe daha etkilidir.	0	1	2	3	4	5

2. Kısım

Açıklama:

Aşağıdaki ifadeler öğretmenlerin birbirleriyle, yöneticilerle ve müfettişlerle olan mesleki ilişkilerine yöneliktir. Lütfen bu ifadeleri yandaki altı seçenekli ölçeği kullanarak değerlendiriniz. Uygun seçeneği yuvarlak içine alınız.

	Bilmiyorum	Kesinlikle katılmıyorum	Katılmıyorum	Kısmen katılıyorum/Bazen	Katılıyorum	Tamamen katılıyorum
1. Okul yöneticileri, öğretmenlere eğitim-öğretim konularında karşılaştıkları güçlükleri/problemleri çözmede yardımcı olmaktadır.	0	1	2	3	4	5
2. Müfettişler, öğretmenlere eğitim-öğretim konularında karşılaştıkları güçlükleri/problemleri çözmede yardımcı olmaktadır.	0	1	2	3	4	5
3. Yöneticilerin ve müfettişlerin teftiş-değerlendirme raporları öğretmenleri, mesleki gelişimleri konusunda teşvik edici olmaktadır.	0	1	2	3	4	5
4. Bence müfettişler tarafından yapılan teftişler okullardaki eğitim-öğretimin gelişmesine yardımcı olmaktadır.	0	1	2	3	4	5
5. Öğretmenler müfettişlere, kendilerini teftiş ettikleri ve değerlendirme raporları doldurdıkları için, eğitim-öğretim ile ilgili karşılaştıkları güçlükler konusunda soru soramazlar.	0	1	2	3	4	5
6. Okulumuzda, yeni öğretmenlere yardımcı olmakla görevli öğretmenler bulunmaktadır.	0	1	2	3	4	5
7. Eğer bir öğretmen, öğretmenliğinin zayıf yönlerini açığa vurur ve sınıfında karşılaştığı güçlüklerden ve sorunlarından sözederse, o öğretmen yetersiz ve başarısız bir öğretmen olarak görülür.	0	1	2	3	4	5
8. Okulumuzda, öğretmenlerin planlarını ortaklaşa yapabilmeleri için belli bir zaman dilimi ayrılmıştır.	0	1	2	3	4	5
9. Okulumuzda, belli bir zaman dilimi, öğretmenlerin ikili veya daha kalabalık gruplar halinde biraraya gelip sorunlarını, güçlüklerini paylaşmaları ve onlara olası çözümler bulabilmeleri için ayrılmıştır.	0	1	2	3	4	5
10. Okulumuzda öğretmenler, öğretmenler toplantısı yapıldığı zaman birbirleriyle, karşılaştıkları eğitim-öğretim sorunlarını, güçlüklerini paylaşır ve eğitim alanındaki yenilikleri tartışırlar.	0	1	2	3	4	5
11. Eğer bir öğretmen bana danışır ve bir soru sorarsa, bu benim O'ndan daha bilgili olduğumu gösterir.	0	1	2	3	4	5

3. Kısım:

Açıklama: Aşağıdaki cümleler/sorular öğretmenler arasındaki mesleki ilişkilerle ilgilidir. Lütfen ilgili bütün seçenekleri işaretleyiniz.

- 1- Biz öğretmenler biraraya geldiğimiz zaman, aşağıdaki konuları konuşuruz:
- a. sosyal planları ve aktiviteleri,
 - b. okuldaki koşullarla ilgili yakınmaları/şikâyetleri,
 - c. öğrencilerin davranışları ile ilgili yakınmaları/şikâyetleri,
 - d. eğitim ve öğretim konularını,
 - e. konuşmak için ayıracak zamanımız yok,
 - f. diğer (lütfen belirtiniz).
- 2- Okuldaki öğretmen arkadaşlarınızla (meslektaşlarınızla) ne kadar sıklıkta planlı olarak mesleki amaçlı (planların hazırlanması, eğitimsel sorunların tartışılması vb. konularda) toplantılar yapıyorsunuz?
- a. haftada bir kez veya daha sık,
 - b. ayda iki kez,
 - c. ayda bir kez,
 - d. dönem boyunca bir veya iki kez,
 - e. diğer (lütfen belirtiniz).
- 3- Okulunuzdaki öğretmenler ne kadar sıklıkta birbirlerini, sınıflarına gözlem yapmak üzere davet ediyorlar?
- a. sık sık,
 - b. bazen,
 - c. çok seyrek,
 - d. hiç,
 - e. diğer (lütfen belirtiniz).
- 4- Eğitim-öğretimle ilgili bir güçlük veya sorunla karşılaştığım zaman, başvurabileceğim kişi(ler):
- a. okul müdürü,
 - b. müdür yardımcısı,
 - c. tanıdığım bir öğretmen,
 - d. benimle aynı düzeydeki bir sınıfı okutan başka bir öğretmen,
 - e. herhangi bir öğretmen olabilir,
 - f. diğer (lütfen belirtiniz).
-

III. Bölüm

Açıklama:

Aşağıdaki ifadeler öğretmenlerin, mesleki gelişimleri konusundaki düşünce ve duyguları ve birbirlerinin öğretmenlik becerilerinin gelişimi ve yeni tekniklerin öğrenilmesi ile ilgili olarak (daha iyi birer öğretmen olabilmek için) neler yapabileceklerini bulmaya yöneliktir.

Lütfen bu ifadeleri yandaki altı seçenekli ölçeği kullanarak değerlendiriniz. Uygun seçeneği yuvarlak içine alınız.

	Bilmiyorum	Kesinlikle katılmıyorum	Katılmıyorum	Kısmen katılıyorum/Bazen	Katılıyorum	Tamamen katılıyorum
1. Öğretmenlerin, öğretmenlik bilgi ve becerilerini geliştirebilmeleri için kendilerine çeşitli olanaklar tanınmasına ihtiyaçları vardır.	0	1	2	3	4	5
2. Öğretmenler, ihtiyaç duydukları mesleki yardımı almaktadırlar.	0	1	2	3	4	5
3. Mezun olduğum okuldan (Eğitim Yüksek Okulu, Eğitim Enstitüsü, Öğretmen Okulu vb.) aldığım eğitim ve öğretmenlikteki deneyimim, bana etkili bir öğretmen olabilmek için gerekli becerileri kazandırdı.	0	1	2	3	4	5
4. Bazen, sınıfta ne kadar başarılı ve etkili olduğumu bilmem çok zor oluyor.	0	1	2	3	4	5
5. Öğretmenlik stilim ve sınıfımda kullandığım eğitim yöntem ve tekniklerin başarılı olduğunu düşünüyorum.	0	1	2	3	4	5
6. Öğretmenlere, biraraya gelerek birbirleriyle fikir ve düşüncelerini paylaşabilecekleri ortamlar sağlanmalı.	0	1	2	3	4	5
7. Öğretmenler arasındaki etkileşim ve yeni fikir ve tekniklerin denenmesi, öğretmenlerin kişisel ve mesleki gelişimleri için yararlıdır.	0	1	2	3	4	5
8. Müfettişler veya okul yöneticileri tarafından yapılan örnek ders anlatımları, öğretmenlerin becerilerini geliştirmelerine yardımcı olur.	0	1	2	3	4	5
9. Göreve yeni başlayan öğretmenlere yardımcı olmak amacıyla bir rehber öğretmenin görevlendirilmesi, yeni öğretmenin çevresine uyum sağlamasını ve başarılı olmasını kolaylaştırır.	0	1	2	3	4	5
10. Okulda, bir öğretmenle beraber çalışmak, birbirinin ders işleyişini sınıfta izlemek, birbirine yapıcı eleştiriler yapmak, her iki öğretmene de öğretmenlik becerilerini geliştirmede yardımcı olur.	0	1	2	3	4	5
11. Okulumuzdaki öğretmenler, eğitsel fikir ve yöntemleri, eğitsel materyalleri ve ders araç-gereçlerini birbirleriyle paylaşıyorlar.	0	1	2	3	4	5
12. Ben, benim okuttuğum sınıf düzeyindeki diğer sınıfları okutan öğretmenlerle bilgi alış-verişinde bulunuyor, materyal ve araç-gereçleri paylaşıyor, karşılaştığım güçlükleri onlarla tartışıyorum.	0	1	2	3	4	5

- | | | | | | | |
|---|---|---|---|---|---|---|
| 13. Ben, diğer öğretmenlere, öğretmenlikle ilgili problemleri olduğu zaman yardımcı oluyor, gerekli desteği veriyorum. | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. Ben, zaman zaman diğer öğretmenlerden kendi öğretmenliğim hakkında onların değerlendirmelerini ve görüşlerini alıyorum. | 0 | 1 | 2 | 3 | 4 | 5 |
| 15. Bence, bir öğretmen bir sorunu olduğu zaman o sorununu, kendisine yardımcı olabilecek herhangi bir meslektaşıyla tartışabilmeli. | 0 | 1 | 2 | 3 | 4 | 5 |
| 16. Mesleki yayınlar, öğretmenlerin eğitim alanındaki gelişmeleri izlemelerinde ve sınıflarında karşılaştıkları problemlere çözüm yolları bulmalarında yardımcı olur. | 0 | 1 | 2 | 3 | 4 | 5 |
| 17. Okulumuzdaki öğretmenler mesleki yayınlara kolayca ulaşabiliyorlar. | 0 | 1 | 2 | 3 | 4 | 5 |

Aşağıdaki sorularda (18-24), verilen bütün şıkları (a, b, c ...) yandaki ölçekte (0-1-2-3-4-5-) ayrı ayrı değerlendiriniz.

- | | | | | | | |
|---|---|---|---|---|---|---|
| 18. Sınıfımda kullanabileceğim yeni yöntemleri, teknikleri ve yeni fikirleri aşağıdaki kaynaklarda bulabiliyorum: | | | | | | |
| a. diğer öğretmenler | 0 | 1 | 2 | 3 | 4 | 5 |
| b. eğitim dergileri | 0 | 1 | 2 | 3 | 4 | 5 |
| c. mesleki konferanslar | 0 | 1 | 2 | 3 | 4 | 5 |
| d. hizmet içi eğitim kursları | 0 | 1 | 2 | 3 | 4 | 5 |
| e. diğer kaynaklar (lütfen belirtiniz) | 0 | 1 | 2 | 3 | 4 | 5 |
| 19. Yıllık ve ünite planlarını hazırlarken: | | | | | | |
| a. daha önceki yıllarda hazırladığım planlardan yararlanıyorum | 0 | 1 | 2 | 3 | 4 | 5 |
| b. diğer öğretmenlerin planlarını gözden geçiriyorum | 0 | 1 | 2 | 3 | 4 | 5 |
| c. öğretmenlikteki deneyimimden yararlanıyorum | 0 | 1 | 2 | 3 | 4 | 5 |
| d. basılı plan örneklerinden yararlanıyorum | 0 | 1 | 2 | 3 | 4 | 5 |
| e. diğer kaynaklar (lütfen belirtiniz) | 0 | 1 | 2 | 3 | 4 | 5 |
| 20. Deneyimli öğretmenler yeni (deneyimsiz) öğretmenlere yardımcı olmuyorlar. | 0 | 1 | 2 | 3 | 4 | 5 |
| 21. Deneyimli öğretmenler yeni öğretmenlere yardımcı olmuyorlar, çünkü: | | | | | | |
| a. onlara yardımcı olmanın kendi sorumlulukları olmadığını düşünüyorlar | 0 | 1 | 2 | 3 | 4 | 5 |
| b. yeni öğretmenler yardım isteğinde bulunmuyorlar | 0 | 1 | 2 | 3 | 4 | 5 |
| c. yeni öğretmenlerin de onların daha önce yaşadıkları güçlükleri yaşamaları gerektiğini düşünüyorlar | 0 | 1 | 2 | 3 | 4 | 5 |
| d. onlara yardımcı olurlarsa kendilerinden daha başarılı olabileceklerinden korkuyorlar | 0 | 1 | 2 | 3 | 4 | 5 |
| e. yardımcı olmanın, onların işlerine karışmak şeklinde yorumlanabileceğini düşünüyorlar | 0 | 1 | 2 | 3 | 4 | 5 |
| f. diğer nedenler (lütfen belirtiniz) | 0 | 1 | 2 | 3 | 4 | 5 |

22. Deneyimli öğretmenler yeni öğretmenlere yardımcı olmalıdırlar, çünkü:						
a. yeni öğretmenlerden yeni fikirler ve yöntemler öğrenebilirler	0	1	2	3	4	5
b. kendi potansiyellerinin farkına varırlar	0	1	2	3	4	5
c. birisine yardımcı olmanın verdiği tatmine ulaşırlar	0	1	2	3	4	5
d. yeni arkadaşlıklar/dostluklar kurabilirler	0	1	2	3	4	5
e. kendilerinin güçlü ve zayıf yönlerini görebilirler	0	1	2	3	4	5
f. öğretmenlik mesleğinin gelişimine katkıda bulunmuş olurlar	0	1	2	3	4	5
g. diğer nedenler (lütfen belirtiniz)	0	1	2	3	4	5
h. Deneyimli öğretmenler yardımcı olmamalıdırlar.	0	1	2	3	4	5
23. Deneyimli öğretmenler yeni öğretmenlere aşağıdaki konularda yardımcı olabilirler:						
a. öğrencilerin kişisel sorunları ile ilgilenmede	0	1	2	3	4	5
b. sınıf disiplinini sağlamada	0	1	2	3	4	5
c. öğrencileri motive etmede	0	1	2	3	4	5
d. öğrenci başarısını değerlendirmede	0	1	2	3	4	5
e. sınıf içi etkinliklerinin planlanmasında	0	1	2	3	4	5
f. değişik öğretim yöntemlerini kullanmada	0	1	2	3	4	5
g. eğitsel materyalleri ve gerekli ders araç-gereçlerini bulmada	0	1	2	3	4	5
h. diğer alanlarda (lütfen belirtiniz)	0	1	2	3	4	5
i. Deneyimli öğretmenler yardımcı olmamalıdırlar.	0	1	2	3	4	5
24. Öğretmenin kişisel ve mesleki gelişimine katkıda bulunabilecek aşağıdaki öneriler okul ortamında ne derece yarar sağlar?						
a. Yeni öğretmenler için rehber öğretmen görevlendirilmesi	0	1	2	3	4	5
b. Öğretmenlerin birbirlerini sınıflarında eğitmeleri	0	1	2	3	4	5
c. Eğitsel araç-gereç ve materyalleri paylaşımları	0	1	2	3	4	5
d. Diğer öğretmenleri sınıflarında izlemeleri	0	1	2	3	4	5
e. Öğretmenlerin deneyimlerini, karşılaştıkları güçlükleri ve sorunları birbirleriyle paylaşmaları	0	1	2	3	4	5
f. Hizmet içi eğitim kursları	0	1	2	3	4	5
g. Teftiş faaliyetleri	0	1	2	3	4	5

IV. Bölüm

Açıklama: Aşağıdaki ifadeler öğretmenlerin okulda karşılaştıkları güçlükler ve sorunlarla ilgilidir. Lütfen her ifadeyi okuduktan sonra ilgili kutuya bir (x) işareti koyunuz. Bu sorunları, kendi kişisel sorunlarınız olup olmadıklarına göre değil de genelde öğretmenlerin karşılaşmış karşılaşmadıklarına göre değerlendiriniz.

Öğretmenlerin Karşılaştıkları Güçlükler ve Sorunlar	Hiç bir fikrim yok	Bu bir sorun değil	Bu yalnızca yeni öğretmenlerin sorunu	Bu her öğretmenin sorunu
1- Sınıf idaresi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2- Sınıfların kalabalık olması	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3- Fazla ders saati yükünün olması	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4- Sınıf öğretmenliği dışında başka görevlerin olması	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5- Ders planlarının hazırlanması	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6- Yıllık, ünite ve günlük planların hazırlanması	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7- Derslere hazırlanmak için yeterli zamanın olmaması	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8- Öğrencileri motive etmek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9- Ders konularını öğrenciler için anlamlı hale getirmek.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10- Öğrencilerin okuma zorlukları ile nasıl başa çıkacağını bilememek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11- Duygusal problemleri olan öğrencilerle ilgilenmek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12- Sosyal problemleri olan öğrencilerle ilgilenmek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13- Öğrencilere not verilmesi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14- Eğitim araç-gereçlerinin yetersizliği ve eksikliği	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15- Kendine güvensizlik	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16- Okulda kendini yalnız/tek başına hissetmek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17- Meslektaşlarla ilişki kuramamak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18- Öğretmenler arasındaki mesleki alış-verişin eksikliği	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19- Yöneticilerin desteğinin azlığı veya yokluğu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20- Mesleki gelişim için gerekli olanakların olmayışı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21- Öğrenciler tarafından değerlendiriliyor olmak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22- Müfettişler tarafından teftiş edilme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23- Teftiş edilirken heyecanlanmak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24- Okul ve öğretmenlerle ilgili alınan kararlara yeterince katılamamak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25- Mesleki bağımsızlığın olmayışı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Bölüm

Açıklama: Aşağıdaki soruları dikkatle okuyarak, mümkün olduğunca ayrıntılı cevap veriniz. (Lütfen ankette bahsedilmeyen konular varsa öncelikle onları belirtiniz.)

- 1- Sizce, öğretmenler mesleki gelişmeleriyle ilgili olarak bu ankette sözü edilmeyen başka ne gibi sorunlarla ve güçlüklerle karşılaşmaktadırlar?

.....

- 2- Öğretmenlerin karşılaştıkları zorluk ve sorunların üstesinden gelebilmeleri için ne gibi çözüm yolları önerirsiniz?

.....

- 3- İki öğretmen birbirine, birbirlerinin öğretmenlik becerilerinin geliştirilmesi konusunda nasıl yardımcı olabilirler?

.....

- 4- Deneyimli öğretmenler yeni bir öğretmene (mesleğe yeni başlamış, okula yeni gelmiş veya belli bir sınıfı ilk defa okutan bir öğretmene) hangi şekilde ve nasıl yardımcı olabilirler?

.....

- 5- Eğer, öğretmenlerin mesleki gelişimi ile ilgili eklemek istediğiniz başka hususlar varsa, lütfen belirtiniz.

.....

Bu araştırmaya yaptığımız katkılardan ötürü çok teşekkür ederim.

Süleyman Sadi SEFEROĞLU

*Lütfen, anketi tümüyle tamamladıktan sonra ilişikteki pullu zarfa koyup postalayınız.
 (Ulubatlı Hasan Mah. Cuma Sok. No: 1/7 06932 Sincan/ANKARA)*

Araştırma sonuçlarının size bildirilmesini istiyorsanız, adresiniz:

.....