

REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

**EFL STATE SCHOOL TEACHERS' PERCEPTIONS ON IN-SERVICE
TEACHER DEVELOPMENT PROGRAMS IN THE TURKISH
EDUCATIONAL SYSTEM**

THESIS BY

Ömer Gökhan ULUM

SUPERVISOR

Assist. Prof. Dr. Hülya YUMRU

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FOREWORD

Improvement is the most important issue of our age. The improvements and changes in social, cultural, economic and technological fields affect each country and individuals. This effect makes improvement a necessity in the construction of institutions and in the professions of individuals. Because of this, each institution realizes the improvement process in such dimensions as structure and objective. The staff of the institutions is also affected by the change. As education world affects each institution by means of its outputs, education is the initial sector that has to implement all these improvements and changes.

The change and improvement concepts of the globalization process both necessitate the restructuring of each institution and change the needs of the staff of the institutions. It is especially important to specify the improvement needs of the education staff.

With this in mind, the aim of this study is to figure out the EFL state school teachers' perceptions on in-service teacher development programs and define the aspects that need to be developed in these programs.

In the study, a literature review was firstly made, and then an adapted questionnaire was applied to understand the EFL state school teachers' perceptions on the in-service teacher development activities implemented by the Ministry of National Education.

I would like to represent my heartfelt thanks and sincere gratitude to my supervisor, Assist. Prof. Dr. Hülya YUMRU, for supporting me with her priceless and

generous guidance throughout this study. I have felt special to be a student of such an excellent scholar since I was a freshman in my master education.

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Finally, I express my appreciation to everybody without whom this study would have been incomplete. I dedicate this thesis to my dear grandmother Nuriye KOPKAL.

14th of December, 2012

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ÖZET

MİLLİ EĞİTİM BAKANLIĞINDA ÇALIŞAN İNGİLİZCE ÖĞRETMENLERİNİN HİZMET İÇİ ÖĞRETMEN GELİŞİM PROGRAMLARI HAKKINDAKİ GÖRÜŞLERİ

Ömer Gökhan ULUM

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

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Bu araştırmanın amacı, devlet okullarında çalışan İngilizce öğretmenlerinin hizmet içi gelişim programlarıyla ilgili görüşlerini anlamak ve bu öğretmenleri hizmet içi gelişim programları almaya zorlayan faktörleri belirlemek ve geliştirilmesi gereken yönleri ortaya çıkarmaktır. Araştırmaya devlet okullarında çalışan 100 İngilizce öğretmeni katılmıştır. Araştırmanın verisi anket ile toplanmıştır. Toplanan verilerin çözümlenmesinde aritmetik ortalama ve standart sapma kullanılmıştır. Elde edilen verilerin analizi devlet okullarında çalışan İngilizce öğretmenlerinin hizmet içi gelişim aktivitelerinin kurumsal ve bireysel gelişimlerine yararlı katkılarda bulunduğu inandıklarını ortaya çıkardı. İlâveten, bilimsel, teknolojik ve sosyal gelişimlerin İngilizce öğretmenlerinin hizmet içi gelişim programlarına katılmalarını gerekli kılan temel faktörler olduğu görülmüştür.

Anahtar Sözcükler: Öğretmen gelişimi, hizmet içi öğretmen gelişim programları

ABSTRACT

EFL STATE SCHOOL TEACHERS' PERCEPTIONS ON IN-SERVICE TEACHER DEVELOPMENT PROGRAMS IN THE TURKISH EDUCATIONAL SYSTEM

Ömer Gökhan ULUM

Master of Arts, English Language Teaching Department

Supervisor: Assist. Prof. Dr. Hülya YUMRU

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The aims of this study are to figure out the EFL state school teachers' perceptions on in-service teacher development programs, to determine the factors that force the EFL state school teachers to attend in-service development programs and to reveal the fields that need to be improved. The participants of the study were 100 EFL teachers working in state schools. The data was gathered through using a questionnaire. The gathered data was analyzed by using mean scores and standard deviation. The analysis of the obtained data revealed that the EFL state school teachers believe in-service development activities have beneficial contributions for their organizational and individual improvements. Furthermore, it has been seen that "*scientific, technological and social developments*" is the primary grounded factor that causes the teachers to get in-service development programs.

Key Words: Teacher development, in-service teacher development programs

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ABBREVIATIONS

EFL: English Foreign Language

OECD: Organization for Economic Co-operation and Development

MEB: Milli Eğitim Bakanlığı

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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

As a result of globalization, the need of foreign language speaking emerged in most of the fields of the business world and in the daily lives of people, which caused Turkey to consider foreign language education more important. Regarding the education in Turkey, each government is within a persistent struggle for a more excellent education system starting from the early ages to the university. As English is the most used lingua franca in the diplomacy of the European Union, the Turkish Ministry of Education considers English more important and it carries out several reforms such as revising English curriculum, encouraging schools to carry out language projects with the schools in Europe and empowering teachers through various in-service development programs. It is undoubtedly obvious that today's education world is driven by an important touch on student success (Smith & Gillespie, 2007). Recently, there has been great acceptance that a teacher is the biggest crucial element in student success (Carey, 2004; Haycock, 1998).

These are varying periods in education process around the world. Recently, many countries are dealing with significant and worth having educational reforms, as in Turkey. A fundamental agent of these reforms is the development of teachers; educational authorities are aware that teachers are both the agents that need to be developed in education systems and the most significant varying elements of these reforms. This makes the subject of teacher professional development an advancing and promising field which has achieved much consideration for the past years. Davis (1999) states the idea of development as follows:

“The idea of development as embodied in support groups has been prevalent in fields such as social work and therapy for a long time. It is not a new concept. But the recent transfer of the idea from other fields to EFL has caused confusion and, as with any new fashion, those engaged in the profession have not wanted to be the last to adopt the latest fad. With teacher development as the latest EFL jargon, there has been considerable confusion over what the term means and what activities it describes. In many cases, it seems to be used as a new name for old forms of teacher training” (p.1).

This recent significance has been appreciated by teachers in general as it includes a needed gratitude of teachers’ work and creates the notion of teaching as a profession. Boey (2010) suggests that similar to the concept of development in organizational settings studies, teacher development on the other hand has become a focus on educational reform, leadership models, and teaching effectiveness in schools. Lichtenstein, McLaughlin and Knudsen (1991) mention about the need of teacher development as follows:

“Teacher development became a catch-phrase in the late 1980s. At that time, policy analysts began to worry that the ambitious reforms they conceived during the decade would come to little if teachers’ classroom practices were ineffective. Policy makers acknowledged that successful outcomes of more courses, longer school days, tougher graduation standards, or *back-to-basics* curricula all hinged on the attitudes and capacities of classroom teachers implementing those reforms” (p.1).

Teachers’ professional development is a lifelong period starting with the initial preparation teachers get and ending with retirement. Because of this, teachers’ initial

preparation, in-service teacher development and other learning experiences which improve teachers' practices during their lives are crucial. Mishra & Mishra (2011) state that if teachers are given development then they absolutely present their being in the school as a coach and revisionist.

Villegas-Reimers (2003) mentions that as teacher professional development is evolving so fast and so often everywhere, we know that even the most up to date literature might represent types or experiences which aren't used anymore at a country. Murray (2010) points out those techniques that you implement today may not need your needs afterwards.

Professional development is one of the most important elements of successful schools. Schools that provide teachers professional development needs for sources, and interaction with other colleagues have teachers that are more concerned and adequate that results in students' success (National Research Council, Committee on Increasing High School Students' Engagement and Motivation to Learn, 2004). The function and role of schools are modifying and so is what is demanded from teachers in many countries. Teachers are expected to teach in exceedingly cross-cultured schools; to put enormous attention on incorporating pupils with specific learning needs in their schools; to use communication and information technologies more adequately for teaching purposes; to spend more time in planning; and to achieve more to include families in schools. Much ever adequate the pre-service development for teachers is, it cannot be hoped to adapt teachers for all the troubles they will have during their occupations. Because of this, education authorities are looking for supplying teachers with chances for in-service teacher professional development in order to carry on a high quality teaching and to grasp a well developed teacher

workforce (Organization for Economic Co-operation and Development, 2009).

Murray (2010) states the following:

“Teachers all around the world face similar challenges due to the very nature of school environments. They teach their classes independently from their colleagues, which makes them feel isolated. Sometimes teachers, especially those who are new to the field, can become overwhelmed by the demands of school bureaucracy, and if teachers do not receive regular supervision or feedback, they can become frustrated. Professional development activities can alleviate some of these issues. Such activities can also bring together teachers who have similar experiences and interests. Just having the opportunity to share experiences and ideas with colleagues can help a teacher gain a sense of community and belonging.” (p. 3).

Apart from the personal contentment or economic gains that teachers may acquire as a result of attending professional development activities, the action of professional development has a great positive effect on teachers’ opinions and methods, students’ achievements, and on the application of educational reforms (Villegas-Reimers, 2003).

1.2. Statement of the Problem

There is a strong relationship between the prosperity of a country and the value it gives to education. “Education policy plays a great role in the visions of the politicians and an effective education policy is obviously a solution for many social and economical problems” (OECD, 2001, p.48). One of the first-coming factors for a country to develop is education. Our society is largely created in our schools and school education provides people with fast changes affecting their lives in various aspects and forcing the functions and the structure of social institutions into development. Shortly, a

country's most vital and invaluable property is enormously seen to be in the education of its pupils – we lose without a well developed education: we gain great success in its presence (Mulford, 2003).

The teacher plays a vital role in the development of the quality of education. There is a big need of qualified people in order for the prosperity of a society and those qualified people are created by good schools. A good school or well educated students are the result of the quality of the education given by the teachers. As McRobbie (2000) states:

“As policymakers struggle to determine what kinds of interventions make the greatest difference in student learning, a growing body of research is confirming what common sense has long contended: The smartest investment is to ensure high-quality teaching. But what is high-quality teaching for today's classrooms? And what does it take to get it? Many researchers point out that *we know what works*, but the *we* has generally been confined to those engaged in the professional discourse. Among those left out are the very people who most need best-practice knowledge: teachers” (p.1).

It is unavoidable that both education system and teachers should have the proper equipment suitable for the changes resulting from globalization. As a result, in order to adapt to this process of change and to take advantage of it, the necessary opportunities vital for the teachers should be provided. Professional development means the teacher's opportunities that the school provides them to advance professionally, and to extend their teaching skills at school (Mishra & Mishra, 2011). Teachers' professional development is vital, particularly in the current world of technology. EFL teachers that

have been educated to implement new techniques and sources are more likely to use them for the students (Chisman & Crandall, 2007).

Professional development of teachers is crucial as the future of a country is greatly based on teachers. In Turkey, Ministry of Education is responsible for the development of teachers. The Ministry of National Education arranges in-service teacher development programs by means of its city institutions. Since 1993, the Ministry of National Education has given the right of planning and applying in-service teacher developments to its city directorships and this has caused the number of teacher participants in in-service trainings to rise up. The teachers specified basic problems in traditional teacher development programs as improper and less accustomed content, forcing to participate in teacher development programs, lessons given by universities lacking school experience, and the absence of practical knowledge (Baran & Çağiltay, 2006).

As an EFL state school teacher having taught English for several years and having attended in-service teacher development programs, I encountered many inefficiencies and problems in these programs. Initially, these programs are not voluntarily implemented and teachers' motivation is low as a result of being obliged to attend them. Secondly, these programs are seen to be implemented just as a formality to realize. Besides, the mentors implementing in-service development programs are not chosen from the experts. Furthermore, in-service development programs are not implemented in the most suitable times for the teachers.

Proceeding from all of these points, placing an overall emphasis upon the perspectives of EFL state school teachers on the effectiveness of in-service teacher development programs is the focus of this study.

1.3.Purpose of the Study

This study aims to describe the EFL state school teachers' perceptions on in-service teacher development programs in Turkish Educational System. The study was first settled in my mind while having a conversation with EFL state school teachers in an in-service development program I attended. The conversation was about the efficiency of in-service development programs and it was assumed that EFL state school teachers weren't satisfied with these programs. This impression brought about the idea of conducting a study to find out whether the EFL state school teachers were satisfied or not. To confirm this assumption, the answer was sought to the following research question:

How do the EFL state school teachers perceive in-service teacher development programs?

More specifically,

- a) What are the EFL state school teachers' perspectives on why they need in-service teacher development programs?
- b) What are the EFL state school teachers' perspectives on the problems appearing in in-service teacher development programs?
- c) What are the EFL state school teachers' perspectives on the effectiveness of in-service teacher development programs?

1.4. The Significance of the Study

In the information age in which there is a fast and growing scientific, educational, technological, social and economical change, the quality essential for the EFL state

school teachers has to be developed. For all these growing information and improving technology, it is especially a necessity for the EFL state school teachers to develop themselves through in-service teacher development programs. That's to say, in-service teacher development programs have a vital role to develop the quality of EFL state school teachers. However, for the in-service teacher development programs to be effective, EFL state school teachers should be eager to participate in the programs, as well as believing in the benefit and effectiveness of these programs.

By means of this study, EFL state school teachers' perceptions on in-service teacher development programs will be acquired and the results of the study are expected to be helpful for a better application of the in-service teacher development programs planned by the Ministry of National Education.

1.5. Limitations of the Study

The limitation related to the study is that only EFL state school teachers from Çukurova and Seyhan districts of Adana were included in the study. Therefore, this study is limited to the participants involved in the study. EFL state school teachers from different districts of Adana may have been included in the study. This variety in the districts would have provided us with a broader perspective of the opinions of the whole population.

CHAPTER II

2. REVIEW OF LITERATURE

2.1. Introduction

This chapter discusses what the teacher professional development is, why it is important, how teachers approach it and factors to consider when planning and implementing teacher professional development programs.

2.2. Teacher Professional Development

Teachers' professional development means developing a teacher's characteristics, competence, background and skills by means of a variety of activities (OECD, 2009). Another definition belongs to Glatthorn (1995):

“Professional development, in a broad sense, refers to the development of a person in his or her professional role. More specifically, teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (p.41).

Professional development might look like a course of increasing the organizational advantage and performance (Perkins & Zimmerman, 1995). In their studies Zemelman & Ross (2009) mention that professional teacher development is not only an official authoritative concept implemented, but also a process beginning with extending proficiency in teachers' daily lives that results in occupational satisfaction and easy jobs. According to Hobbs (2009) professional teacher development is known as a phase throughout which teachers develop themselves in such aspects as having control of the issues and having an effect on happenings pertaining to their lives. In his

study, Hobbs especially presented professional teacher development as the chance and esteem to put forward opinions and to affect the way a teacher performs in his job.

Bolin (1989) defines professional teacher development as loading teachers with the opportunity to have a word on the setting of school goals and education policies and to make competent decisions about what to teach through which method. Foy also (1994) states that professional teacher development is to give teachers right to have a word on school decisions and plans that would influence them. Besides, he adds that a professionally developed teacher is good at using his background knowledge to develop his efficiency, and as a result, the quality of school. Foy (1994) explains the difference between professional development and delegation with an example:

“If parents give their adolescent money and let them decide which clothes they want to buy, it is development. The adolescent could get some clothes that are not appropriate for him. They might spend all of their money on summer clothes and end up with no money left to purchase clothes for the winter. However, after making several inappropriate decisions, they know how to allocate their expense to get appropriate clothes for four seasons. Development is not easy and it cannot be accomplished shortly. However, it can invoke real thinking and learning as well as meaningful action” (p.4).

Another example about teacher development given by Davis (1999) is as follows:

“For me, teacher development is a bit like the first time I drove a car alone after passing my driving test. It was an experience totally different from driving with an instructor or driving my flat mate’s car with him sitting next to me. I was free to savour the experience for its own sake, to make mistakes and to be relaxed about them and learn painlessly from them. Like most people, I

do not resent those people that taught me to drive, but it was not really a good experience compared to the way I have developed my driving since. And my driving has improved through conversations with friends and trying out what they said. In this analogy, being taught by an instructor was like the training I received to pass the Road Safety Authority. I learned to pass a test, but I certainly did not feel relaxed or confident. The lessons with my flat mate are like in-service training or going on courses. Although my flat mate was nice and really unthreatening, it was his paintwork I was going to scratch and after all, he had paid for the car. Talking to other drivers in a free and relaxed way in my own time is development. Although I was still dependent on other people, I took responsibility for what I wanted to learn and how and when I was going to apply it” (p. 1).

Evans (2002) describes a professionally developed teacher as an intellectually, behaviouristically, culturally, and philosophically competent teacher regarding the occupation to which he belongs (p.130). Professional teacher development has been described as a phase in which teachers improve their capacity to take charge of their own development and find a solution to their problems (Short, 1994). Miller (2001) says that professional development of teachers is seen as several opportunities in which teachers take part to develop their career. He points out that particular emphasis is put on teaching background and competence, as well as it is important to join conferences and reading occupational journals and magazines. He also adds that group interaction with colleagues is necessary for professional teacher development. Underhill (1991) explains professional teacher development as the course of developing the way a teacher acts, feels and thinks.

Professional development of teachers involves such opportunities as joining conferences and workshops, reading professional journals and watching documentaries (Ganser, 2000). The concept of professional teacher development is broader than the concept of career development occurring throughout the professional carrier cycle of the teacher and broader than the concept of staff development functioning to develop groups of teachers (Glatthorn, 1995, p.41). Throughout professional teacher development, the content, the process, and the context of the program must be examined (Ganser, 2000).

In their study, as reported by Villegas-Reimers (2003), Cochran-Smith & Lytle (2001) and Walling & Lewis (2000) state that old forms of in-service training programs consisting of workshops and traditional courses which present teachers information on a specific aspect of their job were the only kinds of professional development opportunities available for teachers. Just recently the professional development of teachers has been assumed an important long term concept including up to date activities and worth having experiences organized systematically to develop the teachers in the profession. This change has been so rapid and regular that it was seen as a modern type of teacher education, a new kind of professional teacher development, and an innovation in education

Villegas-Reimers (2003, p.12) states the significance of the professional teacher development as:

“There has recently been a significant increase in the level of interest and support that teachers throughout the world are receiving in their professional development. Evidence of this includes: the extensive literature which is available, including documents, essays and research reports on models and

practices of teachers' professional development; international and national donor agencies acknowledging the importance of teachers' professional development and commissioning studies (many of which are reported in this document) with the purpose of learning how to support such efforts more effectively; many national and international organizations supporting the implementation of initiatives which aim to improve the professional skills and knowledge of teachers; most educational reforms currently being designed and/or implemented including a component of teachers' professional development as one of the key elements in the change process".

Harwell (2003, p.2) states that if education policy aims at increasing student success by means of professional development of teachers, and if the quality of teachers is the result of teachers' professional development, a simple question should be asked: What are the characteristics of high quality teachers' professional development? Professional development of teachers has some characteristics as follows:

This recent view of teachers' professional development is settled on constructivism as Gray (1997) points out. Gray (1997) states that constructivist teaching is settled on the view that learners are active participants constructing knowledge instead of being passive learners getting only information. Gray adds that learners construct the meaning and constructivist learning necessitates critical thinking while motivating free learners.

Professional development of teachers can only occur in contexts which support it, Harwell, S. (2003) writes in "Teacher Professional development": It's not an event, it's a process. Professional teacher development as summarized by Villegas-Reimers (2003) is a kind of long term process which necessitates teachers to improve in time.

Professional teacher development contrary to the traditional in-service training programs which do not associate training with real classroom atmosphere is the content of many studies. The most adequate professional teacher development is associated with the daily life of teachers and school atmosphere (Abdal-Haqq, 1996; Ancess 2001; Baker and Smith, 1999; Darling-Hammond, 1998).

If a school or education renovation does not support a teacher in-service development program, such a program is not an adequate one (Guzman, 1995; Schifter, Russell, and Bastable, 1999). The education program and the system affect teachers' change in addition to personal factors. The education system might both support and blockade the change process (Smith & Gillespie, 2007).

Student success is the result of formal study by teachers (Joyce & Showers, 2002). Each renovation must start with being aware of the importance of teachers' performance on students' success. (Ferguson, 1991; Armour-Thomas, Clay, Domanico, Bruno, & Allen, 1989).

Harwell (2003, p.2) points out that professional development of teachers can only be adequate in settings or contexts. He adds that the success of teachers' professional development will be largely based on whether the directors see it necessary. Villegas-Reimers (2003, p.15) states that there is not one type of teachers' professional development more appropriate than others which can be applied in any school or context. He mentions that schools must specify their needs to prefer which teachers' professional development type would be most proper for their specific position. Teachers' professional development has to be viewed from the perspective of social, economic and political aspects (Woods, 1994).

If educators spend time to interact each other, study together, and assist one another, they become more adequate professionally and their students become more successful. A brilliant professional development of teachers exists if there are interactions (Clement & Vanderberghe, 2000). Teachers' professional development is successful if teachers develop themselves collaboratively (Darling-Hammond & McLaughlin, 1995).

Lieberman (1994) states that a teacher starts teaching with a specific background knowledge, and settles new experiences on that background. The function of teachers' professional development is to support teachers with the current pedagogical knowledge (Darling-Hammond & McLaughlin, 1995).

Ingvarson (1998) makes a comparison between the old form of teachers' professional development often defined as in-service training in which the directors are dominant; the government sets goals; the agents are universities; and the training types used are traditional courses, which are not practical but theoretical, the new form of teacher development in which teachers are dominant when setting goals, the activities are planned related to the daily needs of teachers. He points out that even though the old system is essential, it is not proper anymore.

Fullan (1987) believes that there are necessary aspects of a proper teacher development program. These aspects are redefinition of in-service training, the place of leadership, and the culture.

Bell and Gilbert (1994, p.493) interpret teacher development as:

“Teacher development can be viewed as teachers learning, rather than as others getting teachers to change. In learning, the teachers were developing their classroom practice, and attending to their feelings associated with changing.”

They describe three types of teacher development:

“The process of teacher development can be seen as one in which personal, professional, and social development is occurring, and one in which development in one aspect cannot proceed unless the other aspects develop also” (p.494).

They also describe the key features of teacher development as follows:

“Teacher development can be seen as having two aspects. One is the input of new theoretical ideas and new teaching suggestions... The second is trying out, evaluation, and practice of these new theoretical and teaching ideas over an extended period of time in a collaborative situation where the teachers are able to receive support and feedback, and where they are able to reflect critically... Both are important if all three aspects of teacher development- personal, professional, and social development- are to occur” (p.494).

Archibald, Coggshall, Croft, Goe (2011, p.3) state that a sufficient professional development program should have a direct emphasis on the classroom teaching activities so that teaching and learning activities become more efficient. They specify that in order to increase the level of learning, the teaching applications must associate with student learning, as a result students gain more excellence. Besides, they mention some characteristics of high quality professional development of teachers as follows:

1. Being parallel with the goals of education policy, and national education standards.
2. Aim of core content
3. Containing opportunities for effective learning of current teaching methods

4. Supplying opportunities for interaction among teachers
5. Containing constant feedback

Short (1994) points out that teacher professional development is a complicated compound and there are six set of aspects of teacher professional development that assist describe the concept of teacher development. Short and Rinehart (1992) mention six sides of professional teacher development: decision making, professional advancement, status, self-efficacy, autonomy and impact. Short (1994, p.489) describes the six aspects of professional development of teachers in detail as in the followings:

“Decision-making refers to teacher's participation in decision that directly affect their work, involving issues related budgets teacher selection scheduling and curriculum. To be effective teacher's participation in decision-making must be genuine, and the teachers need to be confident that their decisions actually impart real outcomes. Professional advancement refers to the teacher's perception that the school provides them opportunities to develop professionally to continue to learn, and to expand their skills during their work at school. Status refers to the professional respect and admiration that the teachers perceive that they earn from colleagues. Respect is also granted for the knowledge the expertise that the teachers demonstrate, resulting in support of their actions from others. Self efficacy refers to the teachers perception that they are equipped with the skills and ability to help students learn, and are competent to develop curricula for students the feeling of masters, in both knowledge and practice, that results in accomplishing desired outcomes is critical in the teacher's sense of self efficacy. Autonomy refers to the teachers' feeling that they have control over various aspects of their working life including scheduling, curriculum developments, selection of textbooks and

planning instruction. This type of control enables teachers to feel free to decisions related to their educational milieu. Impact refers to the teachers' perception that they can affect and influence school life".

Evans (2002, p.132) also identifies two dimensions of teacher development as *role development* and *cultural development*:

"Role development is the process whereby the accepted parameters, remits and responsibilities of specific recognized specialist professional roles may be redefined or modified, and cultural development is the process whereby teachers' professional culture is redefined or modified".

2.2.1. The Teaching Profession

Gray (2006, p.2) states that teaching is simply based on knowledge transfer of people. He declares that while current technologies broaden the learning capacity, they will not easily take place of an experienced and well developed teacher.

Perspectives about the importance of teachers are socially integrated, and teachers' views of their importance and occupation influence, and are influenced by, the issue of teaching that is known in their own societies (Villegas-Reimers, 2003, p.31). The different views which politicians and mentors educating teachers have of teachers are an effective factor on how teachers are get ready for the profession, how they become experienced and how their professional development is achieved (Calderhead and Shorrock, 1997). Hoyle (1995) presents a beneficial description of teaching based on five aspects used to represent a profession. These are social aspect, knowledge, teacher autonomy, group autonomy and vocational values. In the notion of teachers as clinicians, teaching is seen as a course of managing problems and making a conclusion as the same phases implemented by the physicians (Calderhead, 1995).

McRobbie (2000, p.3) points out what teachers should have an idea on teaching as student development; how pupils learn, containing how language is constructed at each age; subject matter content and how to make it reachable to various learners; and a variety of instructional strategies. He also adds what teachers should implement when teaching different students as using a range of instructional approaches to these students competently; setting the learning phase systematically; representing vital opinions and materials in strong ways; adapting instruction to various backgrounds of learners; evaluating student success; serving in new types of roles resulted from new school forms, and analyzing systematically the nature of learning.

2.2.2. In-service Teacher Development

According to the OECD (2009, p.49), the professional development of teachers means any opportunity that develops a teacher's competence, background, skills and knowledge. Conco (2005) states that in-service teacher development assists teachers to broaden their background knowledge, to improve new knowledge and interact with other teachers in their institutions and other institutions.

In-service teacher development is any occupational development activity needed while teaching and engaging in such development activities is usually part of the occupational necessity (Conco, 2005, p.7). Conco (2005) states the following:

“In the current situation in South African education, teachers' professional development is necessary to re-orientate teachers to new goals and values, to prepare them to cope with curriculum change, to develop them in new teaching and learning methods, and to provide them with the knowledge and skills to teach new learning areas”(p.7).

Villegas-Reimers (2003, p.55) states that the description of in-service teacher development is modifying, and it changes from society to society based on the grade of preparation teachers get before starting the job.

Ozer (2004) mentions that the In-service Education Department of the Ministry of National Education is in charge of the in-service professional development of teachers at each school levels in Turkey. He adds that necessary improvements in in-service teacher development programs have been made since 1960, the settlement year of the In-service Development Department. Recently, in spite of the improvements, there are some problems to be solved and important precautions to take regarding the in-service development programs of teachers in Turkey as Ozer (2004) mentions.

In-service teacher development has many aims and gets into lots of forms. It contains particular local programs regarding the development needs of participants and organizations, as well as national programs implemented by the Ministry of National Education to develop teachers to have an idea on the curriculum and other renovations in education (Udofia & Ikpe, 2012, p.307).

In all the prosperous countries worldwide, in-service teacher development contains development programs attended by school teachers and administrators following their prior occupational education. These programs are planned mainly to develop the competence, knowledge, skills, and behaviors of the teachers so that they can teach pupils more adequately (Bolam, 1982, p.3).

Greenland (1983) mentions about four classifications of in-service development programs: for unqualified teachers; for upgrading teachers; preparing teachers for new roles as teacher educators or principles; curriculum related, or when teachers require some form of refresher course.

Villegas-Reimers (2003, p.62) states that in-service teacher training courses contain traditional activities on just pedagogy and theory rather than practice. The recent concept, as he declares, especially in wealthy countries, where educators are qualified and, as a result, in-service teacher development is supplementary to their prior education, is to go beyond the horizons of one-dimensioned in-service training courses and presents several opportunities for teachers' professional development.

The emphasis on duration rather than on content takes place in professional development of teachers while in-service training is being criticized recently. Many studies show that when development programs are mainly theoretical and traditional, the characteristics of instruction may differ, but the main feature of teaching and learning is impossible to change (Baker and Smith, 1999). Activities that weren't practical but conceptual, and that did not display any teaching methods and techniques, were those which weren't adequate as they couldn't convince teachers to adapt new methods (Villegas-Reimers, 2003, p.62).

Vonk (1995) has identified some limitations of in-service teacher development programs as there is a shortage of accuracy on the part of the teachers, regarding the objectives of this type of education; many in-service programs do not point to basic objective of developing the professional capacity of teachers; it is often seen that implementers of in-service training programs transfer only the knowledge they have, without looking their relevance to the teachers; there is a shortage of insight into the phase of teachers' professional development (p.298). Many in-service teacher development programs do not respond to the needs of teachers and they are too brief, inefficient to upgrade teachers' competency in most countries (Villegas-Reimers, 2003, p. 63).

In spite of all these critiques, it is evident that recently many countries have been interested in improving teachers' professional development activities, as in such European countries as England, Italy, Spain and France where the finance for in-service development programs piled up for years. (Vonk, 1995).

When implementing in-service teacher development programs, there is an inclination to count on the needs of teachers, schools and societies. In many countries in-service teacher development activities are being planned and applied by the institutions as a way to develop their teachers (Benjamin and Espinet, 1992). Furthermore, in many countries new forms and structures of development programs have been found for a variety of schools to offer different in-service teacher development programs (Villegas-Reimers, 2003, p.64).

Villegas-Reimers (2003, p.66) states that in-service teacher development has a vital place in teachers' professional career, and rather than in-service training there is now a more effective way to support the professional development needs of teachers throughout their professions.

2.3. The Importance of Teachers' Professional Development

Adequate language learning focuses on speaking, necessitates the development of linguistic skills and cultural background, integrates language acquisition with content, and prepares learners to be lifelong learners. Because of this, EFL teachers should have the essential knowledge and skills to upgrade the success of their students. When EFL teachers start their jobs with a standard level of education, they will obviously be in need of opportunities to advance professionally beyond that standard level and to improve knowledge and skills not involved in their pre-education. They will be lifelong learners just like their students (Texas Education Agency, 1997). Bailey, Curtis and

Nunan (2001) point out that being an adequate teacher necessitates a compound of occupational knowledge and skills as well as individual experiences and background knowledge. They added that developing their backgrounds and gaining new knowledge and skills are among the main factors teachers attend professional development programs.

Recently, there has been much interest in the issue that teachers are the most necessary factor in student success (Carey, 2004; Haycock, 1998, p.206). The success of students does not result from only students' efforts, but teachers' important role in students' development, as many studies mention (Wegerif & Schrimshaw, 1997). McRobbie (2000, p.3) declares that there is a strong relationship between the adequacy of a teacher and the success of a student no matter how the student is inefficient and his English is limited. Besides, he mentions that though negative background conditions of students are seen, the influence of well-developed teachers on student success is stronger than these negative background conditions. Short (1994) mentions that professionally developed teachers believe they are equipped with the skills and knowledge to act upon a situation and develop it. He adds that developed institutions provide opportunities for proficiency, and teachers' professional development is one of the most necessary agents of productive institutions. Schools that provide teachers' needs for professional development and collaboration have teachers who are more adequate, and consequently have students who are more successful. (National Research Council, Committee on Increasing High School Students' Engagement and Motivation to Learn, 2004).

There was a need of many teachers to support the expansion of primary and secondary education. The necessity in supporting this demand for more teachers importantly required quality as a result that there were many teachers in schools having

not much education. For example, many teachers in secondary schools had qualifications of Masters degrees, but didn't attend any teacher development programs since their graduation from their initial teacher education programs (The Thailand Education Reform Project, 2002). The quality of teachers are usually seen as determining factor for the success of education (Kwok-wai, 2004).

Darling-Hammond (2000) specifies that teachers who are out of content knowledge, skills or teaching methods cannot supply the pupils with efficient learning activities. He adds that in the education world of the new century, the students might be forced out of the education as a result of the nonqualified teachers who are lack of professional development. Besides, he points out that the most dependable presuming case of a country's average student success level is the number of well-developed teachers in the country. McRobbie (2000) states that each teacher of various lessons from science to mathematics who are professionally developed through certification and in-service development programs are more successful with students than those who don't have these qualities. That's to say, well-developed teachers are the fundamental variable in student achievement as McRobbie (2000) mentions.

Teacher professional development can be defined as a phase of increasing the school's adequacy and achievement (Perkins & Zimmerman, 1995). If professional development happens in schools, the teachers in those schools are inclined to feel their ownership on their job and they will use their own feelings of contentment when working (Boey, 2010, p.1). Professional development of teachers has become a vital element of education improvement endeavors in order to increase the number of school reforms which necessitate broader teacher capacity (Pounder, 1998; Short, 1998). Scribner, Truell, Hager and Srichai (2001, p.48) state that professional teacher development is a very important issue to take into consideration since recent

educational reform efforts have dealt with each dimension affecting student achievement. They also mention about the importance of the teacher development as follows:

“In education, development as a leadership and reform approach rests primarily on a belief that organizational effectiveness is enhanced by participative decision making by teachers related to problems of practice”(p.46).

Teachers’ having a word on school decisions is a very useful way of teacher development (Rice & Schneider, 1994). Pan & Wang (2000, p.423) state that teacher engagement in making school decisions is an important element in educational reform movement. They also state it is believed that teachers’ engagement in school decisions contributes to school achievement and if this opportunity of decision making regarding the school is given to teachers, those developed teachers improve students’ success as a result. Pan & Wang (2000, p.424) state that:

“In organizational studies, total quality management movement from the business field also proposes that problems faced by organizations should be solved by the front-line personnel since they have the first-hand, thorough information about the real situation out there. Past strategies of problem solving and systems of decision-making devalue the role of front-line personnel the decisions being implemented often failed to meet the challenge”.

Murray (2010, p.3) states the followings related to the importance of teacher development:

“Teachers all around the world face similar challenges due to the very nature of school environments. They teach their classes independently from their colleagues, which makes them feel isolated. Sometimes teachers, especially

those who are new to the field, can become overwhelmed by the demands of school bureaucracy, and if teachers do not receive regular supervision or feedback, they can become frustrated. Teachers' professional development activities can alleviate some of these issues. Such activities can also bring together teachers who have similar experiences and interests. Just having the opportunity to share experiences and ideas with colleagues can help a teacher gain a sense of community and belonging”.

Mulford (2003) states that a skillful and well assisted group of directing teachers in schools feel a kind of ownership and this motivates teachers in the way of their attitudes towards their occupations. He adds that professional autonomy of teachers will increase the fascination of the job as a career option and will enhance the quality of the teaching process. He also mentions that teachers working together in an interaction and in meaningful ways are seen to be more likely to work for a long duration in the profession because they feel valuable and assisted in their jobs (p.2).

Murray (2010, p.3) points out that one of the main reasons to implement teachers' professional development is to be improved, to have the chance and esteem to follow own opinions as well as to affect the own way of work. He declares that development is the course during which teachers affect, control and engage in the events influencing their way of life. He also expresses that teachers have the ability to improve themselves if they keep in mind the importance of following qualities as being positive, believing in what they are doing and in themselves.

Pan & Wang (2000, p.424) assert the following related to the significance of teacher development:

“Development in technology, increasing controls in curriculum and instruction, the development of teacher-proof curriculum, and the standardization of teachers’ work make teachers maintain little control over their work. As a result, the professional abilities and status of teachers declined. The increasing workload of teachers and their isolated working environment also make it hard for teachers to engage in professional discussions and develop strong professional communities. Teachers’ sense of disempowerment has a negative impact on their profession. Consequently, developing teachers thus becomes an important agenda in teachers’ professional development”.

Pan & Wang (2000) point out that new improvements on educational reform, institutional studies, teachers’ professional development, leadership in institutions necessitate the application of professional teacher development (p.425). McRobbie (2000, p.7) expresses that politicians concentrate on how to support teachers through learning very complex methods for including a variety of students. Additionally, he states that to achieve this kind of teaching necessitates a high quality professional teacher development system based on agreement about what teachers need to know.

Poet, Rudd and Smith (2010, p.4) state that student needs and educational improvements are strong enforcements for teachers to look for chances for professional development. These are connected to both external enforcement for schools to develop and, more commonly, to teachers’ internal wish to develop their teaching. In their study Poet, Rudd and Smith (2010, p.4) mention that basic reasons for teachers are clearly related to meeting the students’ needs. They state some student related reasons of teachers as a desire to be best in order for children to succeed, a desire to inspire children, and a desire to bring the best out of the children.

Furthermore, they state that particular school development needs were quoted by teachers as an enforcing factor. In their study, this was reflected in the comment:

“If children do not do well in English I know that the school’s reputation will either sink or rise on their performance and the pressure I’m under is also about literacy. If students are competent in reading and writing they are more likely to do well across the curriculum” (p.6).

A brilliant professional development of teachers has a great effect on teachers’ job, particularly accounting the fact that many teachers in the profession are not prepared for their jobs around the world (Villegas-Reimers, 2003, p.19). Baker & Smith (1999) affirm the features of teachers’ professional development as being the most productive in aiding teachers with a strong emphasis on supplying challenging goals; programs that contain adequate techniques and methods and interaction with colleagues.

With regard to the effect of teachers’ professional development on students learning, National Commission on Teaching and America’s Future (1997) reports that the success of students is parallel to the professional knowledge the teachers have. Borko & Putnam (1995) point out that teachers’ professional development enormously affect teachers’ teaching methods and techniques, and this has a positive influence on students’ learning. Cohen & Hill (1997) report the big relationship between the development of teachers’ proficiency and the piling degree of student success.

If teachers are teaching a subject area for which they were educated, the students are successful as a result (Villegas-Reimers, 2003, p.23). Asking teachers for teaching students for which they weren’t educated is a kind of disaster for both the teachers and the students (Ingersoll, 2001, p.42).

2.3.1. The Impact of Teachers' Professional Development on the Success of Educational Reform

Villegas-Reimers (2003, p.24) states the impact of teachers' professional development on the success of educational reform as follows:

“Currently in the world, most societies are engaged in some form of educational reform. Some of these reforms are at the national level, while others are implemented at the local level. Regardless of the scope of the reform, the relationship between educational reform and teachers' professional development is a two-way, or reciprocal, relationship. As will be illustrated in this section, educational reforms that do not include teachers and their professional development have not been successful. Teachers' professional-development initiatives that have not been embedded in some form of reform of structures and policies have not been successful either. There are several cases that support these findings”.

Walker & Cheong (1996) state that Hong Kong politicians didn't ask for the views of teachers when designing the curriculum. They mention that the schools were generally opposed to changes because the changes were complicated, inapplicable, and inflexible to suit the needs of particular schools. Besides, they point out that though some changes were made after the demands of teachers, the renovation was simply based on teachers who were being told what to do without taking their knowledge into consideration. Villegas-Reimers (2003, p.25) specifies that renovations such as this are seen around the world; when planning and designing programs, teachers aren't asked for their views as they are seen obstacles rather than being the most crucial element of the educational renovations. Day (2000) also declares that the same issue existed about

the school reform which took place in the United Kingdom of 1990s. He adds that there are studies dealing with how teachers feel being out of such reforms and as a result they have a lack of respect for their jobs.

School reforms and teachers' professional development have to go side by side with each other as they have a clear relationship (McLaughlin, 1994). In the study Futrell et al. (1995) conducted, the agents that influence the relationship between school reform and teachers' professional development are as follows (as reported by Villegas-Reimers, 2003, p.27):

“Local focus: Truly effective reforms result from local recognition of needs and local solutions. This permits both teachers and administrators to establish a personal commitment to the reform. Significant finding: Superintendents and principals who were interviewed agreed that if schools alone are responsible for teachers' professional development, then the latter may suffer as cuts have been known to be made at the district level in that particular line of the budget. Local leadership: This is crucial if the reform is to gain the support of leaders both of the school and of the district. Long range planning: This is one of the activities most likely to promote reform initiatives that will include teachers' professional development. Including teachers and their professional development as part of the reform: This is one of the variables that appears to predict a higher likelihood that the reform will be successful. Collegiality: In all successful teachers' professional development and reform there is a peer component”.

To include teachers' professional development in school reforms, policies must support the changes that teachers are asked to make in their careers (Darling-Hammond,

1995). Villegas-Reimers (2003) states that these policies must refer to the role of teachers as lifelong learners, and to various opportunities for their development, promotion and evaluation (p.27).

2.4. Teachers' Approach to Professional Development

Many of the teachers think that teachers' professional development does not respond to their needs and they demand more than they receive (OECD, 2009). Poet, Rudd and Smith (2010) mention that on the whole, teachers ask for methods noticed to be informal, like self reflection, over more formal methods.

Little (2001) specifies the characteristics of educational reforms as in the following:

1. Reforms might increase the mental, ethical and emotional contentment of classroom teaching.
2. Reforms might integrate or divide teachers, or generate or interrupt friendships among colleagues.
3. Reforms might use up teachers' private lives and influence family relationships as there is a personal commitment of time and energy.

Little (2001) reports that if teachers construct the balance between these variables and their lives, they are more excited about teachers' professional development. He also points out that when evaluating a school reform, teachers assess the advantages it can offer to themselves and to the students.

In his study Gray (2006) stated that in spite of their lack of contentment with what was offered, most of the teachers questioned in the study felt that teachers' professional development was important and relevant to their teaching. There was

also strong agreement that teachers' professional development could make more confident teachers and increase motivation. Gray (2006, p.3) mentions attitudes to continuing professional development grouping teachers into four categories as; Believers, Seekers, Sceptics and Agnostics as in the following:

“Believers: Some 38 per cent of the sample, they were more likely to be in primary schools or working as senior managers. They felt they had benefited from teachers' professional development, and were enthusiastic about others having access to it. They did not necessarily look for a great deal more professional development for themselves, but managers were convinced of the continuing need in their schools. As one primary senior manager put it: Whole school benefits naturally flow from individual benefits. Investing in skills and teacher confidence can be achieved through professional development.

Seekers: These teachers, most often in secondary schools and heads of department, thought teachers' professional development should be on offer to all. However, they also tended to feel that opportunities were too few, or were based on whole-school initiatives rather than subject-based need. And they thought managers failed to support teachers' professional development, or did not have the money for it. Some 16 per cent of the total, they were receptive to efforts to boost professional development. As one said: *I would like the school to be more involved in planning my future and developing me.*

Sceptics: This was a smaller group (12 per cent) but notably disaffected. They were concentrated in secondary schools, and disproportionately male (49 per cent, compared with 34 per cent for the sample as a whole). They associated teachers' professional development with imposed changes or new initiatives that did not improve the quality of education. As one secondary science teacher

put it: “You rarely get to do something that will genuinely help you or is tailored to your needs.” Many saw their future in the classroom and had little interest in professional development as an aid to promotion. Agnostics: This large group (33 per cent of the sample) tended to approve of teachers’ professional development in principle, but was less convinced than *Seekers* or *Believers* about the value of existing professional development. They were more open to persuasion than the *Sceptics*. However, they would need to be sure that teachers’ professional development was of high quality, and related to their subject needs, and would enhance their development and teaching approach. They were wary of the time courses might take”.

2.5. Factors to Consider when Planning and Implementing Teachers’ Professional Development

Villegas-Reimers (2003) states that with the recent description of teachers as professionals, and of their education as being a lifelong learning phase, the description of teacher development is no longer appropriate (p.67). Teachers’ professional development begins at the initial education process and goes on throughout the careers of teachers, and includes increasing teaching adequacy while providing professional development (Villegas-Reimers, 2003, p.67). Teachers’ professional development necessitates development in professional knowledge and skills, and the supplement teachers provide for the professional community (Little, 1992).

Leithwood (1992) points out that programs of teachers’ professional development should concentrate on (as reported by Villegas-Reimers, 2003, p.68) becoming adequate in fundamental skills of teaching; broadening one’s pedagogical flexibility; acquiring

pedagogical competence; supporting the professional development of colleagues; and developing leadership and having a word on decision-making.

There are many points to assume when designing, applying and evaluating teachers' professional-development systems. A culture of support must be taken into consideration for an efficient teachers' professional development program (Villegas-Reimers, 2003). Villegas-Reimers (2003) also states that constructing an adequate cooperative school culture necessitates the engagement of teachers and directors. Besides, she points out that knowing how to design, apply and evaluate professional development programs is a learned phase, and teachers are in need of time and chance to learn the essential skills and knowledge to be adequate promoters of their own development.

Fernandez (2000) states that the management of administrators is vital to support the professional development in schools. Mulford (2003, p.2) reports the following pertaining to school leaders:

“The key relationships in the ways school leaders strengthen teacher recruitment, development and retention were shown to include factors such as teacher satisfaction, school effectiveness, improvement, capacity, teacher leadership, distributive leadership, organizational learning and development. School leaders can be a major influence on these school level factors as well as help buffer against the excesses of the mounting and sometimes contradictory external pressures. A skilled and well supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job”.

Moore (2000) suggests managers of school curriculum to aid the professional development of teachers through planning, providing a routine, founding an education program and regulating staff meetings. Whether administrations are willing to activate the development of abilities among school teachers will be critical for shared leadership (Reep & Grier, 1992).

2.5.1. Time and Financial Resources

Teachers are in need of time to make professional development a continuing section of their job on a daily basis (Bush, 1999). Archibald, Coggshall, Croft and Goe (2011, p.11) state that time makes it demanding for schools to apply professional development featured by what the literature describes as adequate. Solomon (1999) specifies that the National Staff Development Council Board has agreed upon enough time for teachers' education while collective work should be 20 percent of a teacher's week (p.262). Archibald, Coggshall, Croft and Goe (2011) declare that to support the cooperation agent of a high-quality professional development of teachers, schools must spare time into the school day for teachers to come together routinely and talk about student studies and performance, and ways of increasing the student success. For them, this cooperation time can differ in the level of hardness to apply and in some cases, educators possess time in their school day for planning (p. 11). Besides, they mention the followings:

“Other considerations of time for teachers' professional development include release time from classroom instruction for mentors and coaches in which they visit other teachers' classrooms to model strategies, observe, and provide feedback. Often, in this time of economic adversity, mentors and coaches are

also teachers, which limit their ability to provide the kind of professional development that has a positive impact on student learning (2011, p.11)”.

Many schools in developing countries do not spare enough time for the professional development of teachers and in such countries teachers attend workshops and meetings after school (Villegas-Reimers, 1998). In some countries teachers have adequate time to attend professional development activities and they teach fewer classes and spend most of their time out of the classroom, talking with students and other teachers and participate in professional activities (Darling-Hammond, 1996). Burget (2000) points out that in addition to sparing time to attend specific programs, teachers are also in need of time for mental space. The more time teachers spend for planning and conferences, the more adequately the teachers teach and the more successful the students are (Darling-Hammond, 1999).

Related to the financial resources Villegas-Reimers (2003, p.128) states that:

“With the increased interest in the improvement of education and, consequently, the improvement in teachers’ performance, many governments and organizations at the local, national and even international levels are providing significant amounts of funds to support initiatives in schools and other related institutions”.

Geiger (1996) puts forward some advices about some types of teachers’ professional development that can keep the expenditure down. He reports the following strategies: developing study groups in the school; having teachers teach a spare class; having teachers alter places for some amount of time; offering lunch box meeting groups; appointing teachers as technical directors; having teachers educate other teachers in specific points.

2.5.2. Stages of Teachers' Professional Development

Dreyfus & Dreyfus (1986, p.50) describe the stages of teachers' professional development in the following model (as reported by Villegas-Reimers, 2003, p.130):

“Student Teachers and First Year Teachers (Novice Level): In this stage, teachers feel that practical personal experience is more valuable than information transmitted verbally. Teachers in this novice stage are taught the meaning of certain common terms and concepts, the rules of the school culture, and objective facts and features of situations. Second and Third Year Teachers (Advanced Beginner Level): Once the novice has acquired some experience, he or she becomes an advanced beginner. Experience begins to affect behavior in a meaningful way, as the teachers begin to combine their textbook knowledge with their experience knowledge. In this stage, however, the teachers are still submitting to hierarchical superiors and are not feeling a sense of autonomy regarding their jobs. This lack of personal agency also means that teachers do not take full responsibility for their actions. Third and Fourth Year (Competent Level): Most advanced beginners move into this stage once they have enough experience and motivation to succeed. The two most important characteristics of teachers at this stage are: that they make conscious decisions about what they are going to do (plan, objectives, etc.), and that as they implement their plans, they can determine what is and is not important. In a way, teachers have much more control over the situation, as they can organize themselves their daily activities and teaching practices. Fifth Year (Proficient Level): Yet a smaller number of teachers move onto this stage, where intuition or know-how becomes prominent. Teachers begin to recognize patterns and similarities in a holistic way. Expert Level: Experts demonstrate fluid performance and

intuitive decision-making. They perform in a qualitatively different way to other teachers. Plans usually work out, but when they do not, experts adopt a reflective method of figuring out what needs to be changed. (This reflective method is not used when practices are successful.) In the same way that the novice is teacher-centered, the expert is student-centered”.

2.5.3. The Use of Technology for Teaching Purposes

Teachers’ professional development is certainly necessary if technology equipped in schools is to be used adequately (Carlson, Gadio, 2002, p.119).The current use of technology in the classroom is one of the most outstanding reforms that many teachers are having to face (Villegas-Reimers, 2003, p.133). Carlson and Gadio (2002, p.119) state that spending little budget on informational technology and not financing teacher professional development are all in vain. Villegas-Reimers (2003, p.133) specifies that for teachers who possess new technology, the trouble is to learn how to use it adequately. Bybee and Loucks-Horsley (2000) state the following:

“Because the technological literacy standards call for students to acquire deep understanding of important, fundamental, technology concepts and processes, teachers need to know technology as deeply—in fact, more so. The standards call for teachers to assess their students’ understanding of the designed world and help their students enhance those understandings through new and multiple, often concrete, experiences. Without their own understanding of the technology involved, teachers cannot do this—staying “one chapter ahead of the kids” may have been a survival skill in days past, but it will no longer suffice”(p.32).

Caverly (1997) states that learning about technology must be contained in teachers' development programs so that the teachers know how to integrate technology into the classroom. New kinds of professional development programs of teachers that are based on the use of new technology are emerging in the education world (Villegas-Reimers, 2003, p.136). Carlson & Gadio (2002, p.119) state the following regarding the teacher development in the use of technology:

“Experience around the world in developing, industrialized, and information-based countries has shown that teacher development in the use and application of technology is the key determining factor for improved student performance (in terms of both knowledge acquisition and skills development enabled by technology)”.

2.5.4. The Role of Teacher Educators in Teachers' Professional Development

Villegas-Reimers (2003, p.138) states that studies containing teacher educators are few, particularly regarding advisers who work with student-teachers in schools. Perry (2006) points out that the literature related to the role of teacher educators is inadequate and little is known about who teacher educators are.

Perry (2006, p.12) suggests that many points need to be searched in order to conceive teacher educators and their role. She also mentions the following:

“We need to better understand their attitudes and understanding of the ethical principles that underlie teaching. To fully grasp the nature of teacher educators, we must take into account the responsibilities given to teacher educators”.

Teacher educators have the same situation as teacher development institutions have, however the teacher educators have a more complicated issue (Perry, 2006, p.13).

She adds that to teach new teachers, educators must initially comprehend the issues facing education and be ready to teach about them. Examples of such issues are connection between theory and practice, responding to realities of politics, teacher's support in the classroom, low level of student success, comprehending indigenous societies, education for a modern society, and preparing for professionalization.

Hernandez (1998) lists the following principles that should guide the education of teacher-educators (as reported by Villegas-Reimers, 2003, p.138):

“As the work of teacher educators has a strong influence on the work of teachers, they should model and illustrate a variety of teaching methods, techniques, and processes; therefore, they need to be educated in pedagogy. Processes to prepare teacher-educators must be based on practical issues related to the day-to-day work in the classroom. The work of teacher-educators must include not only teaching, but also research directly related to their area of expertise. Teacher-educators must know and understand the institutions where they work and where their students will work. Teacher-educators must know the national education system in depth, and must understand the context in which it is implemented. Teacher-educators must know how to work in teams and collaborate in their work. Teacher-educators must enjoy teaching. This disposition will generate a positive attitude towards teaching in their students”.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter presents information with a focus attached to the nature of research and how the study was conducted in terms of the methodological perspective. Specifically, it covers the research design, participants, description of respondents and instrumentation. Furthermore, the procedure of the implementation phase of the study, the data collection procedure and the method used for data analysis are described.

3.2. Research Design

This study was conducted having resource to the descriptive research design with a view to identifying the perspectives of EFL state school teachers pertaining to the in-service teacher development programs. Oppenheim (1992) states that research design makes the problem researchable by shaping the study in a way that will find exact responses to basic problems. He adds that a questionnaire is not only a number of questions or a survey to be completed; it is especially an instrument for the collection of specific type of data. The data was collected from a group of EFL state school teachers working in Seyhan and Çukurova districts of Adana by means of an adapted questionnaire designed by Uçar (2005). The questionnaire was directly administered to the target group by the researcher.

3.3. Participants

The teachers in this study were selected from the most convenient schools located in Seyhan and Çukurova districts of Adana. The sample consisted of 100 EFL state school teachers who were volunteers to participate in the study. Care was taken to select

urban, suburban and rural schools from diverse populations that represent the composition of teachers in Adana. In selecting the participants, the convenience sampling method was used as the target population was too large, and therefore, not accessible. The teachers were selected from the most easily accessible schools in Seyhan and Çukurova districts of Adana. Castillo (2009) states that it is more preferable to test the entire population, but it is not available to contain every person when the population is too big. That is the reason why most researchers rely on sampling techniques like convenience sampling, the most common of all sampling techniques.

3.4. Data Collection Tools

In this study, perceptions towards in-service teacher development programs for EFL state school teachers were measured by means of a questionnaire adapted from the study of Uçar (2005). The section below gives further information concerning the data collection tools employed in this study.

3.4.1. Questionnaires

Oppenheim (1992) describes a questionnaire as a simple instrument used for collecting and recording information on a specific topic of interest. He also describes a questionnaire as not a kind of official survey or a list of questions which have been designed without much thought. However, it is a needed tool for researchers, the function of which is to collect and measure data. White (1998) mentions that in the testing phase, especially when testing classroom principles and content, the commonly known way of data collection is the questionnaires, interviews, observations and rating scales (p.155).

Tuckman (1987) specifies that questionnaires perform as a way of collecting data about individuals straightly by asking them instead of observing them. On the other

hand, what Robson (1993) mentions about questionnaires is that it is not often accessible to check truth and sincerity of the answers.

Regarding the use of questionnaires in this study, the employment of the questionnaire with teachers in this thesis stemmed from the fact that it could provide opportunities to obtain data concerning the perspectives of teachers about the in-service teacher development programs. The given questionnaire as seen in appendix one consists of 26 items under three categories. The categories represent the perspectives of teachers on the need of in-service teacher development programs by means of the first eleven items (1-11), the effectiveness of in-service teacher development programs by means of the following twelve items (12-23) and the problems appearing in in-service teacher development programs by means of the last three items (24-26).

Producing data in the form of numbers or rankings, the questionnaire used in this study was structured as it contained questions that the participants responded to by selecting from multiple choices, by indicating agreements or disagreements. The items included provided respondents with a five-scale likert ranging from *I totally agree*, *I agree*, *I am not sure*, *I do not agree* to *I do not agree at all*.

3.5. Data Collection Procedure

In order to obtain data, 100 volunteer EFL state school teachers were selected from the most easily accessible schools in Seyhan and Çukurova districts of Adana. In choosing the attendants, the convenience sampling method has been used as it contains attendants who are readily accessible and eager to attend in a study (Fink, 1995). It was too difficult to administer the questionnaire to all the participants at the same time, therefore the researcher went to nine or ten schools every week.

The data gathered from the questionnaire applied refers to why teachers need in-service teacher development programs, the effectiveness of in-service teacher development programs and the problems appearing in in-service teacher development programs. This data was described through descriptive research design. Pollak (2009, p. 28) states that descriptive statistics describes the data gathered from participants. Based upon a descriptive research design, this study involved the data analysis of descriptive statistics. In this sense, SPSS 20.0, a Statistical Program for Social Sciences was capitalized on to report teachers' viewpoints in numerical data. In order to analyze the data obtained from the questionnaire, mean (\bar{x}) was used as a statistical technique in order to find out the rate of agreement related to the items about the application of teachers' in-service development programs. The scorings below were used in order to compare the *means* (\bar{x}) of the perspectives specified.

1. I do not agree at all : 1.00 – 1.49
2. I do not agree : 1.50 – 2.49
3. I am not sure : 2.50 – 3.49
4. I agree : 3.50 – 4.49
5. I totally agree : 4.50 – 5.00

CHAPTER IV

4. DATA ANALYSIS AND RESULTS

4.1. Introduction

In this chapter, the results of the study and the findings are described based on the data obtained from the participants by means of the instruments. The results and the findings are described based on the related research questions. They are grouped under the titles of the categories from the questionnaire.

4.2. Findings pertaining to the Application of In-service Teacher Development Programs

In this section, results and discussion related to why the teachers need in-service teacher development programs, the problems appearing in in-service teacher development programs, the effectiveness of in-service development programs are included. Table 5, 6 and 7 show the results pertaining to the aspects mentioned.

4.2.1. Results Pertaining to why EFL State School Teachers Need In-service Teacher Development Programs

There are 11 items related to why EFL state school teachers need in-service teacher development programs in the questionnaire, the aim of which is to specify the perspectives of EFL state school teachers on the application of in-service teacher development programs. Table 5 clarifies the results pertaining to why EFL state school teachers need in-service teacher development programs.

Table 1

Results pertaining to why EFL State School Teachers Need In-service Teacher Development Programs

ITEMS	Mean (\bar{x})	SD
1. An institution ensures the development of its staff by means of in-service development programs.	3.8300	0.97499
2. In-service development activities provide the opportunity to closely follow the recent issues.	4.0500	0.98857
3. An in-service development program is a necessity of our era.	4.1200	0.93506
4. Scientific, technological and social developments necessitate teachers to get in-service development.	4.1500	0.90314
5. In-service development ensures knowledge, skills and behaviors that the field of education requires.	3.8100	0.92872
6. In-service development substitutes the shortages of pre-service education.	3.8000	1.05409
7. In-service development ensures teachers to adapt the education system.	3.6600	0.96630
8. In-service development eliminates the shortages of education system and increases the productivity.	3.7000	0.91563
9. I attend in-service development programs as I believe it is a need which necessitates voluntariness.	3.5500	1.21751
10. I attend in-service development programs as I believe they develop me in my subject area.	3.7778	1.20844

11. I attend in-service development programs as I believe they support me in getting accustomed to the developments and trends.	3.7900	1.13969
Total	3.8400	

Note. SD=Standard Deviation

As observed in Table 5, for Item 4, regarding *scientific, technological and social developments necessitate teachers to get in-service development*, % 42 indicated that they totally agreed with the item, % 34 indicated that they agreed with the item, % 19 indicated that they aren't sure with the item, % 4 indicated that they do not agree with the item, and % 1 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 4,15. These scores indicate that Item 4 is the most agreed item by the EFL state school teachers.

As it is shown in Table 5, for Item 9, regarding *the belief that it is a need which necessitates voluntariness*, % 27 indicated that they totally agreed with the item, % 26 indicated that they agreed with the item, % 31 indicated that they aren't sure with the item, % 7 indicated that they do not agree with the item, and % 9 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 3,55. These scores indicate that Item 9 is the least agreed item by the EFL state school teachers.

For Item 1, regarding *an institution ensures the development of its staff by means of in-service development*, % 29 indicated that they totally agreed with the item, % 35 indicated that they agreed with the item, % 27 indicated that they aren't sure with the item, % 8 indicated that they do not agree with the item, and % 1 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 3,83. These scores indicate that most of the EFL state school teachers agree with the Item 1.

For Item 2, regarding *in-service development activities provide the opportunity to closely follow the recent issues*, % 39 indicated that they totally agreed with the item, % 36 indicated that they agreed with the item, % 16 indicated that they aren't sure with the item, % 8 indicated that they do not agree with the item, and % 1 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 4,05. These scores indicate that most of the EFL state school teachers agree with the Item 2.

For Item 3, regarding *in-service development is a necessity of our era*, % 42 indicated that they totally agreed with the item, % 32 indicated that they agreed with the item, % 21 indicated that they aren't sure with the item, % 4 indicated that they do not agree with the item, and % 1 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 4,12. These scores indicate that most of the EFL state school teachers agree with the Item 3.

For Item 5, regarding *in-service development ensures knowledge, skills and behaviors that the field of education requires*, % 26 indicated that they totally agreed with the item, % 32 indicated that they agreed with the item, % 35 indicated that they aren't sure with the item, and % 7 indicated that they do not agree with the item. The mean (\bar{x}) score for this part is 3,81. These scores indicate that most of the EFL state school teachers agree with the Item 5.

For Item 6, regarding *in-service development substitutes the shortages of pre-service education*, % 27 indicated that they totally agreed with the item, % 41 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, % 8 indicated that they do not agree with the item, and % 4 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 3,80. These scores indicate that most of the EFL state school teachers agree with the Item 6.

For Item 7, regarding *in-service development ensures teachers to adapt the education system*, % 18 indicated that they totally agreed with the item, % 46 indicated that they agreed with the item, % 25 indicated that they aren't sure with the item, % 8 indicated that they do not agree with the item, and % 3 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 3,66. These scores indicate that most of the EFL state school teachers agree with the Item 7.

For Item 8, regarding *in-service development eliminates the shortages of education system and increases the productivity*, % 21 indicated that they totally agreed with the item, % 37 indicated that they agreed with the item, % 32 indicated that they aren't sure with the item, and % 10 indicated that they do not agree with the item. The mean (\bar{x}) score for this part is 3,70. These scores indicate that most of the EFL state school teachers agree with the Item 8.

For Item 10, regarding *the belief in-service development programs develop teachers in the subject area*, % 38 indicated that they totally agreed with the item, % 25 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, % 12 indicated that they do not agree with the item, and % 5 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 3,77. These scores indicate that most of the EFL state school teachers agree with the Item 10.

For Item 11, regarding *the belief in-service development programs support teachers in getting accustomed to the developments and trends*, % 32 indicated that they totally agreed with the item, % 33 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, % 11 indicated that they do not agree with the item, and % 4 indicated that they do not agree at all with the item. The mean (\bar{x})

score for this part is 3,79. These scores indicate that most of the EFL state school teachers agree with the Item 11.

Related to the need of in-service teacher development programs, the total mean (\bar{x}) was found 3,84 which means that the participants see in-service teacher development programs a need. For all these results, EFL state school teachers consider that in order to adapt the changing education system which is parallel to social, cultural, economic and technological changes and in order to enhance education quality, in-service teacher development programs are necessary.

4.2.2. Results pertaining to the Efficiency of In-service Teacher Development Programs

There are 12 items related to the efficiency of in-service teacher development programs in the questionnaire, the aim of which is to specify the perspectives of EFL state school teachers on the application of in-service teacher development programs. Table 6 summarizes the results pertaining to the efficiency of in-service teacher development programs.

Table 2
Results pertaining to the Efficiency of In-service Teacher Development Programs

ITEMS	Mean (\bar{x})	SD
12. In-service development programs are acted in the most suitable times for the participants.	2.4200	1.06534
13. In-service development programs are arranged in such a way to respond to the needs and expectations of the participants.	2.7000	0.98985
14. The persons attending in-service development programs are chosen objectively.	2.7200	1.14662

15. The number of participants in in-service development programs is kept in a proper quantity for the effectiveness of the program.	2.9300	1.05653
16. In-service development activities are arranged in suitable atmospheres (buildings, saloons, classrooms etc.) for the programs.	2.7500	1.09521
17. The content of the in-service programs are specified according to the needs of the participants.	2.6500	1.00880
18. The topics of the in-service programs are specified by the proper methods and techniques according to the aims.	2.7500	1.02863
19. In order to improve the efficiency of the teaching activities in in-service programs, materials suitable for the content and aims should be used.	2.9400	0.96211
20. The knowledge and skills aimed at the programs are acquired in in-service development programs.	2.8300	1.01559
21. In in-service development activities, the views and suggestions of the participants are taken into consideration in order to make the programs more effective.	2.5800	1.17362
22. At the end of the in-service development programs, evaluation is made according to the objective criteria.	2.7400	1.06002
23. The participants of the in-service development programs find the opportunity to apply what they learn.	2.4500	1.00880
Total	2.7000	

Note. SD=Standard Deviation

As observed in Table 6, for Item 19, regarding *in order to improve the efficiency of the teaching activities in in-service programs, materials suitable for the content and aims should be used*, % 3 indicated that they totally agreed with the item, % 26 indicated that they agreed with the item, % 39 indicated that they aren't sure with the item, % 25 indicated that they do not agree with the item, and % 7 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 2,94. These scores indicate that Item 19 is the most agreed item by the EFL state school teachers, though the response to the item indicates *I am not sure*.

As it is shown in Table 6, for Item 12, regarding *in-service development programs are acted in the most suitable times for the participants*, % 3 indicated that they totally agreed with the item, % 10 indicated that they agreed with the item, % 29 indicated that they aren't sure with the item, % 38 indicated that they do not agree with the item, and % 20 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 2,42. These scores indicate that Item 12 is the least agreed item by the EFL state school teachers.

For Item 13, regarding *In-service development programs are arranged in such a way to respond to the needs and expectations of the participants*, % 5 indicated that they totally agreed with the item, % 12 indicated that they agreed with the item, % 42 indicated that they aren't sure with the item, % 30 indicated that they do not agree with the item, and % 11 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 2,70. These scores indicate that most of the EFL state school teachers are indecisive about the Item 13.

For Item 14, regarding *the persons taken in in-service development programs are chosen objectively*, % 9 indicated that they totally agreed with the item, % 12 indicated

that they agreed with the item, % 36 indicated that they aren't sure with the item, % 27 indicated that they do not agree with the item, and % 16 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 2,72. These scores indicate that most of the EFL state school teachers are indecisive about the Item 14.

For Item 15, regarding *the number of participants in in-service development programs is kept in a proper quantity for the effectiveness of the program*, % 6 indicated that they totally agreed with the item, % 25 indicated that they agreed with the item, % 33 indicated that they aren't sure with the item, % 26 indicated that they do not agree with the item, and % 10 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 2,93. These scores indicate that most of the EFL state school teachers are indecisive about the Item 15.

For Item 16, regarding *in-service development activities are arranged in suitable atmospheres (buildings, saloons, classrooms etc.) for the programs*, % 6 indicated that they totally agreed with the item, % 19 indicated that they agreed with the item, % 35 indicated that they aren't sure with the item, % 25 indicated that they do not agree with the item, and % 15 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 2,75. These scores indicate that most of the EFL state school teachers are indecisive about the Item 16.

For Item 17, regarding *the content of the in-service programs are specified according to the needs of the participants*, % 3 indicated that they totally agreed with the item, % 15 indicated that they agreed with the item, % 38 indicated that they aren't sure with the item, % 32 indicated that they do not agree with the item, and % 12 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is

2,65. These scores indicate that most of the EFL state school teachers are indecisive about the Item 17.

For Item 18, regarding *the topics of the in-service programs are specified by the proper methods and techniques according to the aims*, % 3 indicated that they totally agreed with the item, % 19 indicated that they agreed with the item, % 40 indicated that they aren't sure with the item, % 24 indicated that they do not agree with the item, and % 14 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 2,75. These scores indicate that most of the EFL state school teachers are indecisive about the Item 18.

For Item 20, regarding *the knowledge and skills aimed at the programs are acquired in in-service development programs*, % 7 indicated that they totally agreed with the item, % 17 indicated that they agreed with the item, % 40 indicated that they aren't sure with the item, % 27 indicated that they do not agree with the item, and % 9 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 2,83. These scores indicate that most of the EFL state school teachers are indecisive about the Item 20.

For Item 21, regarding *in in-service development activities, the views and suggestions of the participants are taken into consideration in order to make the programs more effective*, % 5 indicated that they totally agreed with the item, % 19 indicated that they agreed with the item, % 24 indicated that they aren't sure with the item, % 30 indicated that they do not agree with the item, and % 22 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 2,58. These scores indicate that most of the EFL state school teachers are indecisive about the Item 21.

For Item 22, regarding *at the end of the in-service development programs, evaluation is made according to the objective criteria*, % 5 indicated that they totally agreed with the item, % 16 indicated that they agreed with the item, % 40 indicated that they aren't sure with the item, % 25 indicated that they do not agree with the item, and % 14 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 2,74. These scores indicate that most of the EFL state school teachers are indecisive about the Item 22.

For Item 23, regarding *the participants of the in-service development programs find the opportunity to apply what they learn*, % 1 indicated that they totally agreed with the item, % 15 indicated that they agreed with the item, % 34 indicated that they aren't sure with the item, % 30 indicated that they do not agree with the item, and % 20 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 2,45. These scores indicate that most of the EFL state school teachers are indecisive about the Item 23.

Related to the efficiency of in-service teacher development programs , the total mean (\bar{x}) was found 2,70. It means that the participants are indecisive about the efficiency of the in-service teacher development programs.

4.2.3. Results pertaining to the Problems Appearing in In-service Teacher Development Programs

There are 3 items related to the problems appearing in in-service teacher development programs in the questionnaire, the aim of which is to specify the perspectives of EFL state school teachers on the application of in-service teacher development programs. Table 7 shows the results pertaining to the problems appearing in in-service teacher development programs.

Table 3
Results pertaining to the Problems Appearing in In-service Teacher Development Programs

ITEMS	Mean (\bar{x})	SD
24. The mentors implementing the in-service development programs aren't chosen from the experts.	2.9100	1.23169
25. In-service development departments do not have talented and professional directing staff.	2.9300	1.20818
26. There is not a brilliant and proper in-service development education policy for teachers.	3.5700	1.31237
Total	3.1400	

Note. SD=Standard Deviation

As observed in Table 7, for Item 26, regarding *there is not a brilliant and proper in-service development education policy for teachers*, % 33 indicated that they totally agreed with the item, % 23 indicated that they agreed with the item, % 24 indicated that they aren't sure with the item, % 10 indicated that they do not agree with the item, and % 10 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 3,57. These scores indicate that Item 26 is the most agreed item by the EFL state school teachers from the point of problems appearing in in-service teacher development programs.

As it is shown in Table 7, for Item 24, regarding *the mentors implementing the in-service development programs aren't chosen from the experts*, % 10 indicated that they totally agreed with the item, % 25 indicated that they agreed with the item, % 35 indicated that they aren't sure with the item, % 11 indicated that they do not agree with the item, and % 19 indicated that they do not agree at all with the item. The mean (\bar{x})

score for this part is 2,91. These scores indicate that most of the EFL state school teachers are indecisive about the Item 24.

For Item 25, regarding *in-service development departments do not have talented and professional directing staff*, % 12 indicated that they totally agreed with the item, % 19 indicated that they agreed with the item, % 35 indicated that they aren't sure with the item, % 18 indicated that they do not agree with the item, and % 16 indicated that they do not agree at all with the item. The mean (\bar{x}) score for this part is 2,93. These scores indicate that most of the EFL state school teachers are indecisive about the Item 25.

The total mean (\bar{x}) was found 3,14 regarding the problems appearing in in-service teacher development programs. Though most of the EFL state school teachers think that there is not a brilliant and proper in-service teacher development education policy for teachers, by looking at the total mean (\bar{x}), it's seen that they are indecisive about the problems appearing in in-service teacher development programs.

CHAPTER V

5. DISCUSSION AND CONCLUSION

5.1. Introduction

In the previous chapter, we presented our data analysis and the results of this study. In this chapter, we will provide a brief discussion of the topic, conclusion and suggestions for further studies.

5.2. Discussion and Conclusion

This research focuses on the participants' perceptions on why they need in-service teacher development programs, the efficiency of in-service teacher development programs and the problems appearing in in-service teacher development programs arranged by the Ministry of National Education. That's to say the study aimed to find answer to the following research question:

How do the EFL state school teachers perceive in-service teacher development programs?

More specifically,

- d) What are the EFL state school teachers' perspectives on why they need in-service teacher development programs?
- e) What are the EFL state school teachers' perspectives on the problems appearing in in-service teacher development programs?
- f) What are the EFL state school teachers' perspectives on the effectiveness of in-service teacher development programs?

The study shows that EFL state school teachers need in-service teacher development programs for several reasons, especially because scientific, technological and social developments necessitate teachers to attend in-service teacher development programs. The findings of this research pertaining to why EFL state school teachers need in-service teacher development support such studies as the study of Uçar (2005) which puts forward the idea that in-service teacher development is a necessity of our era, the study of George and Lubben (2002) which asserts that the teachers attending in-service teacher development activities have gained much from these activities in their professions and social lives, the study of Seferoglu (2001) which suggests that in-service teacher development programs improve teachers' knowledge and skills, and the study of Baskan (2001) which states in-service teacher development is necessary as a result of changes in schools and society.

This research shows that EFL state school teachers are indecisive about the efficiency of the in-service development programs. However, EFL state school teachers see two aspects of in-service teacher development programs inefficient regarding the time allocated for these activities and opportunities to apply what they learn in in-service teacher development activities. Related to the efficiency of in-service teacher development activities, this research corresponds to the study of Madden (2003) which states that the participants of the in-service teacher development programs aren't able to have the opportunity to implement what they learn and the participants' adequacy doesn't reach to the necessary level.

This study indicates that EFL state school teachers think that there is not a brilliant and proper in-service teacher development education policy for EFL state school teachers. When it comes to the problems appearing in in-service teacher

development programs, this research refers to the study of Ozer (2004) which deals with the obstacles teachers declared they faced in in-service development programs.

5.2.1. Results of the Need of In-service Teacher Development Programs

According to the results of the research findings, EFL state school teachers see in-service teacher development programs a need. They support the following ideas;

- an institution ensures the development of its staff by means of in-service development programs,
- in-service development activities provide the opportunity to closely follow the recent issues,
- in-service development is a necessity of our era,
- scientific, technological and social developments necessitate teachers to participate in in-service development programs,
- in-service development ensures knowledge, skills and behaviors that the field of education requires,
- in-service development substitutes the shortages of pre-service teacher education,
- in-service development ensures teachers to adapt the education system,
- in-service development eliminates the shortages of education system and increases the productivity,
- in-service development is a need which necessitates voluntariness,
- in-service development develops teachers in their subject area,
- in-service development supports teachers in getting accustomed to the changes and trends.

5.2.2. Results of the Efficiency of In-service Teacher Development Programs

According to the results of the research findings, EFL state school teachers see two aspects of in-service teacher development inefficient. They see in-service teacher development programs inefficient regarding the time allocated for these activities and opportunities to apply what they learn in in-service teacher development activities. Furthermore, EFL state school teachers are indecisive regarding the following items;

- in-service teacher development programs are arranged in such a way to respond to the needs of the EFL state school teachers, for example the content of the programs are specified according to the needs of EFL state school teachers and the views and suggestions of the participants are taken into consideration in order to make the programs more effective,
- the participants chosen to attend in-service teacher development programs are chosen by means of objective and fair criteria and the number of the attendants is kept in a proper quantity for the effectiveness of the program,
- the topics of the in-service development programs are specified by the proper methods and techniques according to the aims and in order to improve the efficiency of the teaching activities in in-service programs, materials suitable for the content and aims are used,
- in-service development activities are arranged in suitable places,
- the knowledge and skills aimed at the programs are acquired in in-service development programs,

- at the end of each in-service development program, the participants are evaluated as to the efficiency of the activities and evaluation is made according to the objective criteria.

5.2.3. Results of the Problems Appearing in In-service Teacher Development Programs

According to the research findings, EFL state school teachers think that there is a need to improve the in-service teacher development education policies for EFL state school teachers. Furthermore, they state they are indecisive regarding the mentors implementing the in-service teacher development programs aren't chosen from the experts and in-service development departments do not have talented and professional directing staff.

5.3. Suggestions

In this study we aimed to find EFL state school teachers' perceptions on in-service teacher development programs. The suggestions were developed for those who might conduct a research on teachers' professional development programs and policy makers of the Ministry of National Education.

5.3.1. Suggestions for the Researchers

This research has attempted to find out the EFL state school teachers' perceptions on in-service teacher development programs. The followings are the suggestions for the researchers who study teachers' professional development;

1. Studies comparing the national and local in-service teacher development programs might be conducted.

2. A study on the need of in-service teacher development programs, another study on the efficiency of in-service teacher development programs and also a study on the problems of in-service teacher development programs might be conducted one by one.

5.3.2. Suggestions for the Ministry of National Education

This study has focused on EFL state school teachers perspectives on in-service teacher development programs and the following suggestions are parallel to the findings of the study. In-service development education policies for EFL state school teachers might be improved regarding the following issues;

1. In-service teacher development programs should be acted in the most suitable times for the participants. That's there might be various time options for the participants.

2. The participants of the in-service teacher development programs could be supported by the administrators of their schools to apply what they learn in the programs. Ozer (2004, p.98) puts forward the following solution to overcome this hindrance;

“To overcome this problem, school administrators should be trained and persuaded about in-service teacher development through seminars, and be helped to gain positive attitudes towards it. Also, they should especially be informed about the objectives, content and implementation of school-based in-service teacher development”.

In addition to the above suggestions, the following suggestions could be made;

- In-service teacher development programs should be arranged systematically to respond to the needs and expectations of the participants and the teachers should

be encouraged to participate in these programs by wage, promotion and other ways.

- Before taken in the in-service programs, teachers' needs should be figured out and the participants should be chosen by principled selection.
- When designing in-service teacher development programs, the views and suggestions of the participants should be taken into consideration in order to make the programs more effective. The content and topics of the in-service teacher development programs should be specified according to the needs of the participants. Proper methods and techniques parallel to the aims of the program should be put into use. In order to organize and apply adequate in-service teacher development programs, scientific methods should be implemented to specify the in-service teacher development needs of teachers (Ozer, 2004).
- The number of participants in in-service teacher development programs should be kept in a proper quantity for the effectiveness of the program and in-service development activities should be arranged in suitable atmospheres (buildings, saloons, classrooms etc.) for the programs. The places chosen for in-service teacher development programs should be equipped with the most suitable materials which are convenient for the characteristics of the participants (Ozer, 2004). In order to improve the efficiency of the teaching activities in in-service teacher development programs, materials suitable for the content and aims should be put into practice.
- At the end of each in-service teacher development program, the participants are evaluated as to see the efficiency of the activities. According to the Ministry of National Education's regulations on in-service education (1994, part 6, item: 36), the success of the participants of in-service development programs is

determined by means of evaluation and those who are successful are given a success certificate while those who aren't found successful are only given an attendance certificate. This evaluation should be made according to objective criteria by the mentors who teach to the participants of the in-service development programs.

- The mentors implementing the in-service teacher development programs should be chosen from the experts. Ozer (2004) implies that experts are vital in the in-service teacher development units of the organizations.
- In-service teacher development departments should have talented and professional directing staff. Ozer (2004, p.97) states the followings;

“In-service Teacher Development Department, which is responsible for the in-service development of teachers, should become a more practical organization with its central and local units. Both central and local units of the organization should be supplied with the necessary personnel and equipment, as well as finances. The staff in those units should be increased in number and have the competencies to plan, administer and implement in-service development programs by using scientific methods. The universities’ support should be provided for educating the in-service development staff – administrators, trainers and specialists. This, of course, requires increasing the cooperation between the Ministry of National Education and schools and universities”.

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7. APPENDICES

7.1. APPENDIX 1

QUESTIONNAIRE ON THE PERSPECTIVES OF EFL STATE SCHOOL TEACHERS ABOUT IN-SERVICE DEVELOPMENT PROGRAMS

A. DIRECTIVES

Dear teachers;

A master study pertaining to the views of EFL state school teachers about in-service training programs in the Turkish educational system is being conducted. The research is to be successful if you give the most proper answers to the questionnaire. It is hoped that the answers you give for the questionnaire items will bring a light to the development of in-service training programs arranged by Turkish Ministry of Education. Because of this, it is important that you give sincere answers to the questionnaire. Please, put an (x) on the option that is most suitable for you. **The results of the study will be analyzed altogether, so you don't need to write your name on the questionnaire.** Thanks for your interest and the time you spent for the questionnaire.

Ömer Gökhan ULUM
Çağ University
Social Sciences Institution
English Language Teaching Department
Master Student

B. PERSONAL INFORMATION

There are personal questions below. Please, answer each question.

1. Gender:

Man Woman

2. Years of Experience:

1-5 years 6-10 years 11-15 years 16-20 years 21 years and above

3. Graduation:

Education Institute Education Faculty
 Faculty of Science and Literature Others (Please specify)

4. Number of in-service training programs attended:

Please specify (.....)

1-5

6-10

11 +

C. SURVEY

5: I totally agree

4: I agree

3: I am not sure

2: I don't agree

1: I don't agree at all

	1	2	3	4	5
1. An institution ensures the development of its staff by means of in-service development.					
2. In-service development activities provide the opportunity to closely follow the recent issues.					
3. In-service development is a necessity of our era.					
4. Scientific, technological and social developments necessitate teachers to get in-service development.					
5. In-service development ensures knowledge, skills and behaviors that the field of education requires.					
6. In-service development substitutes the shortages of pre-service education.					
7. In-service development ensures teachers to adapt the education system.					
8. In-service development eliminates the shortages of education system and increases the productivity.					
9. I attend in-service development programs as I believe it is a need which necessitates voluntariness.					
10. I attend in-service development programs as I believe they develop me in my subject area.					
11. I attend in-service development programs as I believe they support me in getting accustomed to the developments and trends.					
12. In-service development programs are acted in the most suitable times for the participants.					
13. In-service development programs are arranged in such a way to respond to the needs and expectations of the participants.					
14. The persons taken in in-service development programs are chosen objectively.					
15. The number of participants in in-service development programs is kept in a proper quantity for the effectiveness of the program.					
16. In-service development activities are arranged in suitable atmospheres (buildings, saloons, classrooms etc.) for the programs.					
17. The content of the in-service programs are specified according to the needs of the participants.					
18. The topics of the in-service programs are specified by the proper methods and techniques according to the aims.					
19. In order to improve the efficiency of the teaching activities in in-service programs, materials suitable for the content and aims should be used.					
20. The knowledge and skills aimed at the programs are acquired in in-service development programs.					
21. In in-service development activities, the views and suggestions of the participants are taken into consideration in order to make the programs more effective.					

22. At the end of the in-service development programs, evaluation is made according to the objective criteria.					
23. The participants of the in-service development programs find the opportunity to apply what they learn.					
24. The mentors implementing the in-service development programs aren't chosen from the experts.					
25. In-service development departments do not have talented and professional directing staff.					
26. There is not a brilliant and proper in-service development education policy for teachers.					

Please specify your views and suggestions.

- 1.
- 2.
- 3.

Adapted from Uçar, R. (2005). *The views of Primary School Administrators and Teachers about In-service Training Programs in the Turkish Educational System.* 172-173.

7.2. APPENDIX 2

MEB İNGİLİZCE ÖĞRETMENLERİNİN HİZMET İÇİ ÖĞRETMEN GELİŞİMİNE İLİŞKİN GÖRÜŞLERİ KONULU ARAŞTIRMA ANKETİ

A. YÖNERGELER

Sayın öğretmenler;

Milli Eğitim Bakanlığına bağlı görev yapan İngilizce öğretmenlerinin mevcut personel geliştirmeye ilişkin görüşlerini konu alan bir yüksek lisans çalışması yapılmaktadır. Araştırmanın sağlıklı sonuçlara ulaşması, büyük ölçüde sizin en uygun seçeneği işaretlemenize bağlıdır. Vereceğiniz cevaplar ışığında elde edilecek bilgilerin Milli Eğitim Bakanlığındaki hizmet içi öğretmen gelişimi faaliyetlerinin daha etkili hale getirilmesine katkı sağlayacağı umulmaktadır. Bu nedenle sorulara içten yanıt vermeniz önemlidir. Sizden beklenen uygun seçeneği (X) işareti ile belirtmenizdir. **Araştırma sonuçları topluca değerlendirilip genelleneceğinden isim yazmanıza gerek yoktur.** Gösterdiğiniz ilgi ve ayırdığınız zaman için teşekkür ederim.

Ömer Gökhan ULUM
Çağ Üniversitesi
Sosyal Bilimler Enstitüsü
İngiliz Dili Eğitimi Anabilim Dalı
Yüksek Lisans Öğrencisi

B. KİŞİSEL BİLGİLER

Aşağıda kişisel durumunuzla ilgili sorular sorulmuştur. Her soru için durumunuzu belirtiniz. Lütfen cevapsız soru bırakmayınız.

5. Cinsiyetiniz:

() Bay () Bayan

6. Kıdeminiz:

() 1-5 yıl () 6-10 yıl () 11-15 yıl () 16-20 yıl () 21 yıl ve üzeri

7. Öğrenim durumunuz:

() Eğitim Enstitüsü/Eğitim Yüksek Okulu () Eğitim Fakültesi
() Fen Edebiyat Fakültesi () Diğer (Lütfen belirtiniz)

8. Şimdiye kadar katıldığınız hizmet içi eğitim programı sayısı:

Lütfen belirtiniz (.....)

1-5 ()

6-10 ()

11 + ()

C. ANKET

5: Tamamen katılıyorum

4: Oldukça katılıyorum

3: Kısmen katılıyorum

2: Çok az katılıyorum

1: Hiç katılmıyorum

	1	2	3	4	5
1. Bir kurum, personelinin sürekli gelişimini hizmet içi eğitimle sağlar.					
2. Hizmet içi eğitim faaliyetleri yenilikleri yakından takip etme olanağı sağlar.					
3. Hizmet içi eğitim çağımızın bir gereğidir.					
4. Bilimsel, teknolojik ve toplumsal alandaki gelişmeler öğretmenlerin hizmet içi eğitim almalarını zorunlu kılar.					
5. Hizmet içi eğitim, eğitim alanındaki yenilik ve gelişmelerin gerektirdiği bilgi, beceri ve davranışları kazandırır.					
6. Hizmet içi eğitim mesleki yeterlilik açısından hizmet öncesi eğitimden doğan eksikleri tamamlar.					
7. Hizmet içi eğitim öğretmenlerin eğitim sistemine uyumunu sağlar.					
8. Hizmet içi eğitim, eğitim sisteminin eksikliğini giderir ve verimliliğini artırır.					
9. Hizmet içi eğitim faaliyetlerine isteyerek katılıyorum.					
10. Hizmet içi eğitim faaliyetlerine, beni alanımda geliştireceğine inandığım için katılıyorum.					
11. Hizmet içi eğitim faaliyetlerine, gelişme ve yönelimlere ayak uydurmamda destek olacağına inandığım için katılıyorum.					
12. Hizmet içi eğitim faaliyetleri katılımcılar açısından uygun zamanlarda yapılmaktadır.					
13. Hizmet içi eğitim faaliyetleri katılımcıların ihtiyaç ve beklentilerine cevap verecek şekilde düzenlenmektedir.					
14. Hizmet içi eğitim faaliyetlerine alınan kişiler objektif kriterlere göre belirlenmektedir.					
15. Hizmet içi eğitim faaliyetlerinde katılımcı sayısı programın etkililiği için uygun sayıda tutulmaktadır.					
16. Hizmet içi eğitim faaliyetleri programlara uygun ortamlarda (bina, salon, derslik vb.) yürütülmektedir.					
17. Hizmet içi eğitim faaliyetlerinde program konuları katılımcıların ihtiyaç duyduğu kapsamda işlenmektedir.					
18. Hizmet içi eğitim faaliyetlerinde program konuları amaçlara uygun yöntem-tekniklerle işlenmektedir.					
19. Hizmet içi eğitim faaliyetlerinde öğretim faaliyetlerinin etkililiğini artırmak için konu ve amaçlara uygun araç-gereç kullanılmaktadır.					
20. Hizmet içi eğitim faaliyetlerinde programda amaçlanan bilgi ve beceriler kazandırılmaktadır.					
21. Hizmet içi eğitim faaliyetleri sırasında programların daha etkili hale getirilebilmesi için katılımcıların görüşleri (önerileri) alınmaktadır.					
22. Hizmet içi eğitim faaliyetlerinin sonunda objektif kriterlerle değerlendirme yapılmaktadır.					
23. Hizmet içi eğitim faaliyetlerine katılanlar, öğrendiklerini					

uygulama imkanı bulmaktadır.					
24. Hizmet içi eğitim faaliyetlerinde görevlendirilecek öğretmenler alanında uzman kişiler arasından seçilmemektedir.					
25. Hizmet içi eğitim birimleri kurumsal ve liyakatli bir yönetici kadroya sahip değildir.					
26. Öğretmenlere yönelik sağlıklı ve düzenli bir hizmet içi eğitim politikası bulunmamaktadır.					

Lütfen görüş ve önerilerinizi belirtiniz.

- 1.
- 2.
- 3.

Adapted from Uçar, R. (2005). *İlköğretim Okullarında Görev Yapan Yönetici ve Öğretmenlerin MEB Hizmet İçi Eğitim Uygulamalarına İlişkin Görüşleri*. 172-173.