

EFFECTIVENESS OF ANATOLIAN TEACHER HIGH SCHOOLS
IN TERMS OF SERVING THEIR INTENDED PURPOSE

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ABSTRACT**EFFECTIVENESS OF ANATOLIAN TEACHER HIGH SCHOOLS IN TERMS OF
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The purpose of this study was to investigate the effectiveness of Anatolian Teacher High Schools (ATHSs) in terms of serving their intended purpose. The research design of the study comprised a nation-wide survey and document analysis. The sample for the survey consisted of 1026 students, 612 teachers, 877 parents and 259 graduates selected through stratified random sampling over 33 ATHSs across 32 provinces in Turkey, and 302 prospective teachers, selected through cluster sampling, in Gazi University Faculty of Education. Two distinct instruments were used for data collection; survey questionnaires containing multiple choice and open-ended questions; and attitude scales containing five-point Likert type questions. To analyze quantitative data, descriptive statistics, t-test and two-way ANOVA were conducted. The open-ended questions were analyzed via content analysis. Results indicated that students, graduates, teachers, parents and administrators described ATHSs as the ideal schools for students who want to enter university and/or become teachers. Students and their parents prefer ATHSs in order to guarantee a university program for a career with the guarantee of finding a job. During the four years in ATHSs students are offered quality education and their attitudes toward the teaching profession have developed positively. More than half of the graduates entered a university program, a great majority of which entered teacher-training programs. ATHS graduates studying in teacher training programs are different from their

classmates graduated from other high schools with respect to preferring teaching as a profession, the priority they gave to the teacher training programs in the university entrance exam, university entrance exam scores, academic achievement in teacher training programs and commitment to teaching as a lifelong career however they are not different with respect to attitudes toward the teaching profession. The majority of the graduates who were not able to enter a university program are unemployed. Since ATHS graduates are not considered as semi-professionals, there is no specific employment area available for them. Results also indicated that ATHSs serve their intended purpose, however not to extend they are expected to. Therefore, some reform movements are needed to increase the effectiveness of these schools.

Keywords: Anatolian Teacher High School, attitudes toward teaching profession; ATHS graduates, teacher training; entry characteristics of ATHS students, advantages of ATHSs, disadvantages of ATHSs.

ÖZ

ANADOLU ÖĞRETMEN LİSELERİNİN AMACINA HİZMET ETME YETERLİLİĞİ

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Bu çalışmanın amacı Anadolu Öğretmen Liselerinin (AÖL) temel amacına hizmet etmeleri açısından yeterliğini belirlemektir. Araştırma deseni, ülke genelinde yapılan tarama modeli ve doküman analizi temeline dayanmaktadır. Çalışmanın örnekleme, 32 ilde bulunan 33 AÖL'den tabakalı örneklem yöntemiyle seçilen 1026 öğrenci, 612 öğretmen ve 877 veli, 259 mezun ve kümeli örneklem yöntemiyle seçilen 302 Gazi Üniversitesi Eğitim Fakültesi öğrencisini kapsamaktadır. Verileri toplamak için öğrenci, öğretmen, veli, mezun ve eğitim fakültesi öğrenceleri için ayrı düzenlenen ve farklı ve ortak sorulardan oluşan anket ve öğrenci, öğretmen ve eğitim fakültesi öğrencileri için beşli Likert tipi maddelerden oluşan iki farklı tutum ölçeği kullanılmıştır. Çalışmada toplanan nicel verilerin analizi, betimsel istatistikler, t-testi ve iki yönlü varyans analizi kullanılarak yapılmıştır. Açık uçlu sorular içerik analizine tabi tutularak alt kategoriler ve temalar oluşturularak çözümlenmiştir. Bulgular öğrenci, öğretmen, mezun ve velilerin çoğunluğunun AÖL'leri üniversiteye girmek ve/veya öğretmen olmak isteyen öğrenciler için ideal okullar olarak tanımladıklarını göstermiştir. Öğrenciler ve anne-babaları iş bulma garantisi olan bir mesleğe yönelik eğitim veren bir yüksek öğretim programını (öğretmenlik bölümlerini) garantilemek için bu okulları tercih etmektedirler. AÖL'de geçen süre içerisinde öğrencilere iyi bir eğitim verilmekte ve öğrencilerin öğretmenlik mesleğine karşı tutumları olumlu yönde gelişmektedir. Mezunların yarısından fazlasının

üniversiteye yerleştiği ki bunların büyük bir bölümünün öğretmen yetiştiren programlara yerleştiği tespit edilmiştir. Öğretmen yetiştiren programlara yerleşen AÖL mezunlarının diğer liselerden mezun aday öğretmenlerden; öğretmenliği tercih etme nedenleri, üniversite sınavında öğretmen yetiştiren bölümleri tercih sırası, akademik başarıları ve yaşam boyu bir meslek olarak öğretmenlik mesleğine adanmışlık bakımından farklı oldukları fakat öğretmenlik mesleğine karşı tutum açısından farklı olmadıkları ortaya çıkmıştır. Üniversiteye yerleşemeyen öğrencilerin çoğunluğu herhangi bir işte çalışmamaktadır çünkü AÖL mezunları ara elaman olarak düşünülmediklerinden onlar için tanımlanmış özel iş alanları bulunmamaktadır. Bulgular ayrıca AÖL'lerin amacına hizmet ettiğini fakat istenilen düzeyde olmadığını, bu nedenle AÖL'lerde bazı alanlarda reformlara ihtiyaç duyulduğunu da göstermiştir.

Anahtar kelimeler: Anadolu Öğretmen Liseleri, öğretmenlik mesleğine karşı tutum, Anadolu Öğretmen Lisesi mezunu, Anadolu Öğretmen Lisesi öğrencilerinin giriş özellikleri, Anadolu Öğretmen Liselerinin avantajları, Anadolu Öğretmen Liselerinin dezavantajları

To My Father,

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I hereby declare that all the information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Date: 27.02.2003

Signature:

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LIST OF ABBREVIATIONS

ASPT	: Attitude Scale for Prospective Teachers
ATHS	: Anatolian Teacher High School
CIPP	: Content, Input, Process, Product
ERDD	: The Educational Research and Development Directorate
FES	: Faculty of Education Student
FESQ	: Faculty of Education Student Questionnaire
GDTTE	: The General Directorate of Teacher Education and Training
GPA	: Graded Point Average
GQ	: Graduate Questionnaire
HEC	: Higher Education Council
HEI	: Higher Education Institution
METU	: Middle East Technical University
MONE	: The Ministry of National Education
PQ	: Parent Questionnaire
SAS	: Student Attitude Scale
SEE	: Study of Education of Educators
SEIEE	: Secondary Education Institutions Entrance Exam
SPSS	: A Statistical Package for Social Sciences
SQ	: Student Questionnaire
SSE	: The Student Selection Exam
SSPC	: Student Selection and Placement Center
SSPC	: Student Selection and Placement Center
T-AQ	: Teacher-Administrator Questionnaire
TAS	: Teacher-Administrator Attitude Scale
THS	: Teacher High School
UEE	: University Entrance Exam
VTERDC	: Vocational and Technical Education Research and Development Center

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the information era we are living in, new developments in science and technology bring many changes and developments in social life as well. This makes nations educate their citizens in a way that produce and share knowledge, compete and work cooperatively, internalize democratic values, etc.

New demands of post-industrial knowledge-based economy require redefinition of mission of schooling and the job of teaching. Students now need to be educated for “thinking” rather than “low-skilled factory tasks” and educational success is a necessity rather than merely offering education. For that reason, schools are now expected to ensure all students learn and perform at high levels. As a result, teachers are expected to find the ways to support and connect with the needs of all learners. Furthermore, they are expected to prepare all students for thinking which is defined as the process of identifying problems; finding, integrating and synthesizing information; creating new solutions; learning on their own; and working cooperatively (Hammond and Sclan, 1996).

Individual countries have to formulate their teacher education policies because of the key shift from getting children into schools and retaining them, to ensuring that their learning is pertinent and useful for an increasingly complex society (Avalos, 2000). For that reason over the last two decades the quality of teachers and teacher education programs has received increasing attention from public to government, from politicians to practitioners, and from parents to learners.

On that demand, nations have identified that, among the many issues and challenges in the field of education, the training of tomorrow's teachers features highly, because they are aware that the quality of education that can be offered to future generations very much depends on the quality of the teachers who are going to facilitate learning in a world of change (Şimşek and Yıldırım, 2001).

Then in the last decade most of the developed countries, such as the USA, attempted to re-examine the concept of teaching and the teacher training system, then initiated some reform movements (Başkan, 2001). "The Study of Education of Educators" (SEE) is the well-known example of the reform movements in USA. It was started following the publication of "Nation at Risk" in 1983. It was directed by John Goodlad from 1985 to 1990 (Goodlad, 1990)

Interest on teachers and teaching as a profession is not a new issue. For instance, in 1966 with World Education Report stating that the International Labor Organization and UNESCO issued key recommendations on teachers and then, 11th Conference of the Commonwealth Ministries of Education in Barbados in 1990 voiced their concern on issues related to primary teachers. Then, in 1996 the Latin American and Caribbean Ministries of Education gathered in Jamaica, addressed issues relating to teacher professional development, fostering positive social image for the teaching profession, designing long-term training programs and developing more efficient hiring practices. Moreover 45th General Conference on Education in Geneva in 1996 made teaching profession its central theme and World Education Report in 1998 focused on the topic of teachers and teaching world (Avalos, 2000).

Similarly, in a research study conducted in Educational Research and Development Directorate (ERDD) of the Ministry of National Education (MONE) it was stated that, teaching and teaching profession have been central theme of National Education Councils, especially eleventh and twelfth National Education Councils (Milli Eğitim Şuraları), Study Plans of the Ministry of National Education and it is also given special place in State Plans (Hükümet Programları), (ERDD, 1999).

The focus on teacher and teaching is not new and not limited with above examples. The new thing is the extend to which individual countries are recognizing that their teachers may be or are a problem that can not be ignored and are embarking on greater or lesser reform efforts that effect their teachers (Avalos, 2000).

Main theme of all reformulation of new policies and restructuring efforts in the field of teacher training is to improve the professional quality of teachers.

Şimşek and Yıldırım (2001), categorized clear emerging aspects of trends in teacher education reforms as follows:

1. Control: An intense tug-of-war on the part of different stakeholders as to who should control the system.
2. The relationship between theory and practice: The matter of subject knowledge versus pedagogy in teacher training programs.
3. Duration of training: Length of training before entering the profession.
4. Quantity: Mismatch between number of teachers entering the profession and the number of pupils entering the school system.
5. Quality: Measures to enhance quality in input and output factor.

As society changes to an information society where equity and excellence are valued, where there is an expectation that all children can learn, where schools are challenged to provide students with the knowledge and abilities for an uncertain future rather than maintaining existing system and established ways of life, demand for changes in teacher education will intensify.

Although there have been reform movements to increase the quality, social status of teaching profession has been showing fluctuation in some periods of time (Başkan, 2001). Teaching profession is considered to have low social status due to the some influencing factors such as the education received, working hours and conditions, salaries, high pupil/teacher ratio, hard working conditions in many contexts (Avalos, 2000).

Hammond and Sclan (1996) claim that there is a declining quality based on the data about the career intentions of high school seniors who are planning to go to college. According to Hammond and Sclan during 1980s there was a wide spread belief and some evidence that the quality of new entrants to teaching was declining. From the available data they concluded the reasons for this decline as follows:

1. Through the 1970s and 1980s, teaching profession became substantially less attractive as a career option for college students especially for those with high academic ability (as measured by Scholastic Aptitude Test) and for those who had taken college preparatory course in high school.
2. Scarcity of teachers who scored highly on the National Teacher Exam.
3. Entrants who were much more likely to have pursued in high school a vocational or general education curriculum but not pursued a college preparatory curriculum prior to college.

Başkan (2001), stated that the case in Turkey is similar to above mentioned issues. It is the problem of loose coordination and collaboration between the employer that is the Ministry of National Education and the providers that are the universities.

In the study of Profile of Contemporary Teacher, different from the reasons above, the inconsistencies in educational and economical policies are stated as the reasons for low social status of teaching profession in Turkey (ERDD, 1999).

However recently, parallel to the worldwide trends in the field of teacher training, Turkey has undertaken significant restructuring efforts.

The developments in the field of Teacher Training are generally categorized as the developments pre-republic and post-republic at pre-primary, primary and secondary education levels (Binbaşıoğlu, 1995; Akyüz, 1989; Öztürk, 1989). Transfer of all teacher training institutions of the Ministry of National Education to the university system with the Higher Education Law in 1982 and restructuring of teacher training system in 1998 in line with the requirements of extension of basic education to eight

years with the Basic Education Law in 1997 are the very recent examples of developments under the title of length of training and institutional control of teacher training in Turkey. After the transfer of responsibility of teacher training to Universities in 1982, control of teacher training was given to Higher Education Council (Şimşek and Yıldırım, 2001; MONE, 2001).

In time, some further organizational and structural changes were needed in the field of teacher training in Turkey. Şimşek and Yıldırım (2001) summarized reasons for these changes as follows:

1. Academic orientation rather than professional preparation.
2. False academic norms of valuing the knowledge side of the profession rather than professional side of teaching profession.
3. Duplication of efforts and lack of collaboration among and between Faculties of Education and those of Arts and Sciences.
4. Organizational mismatch between the Ministry of National Education as the main employer of teachers and Faculties of Education as teacher providers.
5. Inadequate school experience of the candidates.
6. Degraded teaching certificates largely due to the undersupply of teachers at pre-primary and primary level in such areas as English.
7. Extension of basic education to eight years,

With the new restructuring organization put into practice in the academic year of 1998-1999, content and length of training were reviewed and faculties of education were reorganized in the way that, some of the departments and programs were closed down, some others merged under an umbrella name and some new ones were opened for a more rational distribution of human and other resources as well as for a more collaborative and interdisciplinary organizational culture.

In terms of content and length of training, new reorganization briefly includes following topics (MONE, 2001):

1. Four year undergraduate education of pre-primary and primary education teachers,
2. Four year undergraduate education for common subject areas of Foreign Language, Music, Drawing, Physical Education, Special Education, Computer and Technology Teaching, for both primary and secondary education.
3. Graduate Degree without thesis (3,5+1,5) for the secondary education teacher candidates in Faculty of Education,
4. Graduate Degree without thesis (4+1,5) for the graduates who want to be teacher, of Faculties of Arts, Sciences and other related faculties. This program mainly includes pedagogical courses providing training in various aspects of teaching profession and a lot of opportunities to learn about the profession through school experience and teaching practice. It lasts one and a half years after graduation from Faculties of Arts, Sciences and other related faculties (Şimşek and Yıldırım, 2001).

As a result of the restructuring efforts summarized above, Turkey has come to the point that, qualified teacher training is the precedence policy of Ministry of National Education in the field of teacher education (GDTTE, 2002).

In addition to precedence policies, technically, curriculum, length of training and institutional control, profile of entrants is defined as the major area of concern in the field of teacher education in Turkey (Şimşek and Yıldırım, 2001).

For the quality of education, knowledge on learning style, background, cultural inheritance, and interests of the learner is very important. In terms of quality in teacher training, Brookhart and Freeman (1992) referred both academic achievement and attitudes toward teaching profession.

However, in most of the teacher-training programs, the entry characteristics that are the major determinant factors for further educational gaining are not emphasized sufficiently. Because most of the educators are interested in the characteristics that are already established by the time teacher candidates enter their teacher education programs. Not more questions asked about Who are entering teacher candidates, What knowledge, skills, and beliefs do they already possess, Which of these attributes should be reinforced and which should be altered in teacher preparation programs, What impact do these attributes effect their performance in the classrooms. However description of characteristics of newly entering candidates would make the studies and experiences which teacher education should present to them, more efficient and would make effective policy making related to increase of quality of teacher training (Brookhart and Freeman, 1992).

In the studies to describe entry characteristics of newly entrants, attitudes and beliefs about teaching profession is defined as one of the main category (Brookhart and Freeman, 1992). In a study they examined 44 studies that were focused on characteristics of newly entering candidates and defined main categories of entry characteristics as:

1. Demographic and background characteristics (age, gender, high-school experience, family background, ethnicity etc.)
2. Reasons of choosing teaching, career plans and expectations
3. Confidence, optimism about teaching or the converse, anxiety and concerns about teaching
4. Attitudes and beliefs about teaching.

Attitudes and beliefs are a subset of a group of constructs that name, define and describe the structure and content of mental states that are thought to drive a person's action. Therefore, they are important concepts to understand teachers thought processes and learning to teach (Richardson, 1996)

In addition, Aşkar and Erden (1987) on the basis of Bloom's study of Human Characteristics and School Learning in 1976, stated that, attitudes toward schools and courses are important variables that affects academic achievement. For that reason, knowing attitudes of teachers and teacher candidates toward teaching profession is an important factor in increasing the quality.

On the other side, in order to increase the quality of newly entrants in educational faculties and teaching profession, Turkey has good examples of implementations and regulations that can be divided into two categories as; regulations at higher education level and implementations at secondary education level.

One of these regulations at higher education level is the Law of Social Support and Scholarship for the students attending teacher and educational expert training higher education institutions. By this law from the academic year of 1989-1990 to 2002-2003, 51759 prospective teachers or educational experts have been given scholarship. Scholarship includes mainly tuition fee, on the other hand social support mainly includes free health services etc. According to 13th Item of the Law, students who got scholarship would have Mandatory State Service in public educational institutions but a few years later, it was canceled since it might be perceived negatively in preferring the teacher training departments.

Other implementation is the additional score in University Entrance Exam that is given to Anatolian Teacher High School (ATHS) graduates who entered any department of educational faculties, on the basis of the Law of Higher Education. According to this Law an extra score is also given, if an ATHS graduate enters an educational department that is in the same field with the graduation field in high school.

When the teacher training systems of different countries is overviewed (GTTE, 1995; ERDD, 1999; Su et al., 2001; Su et al., 2002, Coultas and Lewin, 2002), Anatolian Teacher High Schools (ATHSs) are the unique example of increasing the quality of teacher training at secondary education level.

All secondary education schools except for Military High Schools and Police College are the resources of teacher training institutions at higher education level.

Vocational and technical high schools are generally preparing their students for vocational higher education institutions; on the other hand general (academic) high schools are preparing their students for all higher education institutions.

Among the general high schools, Anatolian Teacher High Schools have different importance from teacher training point of view, because they are preparing their students mainly for the Faculties of Education. Since they are the high schools preparing their students mainly for Faculties of Education they have importance at national level, but also since it is a unique practice of starting teacher training studies at secondary education level they have importance at international level.

Anatolian Teacher Training High Schools have four years of training time and their purposes are defined in briefing notes of General Directorate of Teacher Training and Education (GDTTE) in 1999 as follows:

1. To prepare students for teacher training higher education institutions,
2. To make students enjoy teaching as a profession,
3. To providing students with the requirements of teaching profession,
4. To provide students with a general culture at secondary education level,
5. To provide students with consciousness of economic, social and cultural contribution to development of the country.

They have four years of training time, one year for preparatory class and three years of normal education. They are Foreign Language Weighted High Schools having courses that arise desire and interest toward teaching profession, boarding with scholarship, boarding without scholarship and normal secondary education institutions (GDTTE, 1999).

In the 2002-2003 academic year, there were 102 ATHSs in Turkey (MONE, 2003). They are located at different parts of Turkey and they are settled in different districts. Some of them are in city centers and some in towns and some others in villages.

From 1989 to 2003 in different years, different numbers of ATHSs were founded. Today in 102 ATHSs there are 334 administrators, 2405 teachers and 16442 male, 15250 female, totally 31692 students (GDTTE, 2003) (For more information related to ATHSs please see Chapter II).

However this growing demand of society is not enough to talk about the effectiveness of ATHSs from the teacher-training point of view, because description of effectiveness of a school requires further evidences.

According to definition developed by Quality in Education Center (QIE) (at the University of Strathclyde in Scotland) “effective schools are the schools in which pupil achievement exceeds what might have been expected”. In other words, effective schools are those which evaluate their progress by using a reference point or benchmark and achieve their goals at or above the expected benchmark. Determining the effectiveness of a school requires a process of evaluation. Ornstein and Hunkins (1998) reported that, “evaluation is the formal determination of the quality, effectiveness or value of a program, product, project, process, objective or curriculum”.

The experiences of the schools that experienced improving the school effectiveness studies showed that both achievement and attitudes are the good indicators of the effectiveness of the schools. In a similar vein, Drever (1990) defined effective school as “the school in which pupils progress further than might be expected from its intake” and stated that effectiveness should be judged by the ultimate product of the schooling; what pupils have gained from their years in school, and it should be done periodically.

In addition, Davies and Ellison (1995) suggested “the client or customer satisfaction” as the alternative measure of school effectiveness. They think that besides standard tests, information on client satisfaction also provide valuable perspective for the measure of school effectiveness. As the key client or customers Davies and Ellison referred to students, teachers, administrators, parents and non-teaching staff. They indicated ten main areas that should be covered in client satisfaction: 1) quality of teaching and learning, 2) satisfaction with staff, 3) standards of student behavior, 4) communications, 5) quality of school facilities, 6) general factors, 7) the extend of equal opportunities for students, 8) the quality of working environment for the staff, 9) professional support offered to teachers, and 10) the role of the governing body. These ten main areas are very similar to the areas that MONE want to know about ATHSs for making decisions in the project of “Reconstruction of Secondary Education”. Decision makers in MONE want to know that; do ATHSs add value to quality in teacher training, who prefer these schools and why, what are the perceptions of their key clients, what is the achievement rate of the graduates in UEE, to which higher education programs the graduates enter, if the graduates entered teacher-training programs; do they differ from the graduates of other high schools, if they do in what aspects, and if the graduates were not be able to enter an higher education program; what are the reasons of it and what are their occupational status then?. These similarities show that MONE need an evaluation study that provides comprehensive information about the effectiveness of ATHSs for making more appropriate decisions.

1.2 Purpose of the Study

On the basis of above-mentioned background this study aims to investigate the effectiveness of ATHSs in terms of serving their main intended purpose.

For this purpose the following sub-questions will be answered under the two of the four stages (Input and Product) of CIPP Program Evaluation Model of Stufflebeam (Ornstein and Hunkins, 1998).

1.2.1 Input Evaluation

1.2.1.1 Student

1. What are the characteristics of students (preparatory and senior) in ATHSs?
2. What are the students' reasons for preferring ATHS?
3. What are the advantages and disadvantages of ATHSs from the viewpoint of students in ATHSs?
4. What are their suggestions for a better education in ATHSs?
5. What are the attitudes of prep class students toward the teaching profession?

1.2.1.2 Teacher and Administrators

6. What are the characteristics of teachers and administrators in ATHSs?
7. What are teachers' and administrators' reasons for choosing ATHS to teach?
8. What are the attitudes of teachers and administrators toward the teaching profession?
9. Is there any difference between the attitudes of teachers in ATHSs toward the teaching profession?
10. What are teachers' and administrators' opinions about reasons for students to choose ATHS?
11. What are the advantages and disadvantages of ATHSs from the viewpoint of teachers and administrators in ATHSs?
12. What are their suggestions for a better education in ATHSs?

1.2.1.3 Parents

13. What are the characteristics of parents that are sending their children to ATHSs?
14. What are the parents' reasons for sending their children to ATHSs?
15. What are the advantages and disadvantages of ATHSs from the viewpoint of parents?
16. What are the parents' suggestions for a better education in ATHSs?

1.2.2 Product Evaluation

1.2.2.1 ATHS Senior Students

17. What are the attitudes of senior students in ATHSs toward the teaching profession?
18. Is there any difference between the attitudes of preparatory class students and senior students of ATHSs?
19. Which universities do the graduates of ATHSs enter?
20. Which faculties do the graduates of ATHSs enter?
21. Which teacher-training departments do the graduates of ATHSs enter?

1.2.2.2 Graduates Studying at Faculties of Education

22. What are the characteristics of students studying at the faculties of education?
23. What are the student teachers' reasons for choosing teaching as a profession?
24. What are the student teachers' reasons for choosing the department that they are currently studying at?
25. What are the student teachers' reasons for preferring ATHS?
26. What are the advantages and disadvantages of ATHS from the viewpoint of the graduates studying at the faculty of education?
27. What are the student teachers' suggestions for a better education in ATHSs?
28. Is there any difference between the academic achievement of graduates of ATTHS and the academic achievement of graduates of other high schools studying at Faculties of Education?
29. Is there any difference between the attitudes of graduates of ATHSs and the graduates of other high schools, studying at Faculties of Education toward the teaching profession?

1.2.2.3 Off University Graduates of ATHSs

30. What are the characteristics of the off-university graduates of ATHSs?
31. What is the off-university graduates' current occupational status?
32. What are the off-university graduates' reasons for not entering university?
33. What are the off-university graduates' reasons for preferring ATHS?
34. What are the advantages and disadvantages of ATHS from the viewpoint of the off-university graduates of ATHSs?
35. What are the off-university graduates' suggestions for better a education in ATHSs?
36. What are off- university graduates' suggestions on job opportunities for off-university graduates of ATHSs?

1.3 Significance of the Study

Unlike other limited studies related to ATHS's, whether they are only at school level or based on small samples, this study will present a general portrait of ATHS's in Turkey. It will produce an institutional evaluation of ATHS's partially.

The information collected regarding the contributions of ATHS's to the teacher training system, will be used by GDTTE as a base in reviewing the place of ATHS's within the secondary education system in the Project of Restructuring the Secondary Education.

Moreover, this study is also important in that it will also serve the purpose of providing information related to the achievement level of ATHS's together with their advantages and disadvantages while influencing the attitudes of both students and parents towards the teaching profession.

Another important purpose of the study is to provide information and suggestions, which will not only assist the faculties of education in recognizing their human

resources but will also, help to determine the scope of the cooperation between the faculties of education and the MONE.

While this study will determine whether or not the ATHS's accomplish their aims and while it gives information about the contribution of ATHS's to the education system through the results related to the graduates of these schools, it will also present the contribution of teacher training studies at the secondary education level to teacher training at the tertiary level.

Meanwhile, it is expected that this study will shed light to the planning and implementation processes of ATHS's by providing detailed information related to the quality of the input which is one of the factors determining the quality of the output by defining both the student and teacher resources of the ATHS's.

The fact that this study will also provide information for the decision makers related to public conception of the ATHS's through the perceptions of the participants of the educational process at various levels starting with the parents is another important aspect of this study.

The results related to the situation of the students who could not be placed into a tertiary education institution will hold light to the process of questioning the education provided in the ATHS's and help start and implement the process of improving the situation of these students so that they can attain a better place in society.

Finally, it is expected that the results of the study will contribute to the studies carried out on ATHS's by the GDTTE which was founded in order to carry out studies related to the ATHS's, through Law 3797 on the Organization and Duties of the MONE in 1997.

1.4 Definition of Terms

The educational courses: The courses taught in ATHS's, which are related to the teaching profession.

Dormitory Supervisor (Belletmen): A person who is responsible for the supervision of the students in the dormitories in the boarding ATHSs

Extra Studies (excess hour) Teacher (Etüd Öğretmeni): A person who supervises the students during their extra study hours in the boarding ATHS.

Off-university graduate: An ATHS graduate who were not able to enter a university program.

Second foreign language: A foreign language other than English, offered to students in ATHSs, for example German.

Private Institutions preparing for the exams (Dershaneler): Private teaching centers that are preparing their clients for various examinations such as university entrance exam in Turkey.

Government sponsored boarding students (parasız yatılı öğrenci): Students who do not pay for the boarding facilities of the school.

Self sponsored boarding students (paralı yatılı öğrenci): Students who pay for the boarding facilities of the school.

Day-time student: Student who does not benefit from the boarding facilities of the school since he/she does not stay at school in the evenings.

CHAPTER 2

REVIEW OF LITERATURE

In this chapter, the relevant literature to importance of teacher and its quality in education, importance of entry characteristics of teacher candidates and their attitudes toward the teaching profession as entry characteristics and Anatolian Teacher High Schools (ATHSs) which are the secondary education institutions founded to contribute to the quality of entrants of teacher training programs in Turkey and school effectiveness studies together with program evaluation models are reviewed.

In the first part, the importance of teacher and its quality in education is reviewed.

The second part presents the relevant literature to the importance of entry characteristics of new entrants in teacher training programs. Here, first, the entry characteristics of student teachers in some countries and in Turkey were described, then a review of relevant researches on attitudes as an entry characteristic is presented with special emphasis on the attitudes toward the teaching profession.

Last part is devoted to ATHSs. In this part, first, the history of ATHSs, then, their current situation including goals of these schools, main stakeholders, selection of students and teachers for these schools, curricula, course books and class size, then increasing popularity of ATHSs, achievement of ATHS graduates in university entrance exam (UEE) and the current situation of the graduates who could not enter a higher education program is presented. The chapter finishes with a summary of the review.

2.1 Importance of Teacher and its Quality in Education

In the late 1990s, the companies throughout the private sector have learned that the most important asset of any organization is not its physical resources but its employees. Finding the right people, provides the improvement of organizational performance thus, declines need for remedial programs. Similarly, finding the right teachers for highly demanding schools is the first step in improving the quality of education (Gordon, 1999).

Teachers are a primary component for educational excellence and the need to attract highly capable individuals into the teaching profession is clear. In response to this need, numerous reform efforts, including programs, plans, implementations, and evaluations have emerged in an attempt to professionalize teaching and make the career more rewarding (Lynn, 2002).

When education is taken as a system, teacher, student and educational programs are accepted as the three primary components of the system. Achieving the highest level of success in education depends on the quality and harmony of these primary components. However, the teacher component has a greater influence on the other two components. Therefore, “the teacher” is accepted as the most important component of the education system (Karagözoğlu, 1987)

The major influence on student learning is the teacher. Based on this recognition, who these teachers are, what knowledge, skills and beliefs they already possess, what kind of entry perspectives and attitudes they endorse, what plans and expectations about teaching they have, which of these attributes should be reinforced or altered in teacher preparation programs and what impact these attributes have on their performance in the classrooms should be described in order to determine the most appropriate studies and experiences that teacher education should present to them, while developing more efficient and effective policies related to increasing the quality of teacher (Brookhart and Freeman, 1992; Su et al., 2001)

Teachers play a critical role in determining the shape of children's lives must, therefore, have a perfect understanding of children's academic performance. For this reason, policy makers and teacher educators must focus on those who choose teaching as a career, since it is crucial for them to understand profiles and perspectives of teachers and student teachers (Su et al., 2001).

On the basis of the World Conferences in Jamtien in 1990, and in Dackar in 2000, Coultas and Lewin (2000) stated that, teacher is one of the main factors for the achievement and sustainability of education. Consequently, teacher education is critical for gaining universal access to effective education in developing countries.

In spite of the great importance of teaching as a profession, Avalos (2000) summarized the worldwide status of the teaching profession on the basis of the World Education Report of UNESCO in 1998. She stated that, most of the teachers work in the poorer countries of the world where many of the teachers still have low educational level, and, in some cases, have not even been through any formal teacher training programs. For example, one-fifth of primary school teachers in the Latin American region are uncertified. They are predominantly women and younger in the less developed countries. Their working conditions are harsh in many parts of the world; they work without water, electricity even without first aid kits, in crowded classrooms, sometimes for 50 hours a week. In spite of the critical role of teachers for the development of countries, all of these factors force teachers and teacher candidates to consider the teaching profession as a profession with a low status, which nobody wants to choose unless there are no other alternative professions available.

Countries, which are aware of the importance of quality in education, are always searching for new ways of improving teacher education so as to provide for the changing needs of society. As one of these countries, our country is also seeking better means of educating teachers. The transfer of responsibility of teacher training to universities in 1982 and the reorganization of teacher training programs for two or three year to four-year undergraduate programs in 1989 are the two major latest

developments in teacher training in our country (Şimsek and Yıldırım, 2001). In addition, due to the essential needs of Turkish educational system in terms of both quality and quantity and new developments in the field of teacher training, further reforms needed in teacher training. Today teachers are trained in four-year undergraduate or five or five and half year graduate programs (graduates of Faculties of Art and Science) depending on their fields of specialization (See Chapter 1).

In addition, in order to train quality teachers at higher education level, there are also some efforts contributing teacher training at secondary education level. Anatolian Teacher High Schools (ATHSs) are the most remarkable example of these efforts at secondary education level in Turkey for that reason; they have different importance than the other high schools from the teacher training point of view.

2.2 Entry Characteristics

Understanding the entry characteristics is the key to creating and implementing more effective programs for recruiting and preparing those individuals who have the appropriate commitment and competence for careers in teaching (Su, 1996).

Knowing the entry characteristics of the students is very important in terms of the quality of teacher training programs and provides insight into the status of the teaching profession. The following subsections summarize the related studies conducted in other educational contexts abroad and in Turkey.

2.2.1 Entry Characteristics of Teacher Candidates throughout the World

Brookhart and Freeman (1992) examined 44 studies that were on characteristics of newly entering student-teachers in the USA and summarized the entry characteristics in four main categories: demographic and background characteristics, reasons for choosing the teaching profession, perceptions about the teaching profession and attitudes and beliefs about the teaching profession. According to the results of these studies, they found that, most of the candidates were typically white and female.

Most of them have pre-college experiences with children such as baby-sitting and different forms of individual instructions like piano lessons. They were likely to come from homes where the socioeconomic status is average. About two-thirds of both mothers and fathers had no college degree. Their fathers had lower occupations. Their primary reasons for choosing the teaching profession were altruistic, service-oriented goals rather than paycheck, but many of them did not plan to teach for the entire length of their careers. However, they had a high level of confidence in their teaching abilities. They tended to primarily be concerned about their adequacy as teacher and being liked by students, however, student achievement was not their primary concern. Finally, the candidates view the nurturing and interpersonal aspects of a teacher's role as more important than the academic aspects, and view teaching as dispensing the information.

Following the publication of "Nation at Risk" in 1983 in USA, schools -therefore, teachers and administrators- were intensely criticized. Then the criticisms broadened to include teacher education (Goodlad, 1988). Because the student population in USA has changed radically over the last years while the teaching force has not. For that reason The Study of the Education of Educators (SEE) was deliberately designed to empirically establish a profile of new concepts and structures for the preparation of educators that are in line with a new vision in public schools. It was a nationwide project directed by John Goodlad from 1985 to 1990 in 29 selected teacher training institutions which were well distributed with respect to urban, suburban and rural locations (Sirotnik, 1988).

Findings of SEE revealed that a typical teacher education student is a woman in her early 20s. She is white, and has an undergraduate GPA over 3.0. She is from a middle-class home. While working on a part-time job for a few hours a week, she relies on her family as the primary source of income (Su, 1996).

In a specific study, which is an extension of SEE, Su (1996) explored the minority teacher candidates' family and educational backgrounds and their entry perspectives. She also examined their beliefs and values regarding education and schooling as well

as their attitudes towards teaching as a profession and as a career. She found that, different than the profile of teacher candidate stated after SEE, a typical minority teacher candidate is a male in his 29, or younger, with an undergraduate GPA over 3.0 but lower than that of the white candidates. He is from lower middle-class families, receiving scholarships and loans as the major financial supports for his studies. His parents tend to have lower educational attainment and work in less prestigious occupations. He entered into teaching because of intrinsic rewards. He has a positive attitude towards becoming a teacher however; he is not committed to teaching as a lifelong career. However, low status and poor rewards of teaching, emergency credentials and misconceptions of teachers' work time are the major obstacles to him to enter teaching. He is clearly committed to entering teaching as social change agents because of their negative early school experiences due to his racial status and language difficulties.

In another study, which is also an extension of SEE, Su et al. (2001) compared data gathered from Chinese teacher candidates with those obtained from American candidates in the SEE. They developed a comprehensive description of Chinese teacher education students' demographic characteristics, entry perspectives, attitudes towards teaching as a profession and their commitment to teaching as a lifelong career in comparison and contrast to those for the teacher education students in the USA. They found that, while 13 % of the Chinese students were from the minority groups, most of which came from Tibet, Yunan, and Inner Mongolia, 8 % of the American students came from various minority groups. Chinese teacher candidates were much younger in their age because most of the Chinese students entered teacher education programs at the undergraduate level and even at the high school level. However, many of the teacher candidates in the USA were enrolled in post-graduate level studies, before they started teaching. There was a much higher percentage of male student teachers in China than in the USA because many Chinese parents, especially those in minority and rural areas, tend to give their limited sources and opportunities more to the boys than the girls due to the scarcity of educational opportunities (Su et al., 2001).

The majority of students in China came from the countryside and tended to have lower self-esteem and lower expectations for themselves in their application for higher education. Teacher training programs have lower admission scores, thus students from the rural areas consider teacher education as an easier field for the transition from rural residence to urban residence (Su et al., 2001).

Socioeconomic status is another area of difference; the socioeconomic status of Chinese teacher candidates' families was lower than that of the American counterparts. About 14 % of the Chinese students versus 4 % of the American students came from the low socioeconomic group. For this reason, partial or full scholarships offered by the government are the major incentives for the teacher candidates (Su et al., 2001).

In addition to these, most of the Chinese students had negative attitudes towards teaching as a profession because the society does not value the teaching profession, it requires too much hard work and teachers' salary is too low. Related to these concerns, very few female students want their husbands and male children to be teachers. However, in both countries, candidates rated the intrinsic reasons as more important than the extrinsic reasons while choosing teaching as a career. Unlike the American candidates, most of the Chinese candidates entered teacher-training programs reluctantly, as a result of lower test scores they got in university entrance exams or pressures from their parents because of their limited financial support for their children. Since Chinese teacher candidates did not come into teaching on their own free will and choice, most of them did not commit themselves to teaching as a life long career, unlike the Japanese, German and American Candidates. They openly declared that they were ready to change their jobs (Su et al., 2001).

In a case study, which was a continuum of the study mentioned above, Su et al. (2002), described Tibetan teacher candidates in comparison to their Chinese counterparts. Tibet is a remote Autonomous Region in the southwest of China and it is one of the world's most isolated regions. In this study, they found that, a typical

teacher candidate in Tibet was more likely to be a male under the age of 25. They were mostly from middle-class family backgrounds. They considered intrinsic reasons to be more important than extrinsic reasons in becoming a teacher. However, they were reluctant to commit themselves to teaching as a lifelong career, because of the low status and poor economic earnings of the teaching profession and the added difficulty in finding a suitable spouse and setting up a decent home in their personal lives as their counterparts stated in SEE (Su et al., 2001).

Coultas and Levin (2002) reviewed the characteristics of students, entering teacher-training programs in Ghana, Lesotho, Malawi, and Trinidad and Tobago as a dimension of the Multi-Site Teacher Education Research in the years from 1998 to 2001. In the study characteristics of new teachers, that were studied on are age, sex, religion, ethnicity, language group, prior experience, academic achievement, family background, career expectations and attitudes toward the teaching profession. They found that in Ghana most of the student teachers are female but in other countries male student teachers are more. The average age of new entrants into teacher training programs in four countries varied from 21 (in Ghana) to 26.1 (in Trinidad and Tobago), depending on the length of teacher training programs. They also found that in Lesotho and Trinidad and Tobago teachers are trained in secular institutions on the other hand in Malawi and Ghana they are trained in the institutions retaining strong religious affiliations. The religious affiliation of student teacher varies from Christian to Muslim, from Hindu to Presbyterian. In the study religious identity of student teachers were studied because religious affiliation of student teachers and the denominational history of the teacher training institutions which student teachers are studying at, likely to have influence on student teachers' attitudes toward the teaching profession. Except for Lesotho, the other three countries are ethnically and linguistically heterogeneous. For that reason, the language spoken at home and at the teacher training institutions may not be the same language in some cases. For these cases English medium instruction is preferred in teacher training. Parents of the most of the student teachers have primary (in Lesotho and Malawi) and secondary education degrees (in Trinidad and Tobago, Ghana). Large proportions of fathers and mothers are working in livelihoods outside the modern sector of regular wage

employment. The largest proportions of the parents who are in the modern sector are usually teachers. In addition, student teachers differ in terms of school experience before their appointment as a teacher. Moreover, attitudes of the students showed variations related to the social status of teaching as a profession. Although student teachers have positive attitudes toward the teaching, they (especially the male student teachers) are reluctant to become a teacher.

2.2.2 Entry Characteristics of Teacher Candidates in Turkey

Demirel (1995), who studied the socio-economical, psychological and cultural characteristics of students in teacher training programs in Turkey, defined the characteristics of students in faculties of education. According to this study, most of the students were male. Most of these students were from the city or town centers and most of them were graduates of general high schools. Most of their parents were only primary school graduates. While most of their mothers did not work and were housewives, most of their fathers were workers, public servants or retired people. Most of the families were of middle socio-economic class. Most of these students, who pointed out that they chose the teaching profession of their own free will, said that they choose teaching because it would be easier for them to get a job after they graduated and a quarter of the students did not want to go on to teaching after they had graduated.

According to a study conducted by Erjem (2000) most of the students who participated in the Teaching Profession Program offered in Mersin University Faculty of Art and Science were male aged 19-23 and from the city centers. A great majority of the students were graduates of general high schools. These students came from families of 2-5 and 6-9 people and their parents were mostly of low education levels, generally primary school graduates. The mothers of most of these students were housewife and their fathers were generally in private businesses, retired, self-employed people, workers or farmers. According to Erjem, it was generally the students from the lower or middle socio-economic class that chose the teaching

profession. The reasons for this were that the students whose families had limited financial resources, chose teaching because it was easier to get into and it would be easier to get a job after graduation or because their families directed them towards teaching.

In Turkey, the majority of the students who study in faculties of education are the graduates of academic high schools (Karagözoğlu,1987; Erjem, 2000; Okçabol et al., 2003). Okçabol et al. (2003) mentioned this in their study called “Teacher Training Research” in which they examined the university exam results in 1997 and 1998 in order to describe the students who chose the teacher training programs. Based on the results of this study, Okçabol et al. pointed out that the student profile of those who chose teacher-training programs has improved since the introduction of scholarships by the MONE. Now the students from the “Prestigious” schools such as the Anatolian and Science High Schools are also choosing teacher-training programs. As a result, many of the teacher training programs’ entry scores have increased. Most of the students from ATHSs (83.8 %) choose teacher training programs, and half of the students who choose teacher-training programs actually get into them. Generally speaking, approximately 40 % of the graduates of ATHS get into teacher training programs. On the other hand, while 51.9 % of the graduates of general high schools chose teacher-training programs, only 5.2 % of them were able to enter the programs. Meanwhile, 11.7 % of the graduates of vocational girls’ high schools and 11.3 % of the Anatolian Technical Boys High School graduates entered teacher-training programs. However, Okçabol et al. pointed out that the reason for the higher rate of entry from these vocational schools was the extra points given to the graduate of vocational high schools in the university exam.

According to a study by Kılınç (1997), in which he examined the attitudes of teacher candidates towards the teaching profession, most of the teaching students were males. Most of them came from small towns and were graduates of general high schools. Most of these students had chosen the classroom-teaching department in the 10-12th the row of choices and had generally entered the program in their second

attempt of taking the university entrance exam. They believed that teaching was a sacred, respectable, honorable and valuable profession, which was ideal for them.

Özgür (1994) pointed out that there were an almost equal number of students from both genders aged between 18 and 24 in the faculties of education. These students were generally from the cities and town centers. Most of them entered the faculty of education as their 6th or higher ranked choice. Most of these students were from general high schools and their parents were mostly primary school graduates from the lower or middle range-groups. These students wanted to go on teaching and believed they would be successful teachers.

In summary, most of the teacher candidates in Turkey choose the teaching profession because of intrinsic reasons rather than extrinsic ones. However, most of them are reluctant to choose teaching as a profession because of the low social status and economic force of the profession. Since most of them come from the families of low or middle socioeconomic class, scholarships given by the government and additional scores that are given in the UEE play an important role, while they choose teacher-training programs. This general portrait of Turkish teacher candidates is very similar to those of the candidates in developing countries such as China but not to the developed countries.

2.2.3 Attitude as an Entry Characteristic of Teacher Candidates

Attitudes and beliefs are important concepts in understanding teachers' thought processes, classroom practices, change and learning to teach. Richardson (1996) defined attitude, as follows:

Attitudes are a subset of a group of constructs that name, define and describe the structure and content of mental states that are thought to derive a person's action". Other constructs in this set include conceptions, perspectives, perceptions, orientations, theories and stances (p.102).

Following an examination of the various definitions of attitude, Allport (1967) developed his definition of attitude as “a mental and neural state of readiness, organized through experience, exerting directive or dynamic influence upon the individual’s response to all objects and situations with which it is related” (p. 8) (Richardson, 1996, p.102).

The possibility of engaging in public service and helping children are strong motivators for students entering pre-service teacher training programs. Extrinsic rewards such as salary, play a much smaller role in the decision to enter teaching and in the motivation to improve teaching practice (Brookhart and Freeman, 1992):

Beliefs are the best indicators of the decisions that individuals make throughout their lives. Teachers’ beliefs’ influence their perceptions and judgments which, in turn, effect their behavior in the classroom, consequently, understanding the belief structures and attitudes of teachers and teacher candidates is essential to improve their professional preparation and teaching practices (Pajares, 1992).

2.2.3.1 Attitudes of ATHS Students towards the Teaching Profession

The graduates of ATHSs, which were established with the aim of preparing students for the higher education institutions, which train teachers, generally enter teacher-training programs (Okçabol et al., 2003). Consequently, the attitudes of the graduates of these schools towards teaching and their affective readiness upon entry into the teaching departments are important in relation to their success in both the programs they enter and in the teaching profession.

Şahin (1992), who investigated the attitudes of the students in Arifiye ATHS towards teaching, expressed that the programs of the teacher high schools did develop a positive attitude in students and that the attitudes did not vary depending on gender, whether they are boarding or non-boarding students depending on the income situations of their families. However, she also pointed out that those who wanted to

be high school teachers did have a more positive attitude than those who wanted to be primary school teachers or just teachers.

İsmailoğulları (1998), studied the influence of the teaching related courses in ATHSs in directing students towards teaching and found that although the students did not want to become teachers when they first entered the schools, they changed their minds towards the final year, and that the courses related to teaching had an influence on this difference in attitude.

In his study on the higher education preferences of teacher high school students, Kütük (1992), found that over half of the graduates of teacher high schools entered teacher training departments and that the students of ATHSs developed a desire to become teachers towards the final year, but that this was more a result of the general atmosphere of the school than the influence of the courses related to teaching. Kütük also pointed out that these students preferred teacher-training programs in their latest choices not because they wanted to become teachers, but because they wanted to get into university using the extra points given to teaching departments. On the other hand, he stated that those who did want to become teachers want to become teachers because it is sacred profession and because it would be easier to get a job in teaching than it would in other professions. On the other hand, those who did not want to become teachers did not want to, because of the low status and economic power of teachers. Moreover, Kütük expressed that the graduates of teacher high schools chose political science, law or engineering faculties in their first choices but that they put teaching in the latest rows just in case they did not get into the others, as a precaution. He concluded that the teacher high schools did not play a satisfactory role in ensuring that the students grow to understand and like the teaching profession so they will be directed towards it.

In a study conducted by Çelenk (1998) at the higher education level, it was found that the students of teacher training higher education institutions, who had graduated from Anatolian teacher high schools, had a more positive attitude towards teaching.

In sum, the studies related to ATHSs generally concentrated on to what degree these schools develop a positive attitude towards teaching and the degree to which they achieve their aim of preparing students for teacher training programs. When the results of these studies were reviewed, it was found that the degree to which ATHSs achieve their aims depends on the status of the teaching profession at the time of the study and the easiness provided to students for entry into teacher training programs.

The achievement of the aims of any program is directly related to the entry characteristics of the people who enter the program (Brookhard & Freeman, 1992). Ataı̇nal (1994) pointed out that one of the most important problems of higher education in our country, is that the “quality of input”. ATHSs are the secondary education institutions founded in order to increase the quality of inputs of teacher training. Next section is devoted to relevant literature from the beginning to current status of ATHSs

2.3 Anatolian Teacher High Schools: a Different Approach to Teacher Training

ATHS is one of the secondary schools that were founded with the aim of contributing to the quality of candidates who want to study at teacher training programs at university level. This section is devoted to make a description of ATHSs; starting from the history of Anatolian Teacher Training High Schools and ends with the current situation of these schools.

2.3.1 The History of Anatolian Teacher Training High Schools

After the foundation of the republic in 1923, there were 20 Teacher Schools in Turkey. They were named “Darülmüallimin” at first but later they were named “Muallim Mektebi” (Teacher Schools in old Turkish) and after 1935 they were named “Öğretmen Okulları” (Teacher Schools) (GDTTE, 1995). On the other hand, only 4000 villages out of 45000 had teachers and most of population was illiterate.

Above conditions forced the republican government to take some precautions related to teacher training. The first of the reform movements was the Law of Unity in Education (Tevhid-i Tedrisat) with which “Medreses” were closed and all schools were given to the control of the newly formed Ministry of Education. Primary education became obligatory and public schools became tuition-free (GDTTE, 1995). This new arrangement required significant restructuring efforts to be undertaken in the field of teacher training in order to train efficient teachers of sufficient number. Most of the restructuring efforts have focused on training primary school teachers due to the traditional perception of primary education as being the most significant tool in increasing the education level of the people. (Şimşek and Yıldırım, 2001).

The preschool and primary school years of a person’s life are very important because the early years in education have a significant impact on children’s further life. Therefore, the teachers who come into contact with children in the early age have a special role to play in influencing the development of members of society for the future (Senemoğlu, 1993). For this reason, in the 1923-24 academic year, Teacher Schools, which were inefficient in terms of physical facilities and the number of teachers, were merged with other teacher schools which had better conditions. As a result, a total of 20 Teacher Schools (7 for girls and 13 for boys) remained for teacher training (GDTTE, 1995).

In 1926 with the law of “Maarif Teşkilatına Dair Kanun (No:1789)”, two types of teacher training programs, Primary Teacher Training Schools (İlk öğretmen Okulları) and Village Teacher Training Schools (Köy Öğretmen Okulları), were acknowledged as institutions to train teachers for primary education. Primary Teacher Training Schools were for training the teacher candidates who were going to work at schools in the city centers and Village Teacher Schools were for training the teacher candidates who were going to work at schools in villages. The aim beyond Village Teacher Schools was to solve the teacher deficiency for schools in villages because most of the Teacher Training School graduates didn’t want to go to villages and those who did go to villages could not be successful in their tasks under village conditions (Akyüz, 1989).

In the 1932-33 academic year, the length of training in both Village Teacher Training Schools and Primary Teacher Training Schools were increased to six years; three years for the elementary stage, the second three years for the vocational stage. Later on the elementary stage was abolished and graduates of secondary schools started to be admitted to Primary Teacher Training Schools to be trained as teachers (GDTTE, 1995).

Village Teacher Schools accepted students who had graduated from village or city elementary schools and educated them for three years. The graduates of Village Teacher Schools had to spend the first five years in the profession at village schools (Binbaşoğlu, 1995).

Kayseri and Denizli Pilot Schools were the only two examples of teacher training schools to train teachers for schools in villages but in 1939 they were changed to Village Institutes that prepared teacher candidates for village schools. However, there was some criticism about these schools. The idea beyond this criticism was that there mustn't be any difference between the education of teachers for schools in the city centers and in villages (Öztürk, 1998).

In 1953, the policy of training two types of teachers was ended and Village Institutes were merged into Primary Teacher Training Schools (İlk Öğretmen Okulları). From the 1970-71 academic year they became seven-year teacher training institutions for elementary school graduates, and four years for middle school graduates. Their programs were parallel to the programs of general high schools. In addition, they had pedagogic formation courses. Through this approach, the entrance of the graduates of these schools into high schools and universities was provided (GDTTE, 1999).

In 1973, through the 43rd item of the Basic Law of National Education, teacher-training programs were reorganized in the form of undergraduate, graduate and postgraduate programs, which allowed vertical and horizontal transitions among and between the programs. With this law, Primary Teacher Training Schools lost their

original function and became Teacher Training Institutes to train the primary school teacher candidates for two years at university level. Until 1982, the Ministry of Education governed these institutions, but in 1982, they were converted into two year of Higher Schools of Education and became part of educational faculties in universities (Şimşek and Yıldırım, 2001).

The other schools were changed into “Teacher High Schools” (THSs) (Öğretmen Liseleri) the goals of which were stated as (25 Nisan Tarih ve 2183 sayılı Tebliğler Dergisi):

1. To prepare students for higher education institutions, giving priority to those that train teacher candidates.
2. To attract students into the teaching profession and develop a liking towards teaching profession.

In order to fulfill these objectives, and give the students some basic knowledge related to the different fields of teaching, a two hour “Introduction to Education” course was introduced in the 9th grade, a two hour “Educational Psychology” course was introduced in the 10th grade and a two hour “Educational Principals and Methods course was introduced in the 11th grade. The other courses (except for psychology which was an hour extra) were the same as academic high schools.

THSs were admitting students after primary education. The length of teaching was six years. However, graduates of these schools did not have to go to a faculty of education after graduation. They could apply to any department of any university, like the graduates of other general high schools. Due to this advantage, graduates preferred mostly the programs other than the teacher training programs; teacher-training programs were in their last choices in University Entrance Exams. Vocational courses could not increase the popularity of teacher training programs among the graduates of ATHSs (Binbaşoğlu, 1995). Furthermore, it is stated, very few of the graduates of Teacher High Schools went on to become teachers, and

consequently, the Teacher High Schools were not successful in preparing students for Higher Education Institutions which train teachers. (Karagözoğlu, 1987).

Kütük (1992) studied the teacher high school graduates university entrance inclinations based on the 1990 university exam results, and found that most of the graduates of teacher high schools (65.0 %) entered teacher-training programs. This high rate was due to the encouragement and convenience provided for the graduates of teacher high schools entering higher education institutions that train teachers. In the same study, Kütük also found that although the rate of the THSs' graduates entering higher education institutions that train teachers was high, these students actually selected the fields of law and political science in their first choices. Kütük expressed that, these students selected the faculties of education in the third row after the faculties of law and political science because of the low status of the teaching profession. He concluded that, these high schools were not successful in directing their students to the higher education institutions that train teachers.

Karamustafa (1996) conducted a study to determine extend to which ATHSs achieved their foundation goals and the factors that influence the students in preferring the teaching profession. He found that most of the senior students in ATHSs will select the teaching profession, but not as their first choices. The results of this study also showed that most of the students in these schools do want to become teachers. The students who want to be teachers expressed that they wanted to be teachers because 1) teaching was the most appropriate profession for them, 2) teaching is a respectable, and sacred profession and because 3) it is easier and quicker for teachers to find jobs compared to other professions. Those who did not want to become teachers expressed their reasons for not wanting to become teachers as the society does not respect teachers and teachers' income level is low.

In order to encourage high school graduates to choose teacher training programs since 1989, Ministry of National Education (MONE) has started to give scholarship to the students that preferred educational departments of universities in their first ten choices, but this was not enough to encourage the graduates of Teacher High Schools to prefer educational departments either (Kütük, 1992; Binbaşoğlu, 1995).

Even after these arrangements, teacher quality continued to be in focus and to be discussed in various platforms. One of these platforms was the “Eleventh National Education Council” which was dedicated completely to teacher education. In this council, which took place in 1982, the selection of students for teacher training institutions was discussed. Some of the suggestions derived from this council were as follows (MONE, 1982):

1. Teaching should not be seen as a profession that any one can do; only those who are interested in teaching should be placed in teacher training programs through exams not only measuring knowledge but also attitudes.
2. Programs related to teaching should be added to secondary school programs to attract students to the teaching profession.

After the Eleventh National Education Council, in 1989 at the Twelfth National Education Council took place and in this meeting, the student source and the selection of candidates for teacher training programs was brought up. Based on the studies conducted until then, the following decisions were made (MONE, 1989):

1. The students to be accepted into teacher training schools should be directed starting from secondary education. In order to fulfill this aim, teacher high schools should be restructured, to train student teachers and increased in both number and capacity. As a matter of fact, these schools should select students through an exam and an interview.
2. The graduates of teacher high schools should be taken into teacher training programs through extra quotas or with extra points and written exams, whereas, the graduates of other high schools should be subjected to a teaching aptitude test and an interview together with the written exam.

The reason teacher high school graduates were not required to take teaching aptitude tests and interviews was because they were thought to have the required aptitude anyway (Çubukçu, 1997).

After the Twelfth National Education Council, in June 1989, the “Teacher Training Advisory Board”, made up of members of the MONE and the Higher Education, summoned to discuss the social status, employment and the in service and pre-service training models of teachers. At this meeting, teacher high schools were also accepted as pre-service teacher training institutions and in order to ensure that the teacher high schools became the primary source of students for teacher training institutions, it was decided that the teacher training high schools be restructured, and that the laws, programs, educational environment and the prerequisites, for their entrance into teacher training higher education programs be restructured according to the needs (MONE, 1989).

But these regulations were not enough to increase the quality of teacher preparation studies before teacher training programs. Some further reforms were needed. Following the Meeting of the Advisory Board (Danışma Kurulu Toplantısı) in the 1989-90 academic year, in line with the new requirements in the field of education, with the aim of forming a base for Teacher Training Higher Education Institutions and helping the Teacher High School students enjoy the teaching profession, 10 of the Teacher High Schools were restructured as Anatolian Teacher High Schools with a seven year (one year prep class and six years of secondary education) length of schooling (GDTTE, 1999).

After the 1990-91 academic year, the remaining Teacher Training High Schools were also restructured to become Anatolian Teacher High Schools. However, later with, the nationwide extension of compulsory education to eight years with the Basic Education Law in 1997, the length of the schooling of these high schools was decreased to four years (GDTET, 1999).

2.3.2 ATHSs Today

This section presents the current status of ATHSs in Turkish Education System. It includes the purpose of ATHSs, the foundation of General Directorate of Teacher Training and Education, selection of students and teachers, the curricula, the course books, class size, increasing popularity of ATHSs in UEE, and off-university graduates of ATHSs.

2.3.2.1 The Goals of ATHSs

The Function and Operation Principles of Anatolian Teacher High Schools have been set out in the ATHSs Regulations published in the Official Gazette (October 2000). In these regulations the goals of ATHSs were stated as:

1. To prepare students for teacher training higher education institutes,
2. To help students enjoy teaching as a profession,
3. To provide students with the qualifications needed for the teaching profession,
4. To provide students with a general culture at secondary education level,
5. To provide students with the conscience of contribution to the economic, social and cultural development of the country,
6. To provide students with sufficient foreign language education to help them follow the developments in the world,
7. To provide a modern educational environment in which students can develop a sense of self-esteem, self-control and responsibility, through which they can learn that each individual is a different and unique value and that this can contribute to joint achievement in teamwork.

ATHSs have four years of training; one year of preparatory class and three years of academic education. They are Foreign Language-weighted General High Schools with courses that promote desire and interest towards the teaching profession, in

various forms; boarding with scholarship, boarding without scholarship, and day-time.

The main difference between the aims of ATHSs and Teacher High Schools is that Teacher High Schools prepared students for not only teacher training higher education institutions, but also for other higher education institutions; whereas, ATHSs only prepare students for teacher training higher education institutions.

2.3.2.2 The Foundation of the General Directorate of Teacher Training and Education

After the foundation of the republic, the first department responsible for teacher training was the Teacher Schools General Directorate in MONE. It was founded in 1960 and was responsible for teacher training policies and all issues related to Teacher Schools. But, as a requirement of the 2547 numbered Higher Education Law that included the transfer of responsibility of teacher training to universities, they were abolished in 1982 (GDTTE, 1999).

However, after the transfer of responsibility of Teacher Training Institutions to Universities, some collaboration and cooperation problems related to teacher training and employment emerged between the MONE, the Higher Education Council (HEC) and teacher training universities. In order to ensure collaboration and cooperation among higher education institutions and the MONE related to training and employment of the teachers, the General Directorate of Teacher Education was founded in 1989, based on the decisions, which were made in The Teacher Training Advisory Council Meeting (Öğretmen Yetiştirme Danışma Kurulu Toplantısı. Through the law related to “The Ministry’s Administrative Organization and Tasks” its name was changed to the General Directorate of Teacher Training and Education (GDTTE) (GDTTE, 1995).

Until the foundation of the GDTTE, Teacher Training High Schools were under the responsibility of the General Directorate of Secondary Education.

The duties of the GDTTE are given below (GDTTE, 1999):

1. To carry out all services related to education, instruction and administration in ATHSs.
2. To provide the development of curricula, course books, and teaching materials and submit them to the Board of Education,
3. To carry out procedures and services related to scholarships for students in ATHSs and Teacher Training Higher Education Institutions,
4. To provide coordination and collaboration between the MONE and Teacher Training Higher Education Institutions.

2.3.2.3 The Main Stakeholders of Anatolian Teacher Training High Schools

From 1989 to 2003 in different years, various numbers of ATHSs joined the Turkish education system (see Appendix A). In the 2002-2003 academic year, they reached 102 in number, but in the next academic year they will be 108 in number. In the previous academic year in the 102 existing ATHSs, 334 administrators, 2405 teachers were employed as academic personnel and 16442 male, 15250 female students, (totally 31692 students) studied in them (MONE, 2003). 13042 of the students (8169 male, 4873 female) were boarding students, 18650 of them (8273 male, 10377 female) were daytime students. 7710 of the students were in prep class, 4288 of them were in the ninth grade, 9803 of them were in the tenth grade and 9891 were in the eleventh grade. Presently, while 52 of 108 ATHSs are in city centers, 45 of them are in big towns (ilçe), 6 of them are in small towns (belde) and 5 of them are in villages (GDTTE, 2003).

2.3.2.4 The Selection of Students for ATHSs

In terms of quality in teacher training it is as important for the students of ATHSs, who form the student source of teacher training higher education institutions, to be selected as-it is for student teachers to be selected (Demirel, 1995; Brookhard and Freeman; 1992). It was decided that the students to be accepted into teacher high schools be subjected to both a written exam and an interview and it was stressed that the teaching aptitude of the students be measured through an interview (MONE, 1989). Pehlivan (1993) pointed out, based on teachers' opinions that the students to be accepted into ATHSs be subjected to not only achievement tests, but also attitude tests and interviews. Çubukçu (1997) also suggested, based on his/her study on the Evaluation of the Educational Programs of ATHSs, that the student to be accepted into ATHSs be subjected to tests measuring their cognitive and emotional aptitudes towards teaching.

Based on these, in order to be selected for ATHSs, candidates should take a central selection exam in the 8th grade, but in order to apply for the central selection exam, candidates must meet the following requirements (MONE, 2003):

1. To be a Turkish citizen
2. To be in the eight grade,
3. To have never failed/repeated the 6th, 7th and 8th grades
4. To not be married or engaged,
5. To be chosen as a candidate by the committee of teachers in their primary school.

According to the 2003 Secondary Education Institutions Student Selection and Placement Exam Guide (MONE, 2003), while selecting students who are going to apply for the central entrance exam for ATHSs, teachers in the selection committee should take into consideration the criteria stated below:

1. The degree of motivation for study,
2. The degree of interest and aptitude towards the teaching profession,
3. The moral attitude,
4. Speaking, understanding and expression capability,
5. Self-esteem,
6. Physical appearance, whether or not they have any physical or psychological disorder.

Until the 1998-1999 academic year, students could apply for ATHS in the central entrance exams after the 5th grade, but since the extension of primary education to eight years, only 8th graders can apply to enter the selection exam for ATHSs (GDTTE, 1999).

2.3.2.5 The Selection of Teachers for ATHSs

The importance of teachers for education is a fact well known to all educators as it was mentioned in section 3.1. Consequently, because they educate student teacher candidates, the quality of the teachers in ATHSs is even more important. In order to reach and maintain a certain quality, the teachers in ATHSs must also be selected (Pehlivan, 1993). For this reason, the teachers of ATHSs are also selected from among teachers who meet certain criteria.

Until the 1999-2000 academic year, teachers for ATHSs were selected through oral exams that were conducted by the GDTTE. However, through some regulations the selection, quality, appointment and replacement of teachers for ATHSs has been changed by the MONE and it has been decided to have candidate teachers take a written selection exam and then an oral evaluation exam (GDTTE, 1999).

Teachers that want to work in any ATHS should have at least three years of teaching experience and should not have any disciplinary penalties. In addition, they should have scored more than 70 in the written selection exam in order to take the oral

evaluation exam. 60 % of the selection exam score and 40 % of the oral evaluation score constitute the total entrance score. There is no fail-pass system, scores of candidates are listed from the highest to the lowest score, then, the appointment is started from the highest score (GDTTE, 1999).

Based on teachers opinions, in her study called, “A general overview of ATHSs as a means of service to teacher training”, Pehlivan (1993) defined the required characteristics of ATHS teachers as follows: The teachers who will work in ATHSs should have a degree in teaching, should have attended in-service training in order to develop their skills, should have at least five years of experience in teaching, and their most important role in the teaching process should be “guidance”. Pehlivan also pointed out that these characteristics should be considered when selecting teachers for ATHSs.

2.3.2.6 The Curricula in ATHSs

The ATHSs prepare students for the various departments of higher education institutions, which train teachers; therefore, their programs consist of general culture courses, teaching knowledge courses and electives aimed at developing the students’ individual capabilities (GDTTE, 1999).

With the acceptance of the Primary Education Law in 1997, through which primary education was increased to eight years, the weekly programs of secondary education schools were also reviewed (MEB, *Tebliğler Dergisi*, 1998, No.174). With the new arrangement, the courses in the ATHS program have been under four categories: common general culture courses, field courses (must courses), field elective courses (technical electives) and electives. According to the new arrangement it is expected that a student graduating from an ATHS will have attained 154 credits. Except for the foreign language field (80 credits), the 154 credits is made up of 88 credits of common general culture courses, such as science, social sciences and Turkish-Mathematics, 15 credits of foreign languages, music, art and sports and 16 credits of

elective courses. The remaining credits are from the field courses and field electives depending on students' field of study.

There are seven fields in ATHSs. These are Science, Social Sciences, Turkish-Mathematics, Foreign Language, Art; Drawing and Music, and Sports.

Until 2003, there were no students in the Art and Sports fields because the number of students in each ATHS was not enough to open separate classes for these fields. In order to meet the demands for these fields, GDTTE has started to transfer the students who want any of these fields to an ATHS that has appropriate or better facilities for the education in these two specific fields. In 2003 for the first time, students who wanted to study music were transferred to Hasan Ali Yücel ATHS, which has advanced facilities for music education, in Ankara. A similar procedure is also on the agenda of GDTTE for the students who want to study sports (GDTTE, 2003).

Most of curricula in ATHSs are parallel to the curricula in the Foreign Language Weighted High Schools, but in addition, they have courses related to the teaching profession (see Appendix B). The courses related to the teaching profession are offered in various amounts depending on the area, in the form of field courses, field electives and electives (Official Gazette dated August 19, 1998 and numbered 174).

Introduction to Education, Educational Psychology, Teaching Principles and Methods, Research Methods, Techniques for Working in Groups, Educational Sociology, Measurement and Evaluation in Education, Turkish Educational History, Child Literature, and Public (Adult) Education and Community Development courses are the courses related to teaching (See Appendix C). According to Appendix C some courses like Introduction to Education, Educational Psychology and Teaching Principles and Methods are must courses for all content areas but the other courses are technical electives or electives for different fields.

The Curricula of the Educational Psychology, Teaching Principles and Methods, Research Methods, Techniques for Working with Group, Educational Sociology, Measurement and Evaluation in Education, Turkish Educational History courses have been field tested and they were accepted by Board of Education in 1998 as the final curricula. Since the beginning of the 1999-2000 academic year, these curricula have been implemented. The curricula for Child Literature, Turkish Educational History and Public Education and Community Development courses were accepted by the Board of Education in 1996 for the first time and they are still being field-tested (GDTTE, 1999).

In her study called “An Overview of the ATHSs Application as a Service to Teacher Training” Pehlivan (1993) found that the opinions and suggestions of teachers also supported the current scope of the ATHS program. According to the results of the study, the ATHS program should consist of professional courses, field courses and electives and the must courses should be the same as academic high schools to avoid injustice in the university exams. The elective and the professional courses should be in line with the aims of the schools, that is, they should ensure that the students develop the basic knowledge required in faculties of education and a positive attitude towards the teaching profession.

All ATHS teachers believe that the professional courses are necessary for the aims of the school, however, some teachers believed that the courses such as, History of Education, Child Literature and The Community Development are not so necessary in developing a positive attitude towards teaching, and that instead of these courses, those like Guidance and Psychology would be more useful. Moreover, teachers believe that the programs of Teacher High Schools and teacher training programs should be in coherence and that the students should be well prepared for teacher training so as to save time and effort (Pehlivan, 1993).

In his/her study called “An Evaluation of the ATHS Educational Program” Çubukçu (1997), expresses that most of the teachers, who implement these programs, pointed

out that the teaching profession courses were not sufficient in directing students to teaching because the contents of those courses were not suitable for the fulfillment of this aim and that the distribution of the courses among the school terms was not appropriate. On the other hand, in spite of these negative opinions, in the same study, Çubukçu (1997) pointed out that although the final year students in ATHSs scored high on the test related to their attitudes towards the teaching profession, this was not a result of the professional courses. The students did not see these courses as being important and consequently, they did not show an interest in these courses.

According to Çubukçu (1997), Karamustafa (1996) and Pehlivan (1993), the contents of these courses need to be reviewed in the light of the aims of the ATHSs. Karamustafa (1996) also suggested that teaching practice-even if for a very short period of time-should be added to the ATHS program. Pehlivan (1993), on the other hand, suggested that the contents of the teaching profession courses be changed so that they are parallel to the various programs of teacher training institutions. Meanwhile, Çubukçu (1997) made the suggestion that all of these procedures be carried out by representatives of the MONE and the departments of teacher training institutions.

2.3.2.7 The Course Books in ATHSs

Most of the course books for the courses related to teaching were ordered from academicians and specialists that are authors in their professional fields.

The course books for the Child Literature, Educational Administration, Public Education and Community Development and Turkish Educational History courses are being prepared by the authors specialized in these fields. However, there is no book preparation for the courses: Research Methods, Techniques for Working with Groups, Educational Sociology, and Measurement and Evaluation courses, and preparation of these books are among the short term plans of the GDTTE (GDTTE, 1999).

2.3.2.8 Class Size in ATHSs

In ATHSs, class sizes are approximately 30 students per class (MONE, 2003). In her study Çubukçu (1997) found that the class size in ATHSs varied between 25 and 35.

2.3.2.9 Increasing Popularity of ATHSs

The MONE is carrying out studies in order to increase the quality of the student input to ATHSs. Those outcomes of these studies will not only increase the quality of student input into ATHSs, but also that of the student input into faculties of education.

As a result of these studies, there has been an increase in the popularity of ATHSs in recent years. This increase is visualized in Figure 2.1.

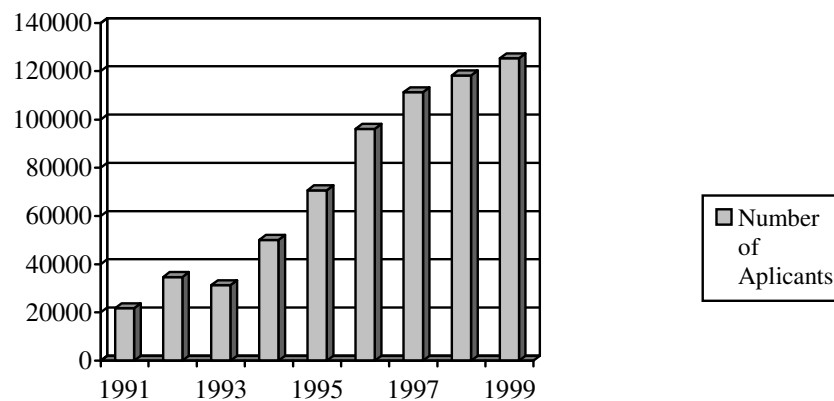


Figure 2.1 Number of the Applicants who wanted to Enter ATHSs in Different Years.

According to Figure 2.1, there had been an obvious increase in the number of applicants who wanted to take the entrance exam to study in ATHSs as secondary education institutions. This is due to some regulations that have been brought out by the GDTTE with the purpose of making ATHSs more attractive for the graduates of primary education.

One of these regulations, which make ATHSs more attractive, is that some ATHSs are boarding schools; therefore students who do not have good economical conditions can receive their secondary education in these schools (Karamustafa, 1996).

The selection of teachers to be appointed to ATHSs and the small class sizes in ATHSs are the other important factors that influence the choice of graduates of primary education (GDTT, 1999).

The other important regulation is the Higher Education Law (No:2547) that permits allocation of additional score to Vocational High School graduates who prefer a department that is an upper level of his/her high school program in the university entrance exam (GDTTE, 1999). On the basis of the Higher Education Law (No:2547), if the high school graduates prefer a higher education program which is related to their high school graduation field their high school achievement scores are multiplied by the coefficient constant of 0.8 but if they prefer any other department which is irrelevant to their high school graduation field the coefficient constant is only 0.3. For example, if a general high school graduate who graduated from the field of Science prefers a department in a Faculty of Medicine in UEE, his high school achievement score is calculated by multiplying 0.8. However, if he prefers a department in a Faculty of Law his high school achievement score is calculated by multiplying 0.3.

In addition to this, if the vocational high school graduates prefer any department that is exactly an upper level field of their high school graduation field, their high school achievement scores are multiplied by extra 0.24 in addition to 0.8. In other words, if the vocational high school graduates prefer programs that are exactly upper level fields of their high school graduation fields, their high school achievement scores are calculated by multiplying 1.04 ($0.24+0.8$) otherwise their scores are calculated by 0.3. For example if a vocational high school graduate who graduated from the field of Electric-Electronics prefers a department related to electric-electronics in a faculty

of engineering the coefficient constant is 0.3, however if they prefer a two year department related to electronic-electronic or a department related to electric-electronic teaching the coefficient constant is 1.04 (SSPC, 2003). They have two coefficient constants 1.04 or 0.3.

In terms of the coefficient constants used in the calculation of high school achievement scores, ATHSs graduates are the most advantageous groups of students because in the calculation of their high school achievement scores all coefficient constants (0.3, 0.8 and 1.04) mentioned above are used depending on their preferences. For example, if an ATHS graduate, who graduated from the field of Science, prefers a department in a faculty of Medicine the coefficient constant is 0.8. If he prefers a department in a faculty of Law the coefficient constant is 0.3 however, if he prefers a department related to teaching in the same field such as, "Science Teaching" the coefficient constant is 1.04 (SSPC, 2003). From this perspective, since ATHSs are considered both to be vocational high schools and general high schools, the graduates can use the advantages of the additional scores in the university entrance exam. This factor also has an effect on the secondary schools preferred by primary school graduates. Karamustafa (1996) points out that one of the most important reasons behind students preferring ATHSs is the possibility of getting into a teacher training institutions by using the extra score advantage in case they cannot get into any other department.

Moreover, the financial assistance, the scholarships offered to graduates who enter any of the educational departments of universities within their first five choices is another important regulation. This scholarship is a major incentive for students whose families often have difficulties in supporting them through higher education because of their poor economical conditions since government scholarships offered to students are defined as one of the effective ways of attracting students, especially those from the rural areas, into teacher education (Su et al. 2001; Su et al. 2002).

Karamustafa (1996) determined that the scholarships being offered had an influence on the ATHS graduates choice of teaching although it was not the primary factor and therefore, pointed out that such assistance could be offered to more students in greater amounts. Considering the increasing demand for teachers in the MONE, the increase in the number of teachers being appointed and the economical development that have taken place within the last few years, the teaching profession is an easy and quick way of getting a job. The number of teachers who were appointed for the first time between 1997 and 2001 reached 188544. According to the Teacher Requirement Analysis conducted by the GDTTE, these appointments must inevitably continue (MONE, 2001). Today teaching is a profession, which has a job guarantee. Because they are the institutions, which make it easier to get into teacher training institutions, ATHS have increasingly become “preferred” secondary education institutions.

2.3.2.10 Achievement of ATHSs in University Entrance Exam

From 1993 to 1998 ATHSs attained an increasing rate of achievement in the University Entrance Exams. While in 1993 the achievement of ATHSs in the university entrance exam was 49.0 %, it was 56.0 % in 1998. In the same year the achievement of general high schools and vocational high schools were 23.5 %, and 13.28 % respectively. The mean of the achievement of all types of high schools was 20.21 % in the same year (GDTTE, 1999).

Considering the rate of placement into higher education institutions between 1998 and 2001 (see Appendix D), the achievement levels of ATHSs in the university exams were quite high. These schools achieved a rate of 64.42 % success in sending their students to higher education institutions; ranging from 90.48 % (Niğde ATHS) to 15.38 % (Gökçeada Atatürk ATHS) (These values were gathered in the sample selection process of this study).

According to results reported by Student Selection and Placement Center (SSPC), in 2002, the achievement rate of ATHSs was 50,0 % while the general mean of

achievement of other high schools was 37.7 %. With this proportion among the academic high schools ATHSs are the most successful schools after Public Science High Schools (69.7 %) and Private Science High Schools (60.5 %). In the same year 39.8 % of the graduates of Foreign-Language Weighted High Schools, 49.1 % of the graduates of Anatolian High Schools and 21.8 % of the graduates of Academic High Schools could enter university (SSPC, 2002).

Due to the increase in the achievement level of ATHSs, there is a rise in the lowest entrance score of the educational departments of universities; even some educational departments have higher lowest entrance scores than some engineering departments (GDTTE, 1999).

In addition, some graduates of ATHS have higher degrees in university entrance exam and most of the graduates (81.0 %) entered educational departments. These results make educational specialists expect an increase in teacher quality.

2.3.2.11 Off-University Graduates of ATHSs

Because the only way to get into higher education institutions is through the university entrance exam in our education system, there are ATHS graduates who cannot get into university. It is very important to follow these students up after graduation for the quality of education in ATHSs.

According to a follow up study conducted by GDTTE, most of the 1995 and 1996 graduates who could not pass the university entrance exam do not work in any job, only 22% of them are working in a job but these jobs are not related to their high school education. They are planning to re-enter the university entrance exam and want to select departments related to teaching (GDTTE, 1999).

On the other hand, according to the follow up study conducted by the Vocational and Technical Education Research and Development Center (VTERDC) of the MONE,

51% of Technical High Schools graduates who could not enter university are working in a job related to their professional area and they found their job in six months or less after their graduation (VTERDC, 1997).

In a similar study for graduates of Vocational High Schools for Marketing, it was found that, 45% of the graduates who could not pass the university entrance exam, found a job in their profession area (VTERDC, 1996).

These studies show that although ATHSs are considered as vocational high schools in UEE the graduates who could not enter a higher education program are not considered as graduates of vocational high school in terms of employment. This is the important indicator of differences between vocational high schools and ATHSs.

2.4 Summary

This chapter reviewed the relevant literature related to ATHSs. The review of relevant literature related to ATHSs was accompanied with the relevant literature related to importance of teacher and its quality in education, and the crucial role of the entry characteristics of new entrants in teacher training programs.

Before the relevant literature to ATHSs a brief summary of relevant literature to importance of entry characteristics of the student teachers for the quality of teacher training programs was presented. In terms of entry characteristics; demographic and background characteristics, reasons for choosing the teaching profession, career expectations and the attitudes toward the teaching profession were reviewed.

From the literature it was concluded that, the age of students who are studying at teacher training programs are between 17 and 29. This is because of the different education or teacher training systems in different countries. In most of the countries, although, student teachers are enrolled in teacher training programs at university level, in some countries, which are most probably poor or having a big student

teacher ratio, they are enrolled in teacher training programs at secondary education level because of immediate teacher need. Student teachers are mainly male. Parents especially those in minority and rural areas, tend to give their limited sources and opportunities more to their sons than their daughters due to the scarcity of educational opportunities or due to traditional reasons.

The majority of student teachers come from middle or lower middle-class families. Parents have low educational qualifications. The majority of the parents are qualified at primary or secondary school level. In addition, fathers are more qualified than the mothers, as a result more fathers than the mothers are working but not at prestigious jobs.

Although the student teachers consider intrinsic reasons more than extrinsic reasons while they were choosing teaching as a profession however, most of the them especially those are coming from rural areas are reluctant to become a teacher or to commit themselves to teaching as a life long career because of the low status and poor economic earnings of the teaching. Most of the student teachers entered teacher-training programs reluctantly; as a result of lower test scores they got in university entrance exams or pressures from their parents because of their limited financial force. In some cases since the teacher training programs have lower admission scores, students from the rural areas consider teacher-training programs as the easier fields for the transitions from rural residence to urban residence, and consider teaching as a profession as the easier way of finding a job. On the other hand these are not the main concerns of the student teachers in developed countries.

After the description of the characteristics of teacher candidates all over the world, under a separate title, the general portrait of the teacher candidates in Turkey was described. It was concluded that the candidates in Turkey are very similar to the candidates in developing countries but not to those in developed countries as a result of socio-economical context of our country.

In the second part, attitude as an entry characteristics of teacher candidates especially the researches on the role of ATHSs in developing positive attitudes toward the teaching profession were reviewed. Here, it was stated that, attitudes are very important concepts in understanding student teachers' thought process, classroom practice, change and learning to teach. The results of the studies conducted on the function of ATHSs in developing positive attitudes toward the teaching profession are controversial depending on the status of the teaching profession at the time of these researches conducted and the easiness provided to students for entry into teacher training programs.

In the third part, the relevant literature related to ATHSs, starting from the history of these schools to the current status of these schools, was reviewed. From this review it was concluded that, ATHSs are unique high schools in Turkey in the world in terms of serving teacher training at secondary education level. Their popularity is increasing as a result of increasing popularity of the teaching profession in Turkey in recent years. For that reason, the description of who prefer these schools, for what purposes they prefer and the description of the graduates of these schools is very important for the quality of teachers in future.

In the final part, the relevant literature related to school effectiveness and the curriculum evaluation model used in the study, was reviewed

In sum, the quality of teacher is very important for the quality in education. One of the factors that affect the quality of teacher training is the quality of the students who enter to these programs. ATHSs are secondary education institutions that were established with the purpose of increasing the quality of students that are going to choose teaching as a profession. It is inevitable to determine the effectiveness of ATHSs.

CHAPTER 3

METHOD

This Chapter presents the overall design of the study, research questions, description of variables, subjects of the study, development of data collection instruments, data collection procedures, data analysis procedures and limitations of the study.

3.1 Overall Design of the Study

This study, aims at investigating the effectiveness of ATHSs in terms of serving their intended main purpose.

Owing to the nature of the purpose mentioned above, it is an evaluation study which provides information about whether a program or service is in fact being conducted as it should be and whether progress toward the program or service objectives is being made (Sprinthall et al., 1991).

The nature of the study is based on evaluation research. Evaluation research is descriptive research directed at determining whether or not goals of a particular program has been achieved (Slavin, 1992). In this regard, Stufflebeam's CIPP (Context, Input, Process, Product) program evaluation model has been used for the evaluation process (Ornstein and Hunkins, 1998).

CIPP Evaluation Model is a decision–management-oriented approach to educational evaluation. It includes three steps: delineating the information necessary for collection, obtaining the information; and providing the information to interested parties. It includes four types of evaluation: Context, Input, Process, and Product evaluation (Ornstein and Hunkins, 1998). However, for the feasibility of the study,

the model has been restructured to form an **IP (Input-Product)** model that consists of only the evaluation of Input and Product of the program.

Input evaluation, which is one of the main issues in this study, provides information about resources and their use to meet program goals (Demirel, 1999). In this study human resources are being focused on with respect to “inputs”. Product evaluation on the other hand, provides data to determine whether the final product is accomplishing what was planned. It provides evaluators with crucial information that will enable them to decide whether to continue, terminate, or modify the program (Ornstein and Hunkins, 1998).

While conducting the evaluation study, both quantitative and qualitative research designs were used, due to the fact that evaluation studies may require the application of several designs in order to produce results that are useful from a program decision-making point of view (Sprinthall et al., 1991).

Surveys are designed to gather information from samples, occasionally even from populations, by using questionnaires or interviews. Questionnaires contain questions about behavior, opinions, attitudes, beliefs or any number of other psychological or social qualities. Surveys are descriptive research means that aim at describing the status quo or “What is” in a study (Sprinthall et al., 1991).

Similarly, Wiersma (1991), stated that survey research includes a status quo or a study in which the interrelationships of sociological or psychological variables are determined and summarized.

In order to answer the research questions; 1-4, 6, 7, 9-11, 13-16, 22-27, 30-32 (mentioned in section 3.2), survey research model was implemented and particularly, cross-sectional survey design was implemented.

A cross-sectional survey design involves data collection at one point in time from a sample or from more than one sample representing two or more populations (Wiersma, 1991).

In order to answer the research questions: 5, 12, 17, 18 (mentioned in section 3.2), the Causal Comparative design that is a correlational survey model was implemented. Causal Comparative survey, tries to find the probable reasons behind a behavior pattern by comparing those who show the behavior with those who do not show the behavior (Balci, 1995).

In the chapter “Modes of Inquiry in Research on Teacher Education” in the Handbook of Research on Teacher Education, Lee and Yarger , defined survey and correlational research designs in the field of teacher education as follows:

Survey research is designed to estimate characteristics or perceptions of a defined population about specific issues based on the information collected from a sample. It seeks the answers of the questions “What is?” or “What Exists?”. The purpose is to make generalizations from the sample to population to be used as a basis for the design of policy decisions for teacher education at the institutional, local and regional and national levels in a very economic manner. On the other hand, Correlational Research is a design in order to establish relationships between or among variables in non-experimental, natural settings. Intend is to study natural or social phenomena as they naturally occur” (Lee and Yarger, 1996, p. 22-23.)

In order to answer the research questions; “19-21” (mentioned in section 3.2), among the qualitative research designs, document analysis was implemented.

On the basis of research designs mentioned above, the study proceeded in 5 phases (See Figure 3.1):

1. Literature review and selection of variables
2. Developing and piloting the data collection instruments
3. Selection of sample
4. Collection and analysis of data
5. Writing the report

In the first phase, through literature review variables of the study were determined and table of specification (See Appendix E) was formed in order to ensure the inclusion of these variables in related data collection instruments.

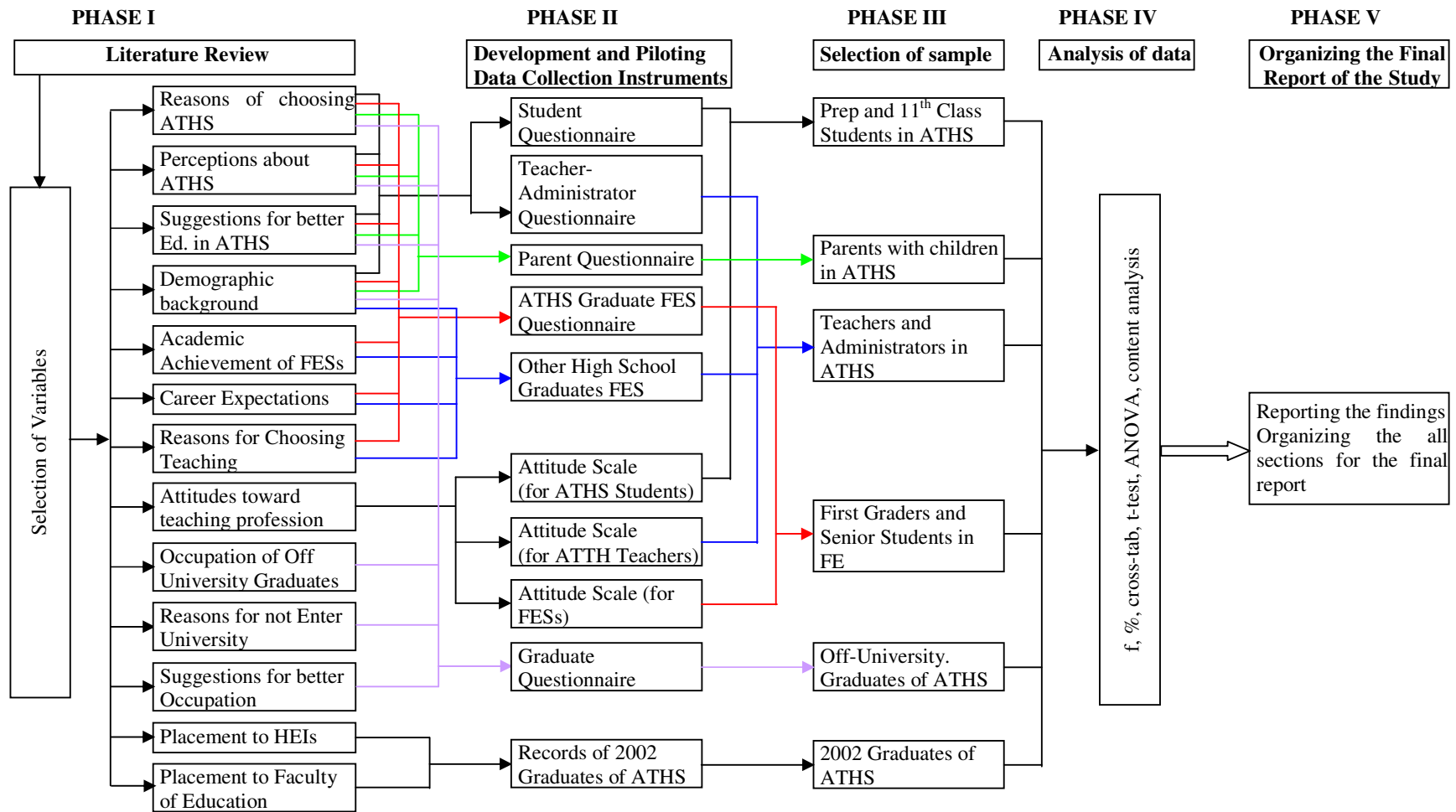


Figure 3.1 Design of the study

Demographic background is the common variable shared by the all questionnaires in the study. Reasons for choosing ATHS, perceptions about ATHSs, and suggestions for better education in ATHSs, are the other common variables in all questionnaires developed in this study, except for the questionnaire developed to gather data from the faculty of education students who graduated from high schools other than ATHSs. Attitude toward teaching profession is another variable that was asked to the subjects except for parents and off-university graduates of ATHSs. In addition, academic achievement of students who are currently studying in the faculty of education is the other variable. Moreover, reasons for not entering university, placement to university and faculty of education, current occupation are the variables that were taken into consideration for the output evaluation.

Involvement of common variables in different instruments for different groups in the study, on the other side, serves also for the triangulation of the data for reliability purposes. However on the basis of the data required by the questions that were attempted to be answered in this study, some other variables specific for different groups of subjects were also covered in the instruments.

In the second phase of the study, data collection instruments were developed and piloted as a final step in the development procedure.

The ATHS Student Questionnaire (SQ) was developed to collect data on demographic background, reasons for choosing ATHSs, perceptions about ATHSs and suggestions for better education in ATHSs. It was administered to prep class students and senior students studying in ATHSs.

The ATHS Teacher-Administrator Questionnaire (T-AQ) was developed to collect data on demographic background, reasons for choosing ATHS as a teacher and students' reasons for choosing ATHSs, their perceptions about ATHSs, and their suggestions for better education in ATHSs. It was administered to teachers and administrators who are working at ATHSs.

The Parent Questionnaire (PQ) was developed to collect data on demographic background including SES, reasons of sending child to ATHS and perceptions about ATHS, suggestions for better education in ATHSs. It was administered to parents who are sending their children to ATHS.

The ATHS Graduate Faculty of Education Student Questionnaire (ATHSG FESQ) was developed to collect data on demographic background, reasons for choosing ATHS, perceptions about ATHS, suggestions for better education in ATHS, reasons for choosing teaching as a profession and career expectations. It was administered to Gazi Faculty of Education first year and senior students who had been graduated from ATHS.

The Faculty of Education Student Questionnaire (FESQ) was developed to collect data on demographic background, reasons for choosing teaching as a profession and career expectations. It was administered to Faculty of Education first year and senior students who had been graduated from high schools other than ATHSs.

The Graduate Questionnaire (GQ) was developed to collect data on demographic background, reasons for not entering university, reasons for choosing ATHS, perceptions about ATHS, suggestions for better education in ATHS, graduate students' current occupation and suggestion, for better occupation in the business world. The instrument was administered to ATHSs graduates who could not enter any higher education institution.

In order to collect information about ATHS students' attitudes toward teaching as a profession, the attitude scale developed by Erkuş et al. (2000) was administered to prep class and senior students studying in ATHSs.

In order to collect information about Faculty of Education students' attitudes toward teaching as a profession the attitude scale developed by Çil and Çapa (2000) was administered to prep class and senior students studying in Faculties of Education.

In order to collect information about ATHS teachers' and administrators' attitudes toward their own profession the same attitude scale developed by Çil and Çapa (2000) was administered to teachers and administrators working at ATHSs. The scale was the same with the scale that was administered to faculty of education students but with some modifications.

In the third phase the selection of data sources was realized. Since the population is too big sample selection was conducted.

In the fourth phase of the study, data collection instruments were administered to the subjects of the study. The data gathered was coded and they were loaded on computer by using SPSS. Finally, data was analyzed.

In the last phase of the study, results and suggestions were written and the whole report of the study was reviewed and finalized.

3.2 Research Questions

In this study, in order to investigate the effectiveness of ATHSs in terms of serving their intended main purposes, the research questions were divided in two main sections: 1) Research questions related to input of ATHSs and research questions related to output of ATHSs

3.2.1. Research Questions Related to Input of ATHSs (Input Evaluation)

In input evaluation, prep class students in ATHSs, teachers and administrators who are working at ATHSs and parents who are putting their child or children through ATHSs, were the main data sources being focused on in the study.

Research questions related to input of ATHSs are presented under three subtitles; research questions related to students in ATHSs, teachers and administrators who are working at ATHSs and parents who are sending their children to ATHSs.

3.2.1.1. Research Questions Related to Students in ATHSs

1. What are the characteristics of students (preparatory and senior) in ATHSs?
2. What are the students' reasons for preferring ATHS?
3. What are the advantages and disadvantages of ATHSs from the viewpoint of students in ATHSs?
4. What are their suggestions for a better education in ATHSs?
5. What are the attitudes of preparatory class students toward the teaching profession?

3.2.1.2. Research Questions Related to Teachers and Administrators

6. What are the characteristics of teachers and administrators in ATHSs?
7. What are teachers' and administrators' reasons for choosing ATHS to teach/work?
8. What are the attitudes of teachers and administrators toward the teaching profession?
9. What are teachers' and administrators' opinions about reasons for students to choose ATHS?
10. What are the advantages and disadvantages of ATHSs from the viewpoint of teachers and administrators in ATHSs?
11. What are their suggestions for a better education in ATHSs?
12. Is there any difference between the attitudes of teachers of educational (vocational) courses and the attitudes of teachers of other courses toward the teaching profession?

3.2.1.3. Research Questions Related to Parents

13. What are the characteristics of parents that are sending their children to ATHSs.
14. What are the parents' reasons for sending their children to ATHSs?

15. What are the advantages and disadvantages of ATHSs from the viewpoint of parents?
16. What are the parents' suggestions for a better education in ATHSs?

3.2.2 Research Questions Related to Output of ATHSs (Product Evaluation)

In product evaluation, senior students in ATHSs, students studying in faculties of Education and ATHS graduates who could not enter university were the main data sources being focused on in the study.

Research questions related to output of ATHSs are presented under three subtitles; research questions related to senior students in ATHSs, students studying at faculties of Education and ATHS graduates who were not able to enter university.

3.2.2.1 Research Questions Related to ATHS Senior Students

17. What are the attitudes of senior students in ATHSs toward the teaching profession?
18. Is there any difference between the attitudes of preparatory class students and senior students of ATHSs?
19. Which universities do the graduates of ATHSs enter?
20. Which faculties do the graduates of ATHSs enter?
21. Which teacher-training departments do the graduates of ATHSs enter?

3.2.2.2 Research Questions Related to Graduates Studying at Faculties of Education

22. What are the characteristics of students studying at the faculties of education?
23. What are the prospective teachers' reasons for choosing teaching as a profession?
24. What are the prospective teachers' reasons for choosing the department that they are currently studying at?

25. What are the prospective teachers' reasons for preferring ATHS?
26. What are the advantages and disadvantages of ATHS from the viewpoint of the graduates studying at the faculty of education?
27. What are the prospective teachers' suggestions for a better education in ATHSs?
28. Is there any difference between the academic achievement of graduates of ATTHS and the academic achievement of graduates of other high schools studying at Faculties of Education?
29. Is there any difference between the attitudes of graduates of ATHSs and the graduates of other high schools, studying at Faculties of Education toward the teaching profession?

3.2.2.3 Research Questions Related to Off University Graduates of ATHSs

30. What are the characteristics of the off-university graduates of ATHSs?
31. What is the off-university graduates' current occupational status?
32. What are the off-university graduates' reasons for not entering university?
33. What are the off-university graduates' reasons for preferring ATHS?
34. What are the advantages and disadvantages of ATHS from the viewpoint of the off-university graduates of ATHSs?
35. What are the off-university graduates' suggestions for better a education in ATHSs?
36. What are off-university graduates' suggestions on job opportunities for off-university graduates of ATHSs?

3.3 Subjects of the Study

Under this topic population of the study is defined and sample and sample selection procedures are described.

3.3.1 Population of the Study

The population of this study includes 272 school administrators and 1349 teachers who are working at 66 ATHS's, 2931 prep class students and 7180 senior students studying at these schools and 10111 parents of the prep class and senior students in ATHSs in the 2002-2003 academic year (See Appendix F). The data is the most recent data gathered from the Statistics Section of GDTTE (GDTTEa, 2002).

The population of the Faculty of Education part of the study includes a total of 197643 students studying at 82 different teacher-training programs in Turkey. In 2001-2002 academic year 4102 of these students were prep class, 47817 of them were first, 46779 of them were second, 45250 of them were third and 53695 of them were last year students. This data has been taken from the data collected by the GDTTE from teacher training Higher Education Institutions (HEI) which train teachers through the document dated 08.01.2002 and had document no:73 (GDTTEb, 2002).

The graduates of ATHS's who have not been placed into a HEI (although there is no definite number) are also included in the population of this study.

3.3.2 Sample Selection

In this study, in order to gather information about the population, sample selection was conducted because the groups of interest were unmanageably large and geographically scattered. For the economy of time, money and efforts, stratified random sampling and cluster random sampling was conducted. Since the population is heterogeneous, stratified random sampling was conducted to control sampling variations.

Stratified random sampling is the process of selecting a sample in such a way that identified subgroups (strata) in the population are represented in the sample in the same proportion that they exist in the population (Gay, 1981).

In the study equal-sized stratified random sampling was conducted particularly, on the basis of experiences and suggestions provided by the Research Support Section of Educational Research and Development Directorate (ERDD) of Ministry of National Education (MONE) in order to prevent any ambiguities in the process of administration of data collection instrument and make the process of support easy.

Cluster sampling is a sample selection procedure in which groups, not individuals, are randomly selected (Gay, 1981). According to Gay, cluster sampling is more convenient when the population is very large or spread out over a wide geographic area. In some survey studies, it is easier to use all the people in a limited number of blocks, than a few people in many blocks. It provides the researcher with a much better chance of securing permission to use several intact groups.

In a similar way since the population of the students in faculties of education was very large (197643 students, GDTTEb, (2002)) and spread out all over Turkey, cluster sampling was conducted in order to select the students studying at faculties of education, in a more economic and more convenient way. As well as providing the return of the questionnaires, sending them by post and guarantying them arrive to target faculties and departments, then administering them to the students would require extra more expenditures and efforts for the researcher and ERDD who supported the study in terms of making formal writings for the permissions, copying and sending the instruments, and collecting the administered instruments back. Similar problems might also have occurred in the administration of the data collection instruments in ATHSs but since these high schools are under the control of MONE, ERDD can manage that kind of negatively effecting factors more easily than in the faculties of education.

3.3.2.1 Selection of ATHSs

When the data, available for the selection of the ATHS's, related to the selection of the sample of students currently studying in ATHS's, was examined, it was found that general determining factors such as, distribution among regions and the socio-

economic status of the school community were not critical in this study, whereas the achievement levels of the schools were. Although it was, at first, thought that the university entrance achievement levels (the proportion of graduates who entered a university within the five years of 1998-2001 See Appendix C), the UEE raw scores (the UEE scores that do not include additional scores) and placement scores of graduates and the ATHS entrance scores would reveal the achievement levels of the schools, but later it was found that the mean of the UEE raw scores and the placement scores of the graduates of each ATHS, which are given in Appendix G, were the two most relevant criteria because the mean of the scores related to the two criteria for the schools were not already available, the UEE raw scores of 8406 students, who graduated from ATHSs in the year 2002, were organized based on the field of graduation and loaded onto a computer by using SPSS in order to calculate the *mean of UEE raw scores*. The *mean of the placement scores* were also calculated by loading the placement scores of the 4612 students, who graduated and were placed in a HEI in the year 2002, onto a computer by using SPSS. Then, schools were categorized in nine groups as the cross tabulation of “low, average, high” on the basis of the descriptive statistics given in Table 3.1

Table 3.1 Descriptive Statistics Related to Mean of UEE Scores of the 2002 Graduates of ATHSs

	Number of Schools	min	max	\bar{x}	sd
Mean of Raw Scores	79	82.34	146.62	126.95	10.08
Mean of Placement Scores	68	143.18	195.56	185.08	6.71

According to statistics in Table 3.1, the ranges for the categorization of the schools in terms of their mean of raw and placement scores are given in Table 3.2

Table 3.2 Ranges used in the Categorization of the Schools

	Categories		
	Low	Average	High
Mean of Raw Scores	$116.87 < \bar{x}$	$116.87 \leq \bar{x} \leq 137.03$	$\bar{x} > 137.03$
Mean of Placement Scores	$178.37 < \bar{x}$	$178.37 \leq \bar{x} \leq 191.78$	$\bar{x} > 191.78$

Raw scores and Placement scores of 2002 graduates of ATHSs were gathered from the “ATHS Information Booklet” developed by GDTTEc (2002) in order to collect annual statistics from each ATHSs.

The distribution of the schools based on the mean of UEE raw and placement scores of their graduates, is presented in Appendix F, together with the number of students, teachers, administrators and the details about boarding facilities for girls or boys, or for both or none of them.

While selecting the sample, in order to guarantee the representativeness of the sub-groups in the population, stratified random sampling was realized in three steps (Gay, 1981).

- Step 1: the schools were divided into nine groups based on the mean of UEE scores (raw and placement) of their graduates.
- Step 2: the classes were determined as prep class and last year.
- Step 3: It was ensured that an equal number of participants were selected randomly.

A representative sample of 33 schools were included in the study by taking into consideration the boarding (girls only, boys only or mixed) or non-boarding conditions, whether the school is located in a city center or smaller town, the distribution among regions, the year of establishment and number of students and teachers in the school, as well as, the fact that some schools may not, as yet, have produced graduates or that there are also some schools that have not submitted the information about their graduates to the GDTTE.

The schools, included in the sample, are presented in Appendix F in **bold** letters. The distribution of these schools throughout Turkey has been presented in Appendix H. The sample sizes of the study were determined by statistically taking 10% of each sub-group having definite total number, except for teachers and administrators, because minimum acceptable sample size for descriptive studies suggested as 10 % of the population and 30 subjects for causal-comparative studies by Gay (1981). However, on the basis of the experiences in the pilot test and the statistics related to

high loss rate in teacher questionnaires in some research studies, ERDD, (2000); ERDD, (1999), that the researcher took place in, 40 % of the teachers and % 25 of administrators was included in the sample. The sample size of the sub-group has been divided equally amongst the schools included in the sample.

Selection of the graduates who could not enter to a university (off-university graduates) is another part of the sample selection procedures in the study. ATHSs had no regular records about their graduates especially about the graduates who could not enter to university. Scarcity of follow up studies on the graduates of ATHSs is an indicator of this situation. For that reason any data related to off-university graduates could not be taken from the GDTTE. Then the researcher decided to select a reasonable number of graduates from each ATHS in the sample by considering the difficulties for the school administrators in reaching the off-university graduates and in administering the instruments to them. Finally, 10 graduates from each ATHS, totally 330 off-university graduates from 33 ATHS in the sample were selected for the study. The sample sizes related to the subjects in ATHS are presented in Table 3.3.

Table 3.3 Numbers of Participants in Each Group in the Sample Related to ATHSs

Subjects of the Study	Number of Subjects in Each School	Number of Schools	Total Number of Subjects in Each School
Prep class Students	10	33	10*33=330
Senior Students	22	33	22*33=726
Parents	32	33	32*33=1056
Teachers-Administrators	18+2=20	33	20*33=660
Off-university Graduates	10	33	10*33=330
TOTAL	94	33	94*33=3102

As it is seen the Table 3.3, 330 prep class, 726 senior students, 1056 parents 330 of which had a children at prep class, and 726 of which had at 11th class, 660 teachers 66 of which were school administrators, and 330 off- university graduates were included in the sample related to ATHSs.

3.3.2.2 Selection of Students Studying at Faculties of Education

Cluster Sampling has been used in selecting the sample of faculty of education students (Gay, 1981). Consequently, In order to determine the graduates of ATHSs who were placed in the departments of Faculties of Education, data related to university placement scores of 4612 graduates in 2002 was analyzed. According to results of the frequency analysis, graduates have been clustered into universities; faculties and departments that they were placed in, and then those who were placed in the departments of Faculties of Education were determined.

The % of placement of students into departments related to teaching throughout Turkey shows a variance of 0.0% to 30.2%. This means while only one student was placed into some departments, 1029 students were placed into English Language Teaching Departments. Primary education Science, Social Sciences, Classroom Teaching, Turkish, Primary and Secondary education Mathematics, English Language, and Turkish Language and Literature were the first eight departments that were preferred by the graduates of ATHSs. When the records related to placement scores in 2002 were examined, it was found that 11.1% of graduates of ATHS were placed into Gazi University Faculty of Education. It was the university to which the ATHS graduates entered in higher percentage as compared to other universities.

When the records related to placement of ATHS graduates into the departments of the Gazi University Faculty of Education were examined, it was found that the distribution was very similar to the distribution throughout Turkey. The departments into which ATHS graduates were placed throughout Turkey and in the Gazi University Faculty of Education are presented together with their placement percentages in Table 3.4.

Table 3.4 The Distribution of ATHS Graduates According to the Departments that they are studying in.

Departments	% of ATHS graduates Placed in Teacher Training Programs Throughout Turkey	% of ATHS graduates in Gazi Faculty of Education	Number of ATHS Graduates in Gazi Faculty of Education	Total Number of Students in Gazi	
				1 st Graders	Senior Students
Science Education	5.0	6.8	32	146	154
Primary Mathematics	9.0	6.4	30	108	103
English Language	30.2	27.4	127	83	138
Secondary Mathematics	8.7	9.2	43	58	99
Classroom Teaching	10.7	9.6	45	185	204
Social Studies	5.9	5.8	27	86	102
Turkish Language and Literature	7.2	12.4	58	64	56
Turkish	14.5	15.4	72	10	90
Total			434	840	846

In the light of this information, the Departments of the Gazi University Faculty of Education into which the majority of ATHS graduates were placed, were included in the study. Since it is a small population, considering the possibility of losses, a representative sample of 20 % of the population in the Gazi University Faculty of Education was taken. In this regard, ten ATHS graduates and ten graduates of other high schools were taken from each department to make up a sample of 20 students from each class at selected departments as it is shown in Table 3.5.

Table 3.5 Number of Students Included in the Sample According to the Departments

Departments	ATHS Graduates		Graduates of Other High Schools		Total
	First Year	Last Year	First Year	Last Year	
Science Education	10	10	10	10	40
Primary Mathematics	10	10	10	10	40
English Language	10	10	10	10	40
Secondary Mathematics	10	10	10	10	40
Classroom Teaching	10	10	10	10	40
Social Studies	10	10	10	10	40
Turkish Language and Literature	10	10	10	10	40
Turkish	10	10	10	10	40
Total	80	80	80	80	320

Since the main purpose is to make comparison between graduates of ATHSs and the graduates of other high schools, from the beginning to the end of the teacher training program, from each department first and last year students were included in the sample.

Finally, from the eight departments totally 320 students; 160 of which were the ATHS graduates studying at first (80) and last (80) last classes, on the other hand 160 of which were the graduates of other high schools, studying at first and last (80) last classes, were included in the sample.

3.3.3 Overall Sample of the Study

Number of the subjects in the sample of the study, number of the data collection instruments returned from the subjects and return rate of the instruments were given in Table 3.6.

Table 3.6 Numbers of Subjects in Overall Sample of the Study

Subjects in the Sample of the Study	Target Number of the Subjects	Number of Returned Instruments	Return Rate (%) of the Instruments
ATHS prep class students	330	309	93.64
ATHS Senior students	726	717	98.88
ATHS Teachers-Administrators	660	612	92.73
Parents	1056	877	83.05
Off-university graduates of ATHSs	330	259	78.48
1 st year ATHS graduates studying at Gazi Faculty of Education	80	80	100.00
Last year ATHS graduates studying at Gazi Faculty of Education	80	71	88.75
1 st year other high school graduates studying at Gazi Faculty of Education	80	81	101.25
Last year other high school graduates studying at Gazi Faculty of Education	80	70	87.50
Total	3422	3076	89.89

Totally 3422 subjects were included in the sample. The administered data collection instruments were collected from the 3076 of the subjects back. 88.89 % of the

subjects answered the data collection instruments properly. Minimum participation rate was for off-university students (78.48 %) as it was expected, and the highest participation rate was for first year students (101.25 %) who were other high school graduates studying at Gazi Faculty of Education.

3.4 Development of Data Collection Instruments

In the study both qualitative and quantitative data collection procedures were used. In order to collect quantitative data two types of data collection instruments; Questionnaires and Attitude Scales, were used. Totally nine instruments, six of which were the questionnaires and three of which were the attitude scales, were administered to the subjects of the study.

The subjects of the study and data collection instruments that were administered to them are given in Figure 3.2. This figure also provides an understanding of the particular research questions that the instruments attempted to answer.

3.4.1 Development of the Questionnaires

The questionnaires, used in the study, were developed by the researcher herself. While developing the questionnaires six steps were mainly taken:

1. Review of literature and determination of variables/main dimensions that is going to be covered.
2. Carrying out interview with the subjects from the sample.
3. Forming the draft of the instrument.
4. Taking the expert judgments.
5. Pilot testing.
6. Finalizing the instrument for the actual administration.

The process of developing the questionnaires started with a survey of local and foreign research studies conducted on ATHSSs. Because no research directly related to ATHSSs was found in foreign research studies, mostly national studies (mentioned in the related section in the Review of Literature) except for the researches related to entry characteristics of teacher candidates, were taken into account.

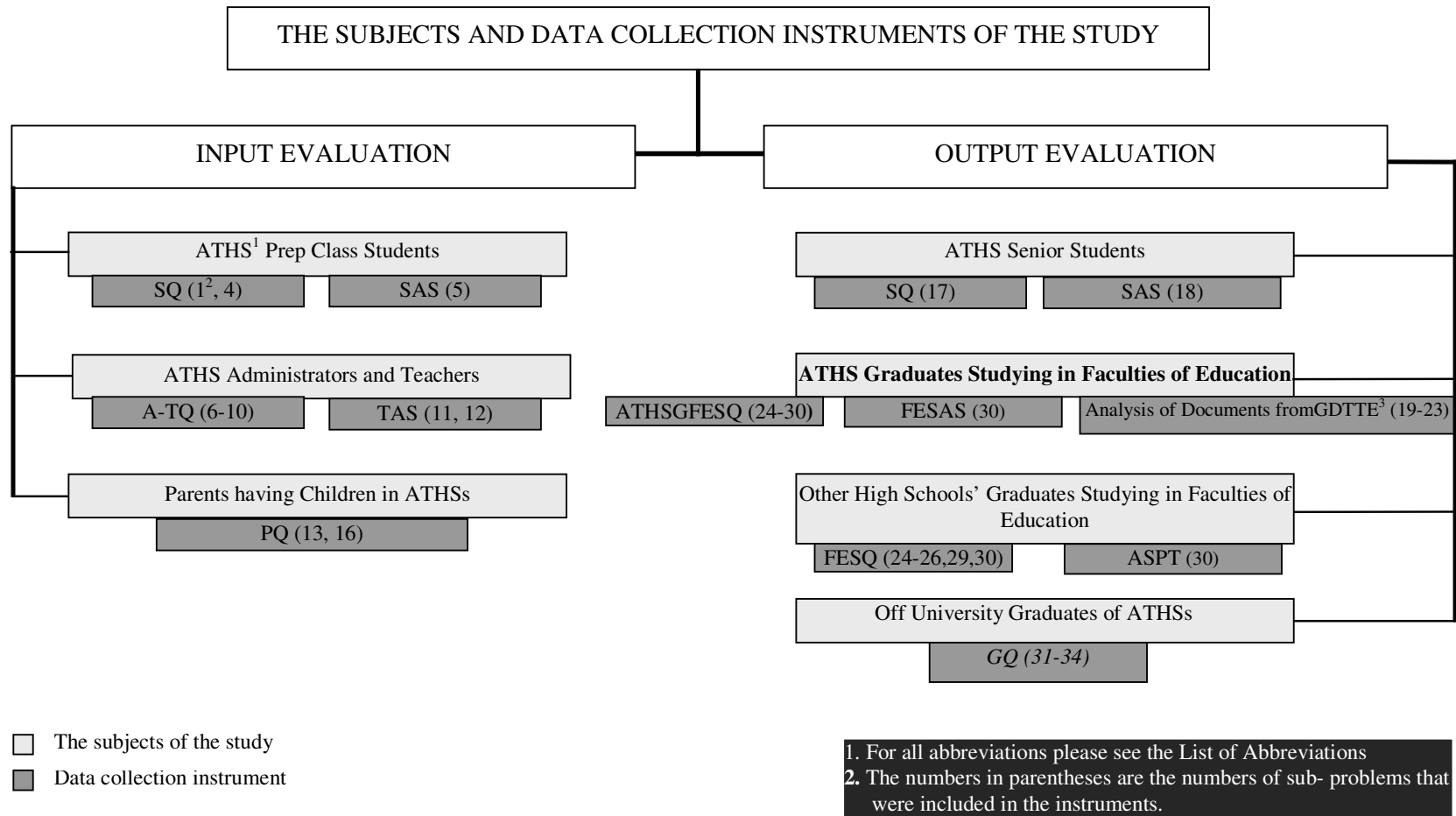


Figure 3.2 The Subjects and Data Collection Instruments of the Study

On the basis of review of literature the variables that were going to be covered were determined (See Appendix E). On the basis of information gathered from review of literature, semi structured interview forms including the variables, which are mentioned in Appendix E, were prepared. Interviews with the subjects aimed at increasing the content validity of the instruments. On the basis of further information gathered from the interviews draft instruments for the various subjects were made ready for pilot-testing and expert judgments.

Pilot testing was conducted in Ankara Hasan Ali Yücel ATHS- to represent the ATHSs in city centers, and Hasanođlan Atatürk ATHS- represent the schools in smaller towns.

During the pilot testing, the points that were not clear or irrelevant for the subjects of the study, items needed to express their opinion or situation more clearly and amount of time required for the administering the instruments were considered. Finally, on the basis of notes derived from the piloting, and the feedback from the experts, the instruments were reviewed and they were reconstructed for the actual administration.

Because of time limitation, getting feedback from experts and pilot testing were conducted simultaneously.

For the expert judgment, the academicians and other experts whose opinions and suggestions were taken are listed in Appendix I according to the institution they are working at.

3.4.1.1 The ATHS Student Questionnaire (SQ)

In order to collect data on demographic background, reasons for choosing ATHS, perceptions about ATHS and suggestions for better education in ATHS the “Anatolian Teacher High School Student Questionnaire (SQ)” was developed.

In order to support the information gathered from literature review, interviews were conducted with randomly selected ten students, five of which were prep class students and five were senior students in Hasan Ali Yücel ATHS. The information gathered from the administrators and teachers in the same school was also used to enrich the data gathered from student interviews. Especially the interview conducted with the psychological consultant of the school, made valuable contributions to the content of the instrument from student point of view.

Finally, the draft copy of SQ was reviewed on the basis of the interview results then was made ready for expert judgment and pilot testing.

SQ was pilot-tested on prep class and senior students studying in Ankara Hasan Ali Yücel and Hasanođlan Atatürk ATHSs. In each school the instrument was administered to 15 prep class students and to 15 senior students totally to 30 prep class students and to 30 senior students.

Pilot tests in both schools were carried out at the beginning of first semester of 2002-2003 Academic Year by the researcher herself in accordance with the formal permission of the General Director of GDTTE.

The pilot test was carried out in the prep classes that were available at that moment. However, the pilot-test on senior students was carried out on senior students studying at different fields of specialization. In other words, the piloting was conducted with a more heterogeneous group regarding their fields of specialization.

No specific problem was observed during the pilot-test, all the items were working.

After the pilot-test, some wording changes were made not in the items of the instrument but in the alternatives under these items. For example, the alternative included under the item of reasons for choosing ATHSs and advantages of ATTHSs, “Zamanın büyük çođunluđunun aileye yardım vb. işler yapmak zorunda kalmadan,

ders çalışmaya ayrılması” was changed into “Öğrencinin ders çalışmaya evde olduğundan daha çok vakit bulabilmesi”.

The most important feedback from the experts on the instrument was avoiding the overlapping in the items of the Student Questionnaire and the Parent Questionnaire. This refers to the items related to SES of their parents in the SQ. Before piloting, these items were excluded since the study included parents of the same students; so first hand data from the parents were preferred to second hand data that would be derived from the students. After exclusion of the items related to SES of the parents and some wording changes, the questionnaire was given the final form for the actual administration of the study.

The final form of the instrument (See Appendix J) includes two parts. First part is the “Demographic Background” including nine questions and the second part is the “Opinions About ATHSs, including five questions. Distribution of the questions according to the variables was shown in Appendix E.

3.4.1.2 The Teacher-Administrator Questionnaire (T-AQ)

In order to collect data from teachers and administrators, the ATHS “Teacher-Administrator Questionnaire (T-AQ)” was developed.

As a result of literature the review the variables that should be covered in the T-AQ were determined as: demographic background; reasons for choosing ATHS as a teacher and reasons of students’ choices; their perceptions about ATHS and suggestions for better education in ATHS.

In order to enrich the information gathered from the review of literature, interviews were conducted with the one of the Deputy Principals and seven teachers from different subject areas in Hasan Ali Yücel ATHS. For the interview a semi-structured interview form was developed and used.

In the light of data collected from the interviews the questionnaire was constructed and made ready for the pilot test and expert judgment procedures.

The instrument was pilot tested on 44 teachers, 25 of which were in Hasan Ali Yücel and 17 of which were in Hasanoğlan Atatürk ATHSs, in the first semester of 2002-2003 Academic Year. Four of these teachers were school administrators.

After pilot testing, a question related to their duty; teacher or administrator, was added. The other questions were maintained as they were in the pilot-test then the instrument was finalized for the actual administration of the study.

Final form (See Appendix K) includes 21 questions 16 of which are in the first part; “Demographic Background” and five of which are in the second part; “Opinions Related to ATHSs”. Distribution of the questions according to the variables was shown in Appendix E.

3.4.1.3 The Parent Questionnaire (PQ)

In order to collect data from the parents having a child or children currently studying in ATHSs the “Parent Questionnaire (PQ)” was developed.

With reference to the review of literature, the variables that ought to be covered in the instrument were determined as: demographic background of parents including SES; reasons of sending their children to ATHSs; perceptions about ATHSs and suggestions for better education in ATHSs (see Appendix E).

While developing PQ, the SES scale of Bacanlı (1997) was taken as reference in the development of the items to explore SES of parents. Bacanlı used; education level of parents, number of family members, ownership about the house they live in, number of rooms, heating system in their house, monthly total income of the family, parents jobs, the high school they graduated from, how parents paid expenditures in their secondary education and other belongings of the parents as the indicators of SES.

In order to develop additional items related to other variables in the instrument, interviews were conducted with two parents, one of which have children studying in Hasan Ali Yücel ATHS and the other have in Aydın Ortaklar ATHS. According to the results of the interview, the instrument was made ready for expert judgment and pilot testing.

For the pilot testing only the parents sending their children to Hasan Ali Yücel ATHS were chosen because, they live in different regions of Turkey. It was assumed that they would represent the parents having different characteristics from different regions of the country. Totally 22 parents participated in pilot test; 13 of them were from Ankara, two of them were from Sinop, and the others from Erzurum, İçel, Kırklareli, Kırşehir, Kocaeli, Kütahya and Nevşehir. Most of the parents were from Ankara . This was due to the fact that some students, who went to outside Ankara for the weekend holiday, forgot to bring the instrument back. For that reason, in order to reach the target number of parents, additional tests were administered on parents in Ankara.

For the pilot-test, the questionnaires were distributed to the parents via their children who were going home for weekend holiday in the first semester of 2002-2003 Academic Year. Before they went on holiday, students were informed about how their parents would answer the questionnaire and how they would take notes of the points that were not understandable or clear for their parents.

When students came back, they were asked if they observed any difficulty of their parents while they were answering the questionnaire. No specific difficulty was noticed, however parents made a remarkable point. They *thanked to the researcher for asking their opinion in the study.*

According to the results of the pilot-test, the question related to the children (including those studying at ATHSs and those studying at preschool, primary, secondary and tertiary education levels) of the parents, was found unnecessarily detailed by the researcher, and demographics related to the children were limited to

only asking the number of the children and the school type that they are studying at. The other questions were maintained as they appeared in the pilot-test.

Related to the instrument, there was no suggestion for a change in the instrument but the experts mentioned their concerns about how to access the parents in the actual administration. The explanations referring to this feedback are given under the title of “3.5 Data Collection Procedures”.

The final form (See Appendix L) of the instrument consist two parts. First part is the “Demographic Background” including 26 questions and the second part is the “Opinions About ATHSs, including five questions. Distribution of the questions according to the variables was shown in Appendix E.

3.4.1.4 The Graduate Questionnaire (GQ)

In order to collect data from the graduates of ATHSs who could not enter university, the Graduate Questionnaire (GQ) was developed.

On basis of review of literature variables that should be covered in the instrument were found as: demographic background; reasons of not being able to enter to university; reasons for choosing ATHS; perceptions about ATHS; suggestions for better education in ATHS; their current occupation and suggestions for better occupation in business world.

While developing the Graduate Questionnaire the graduate follow-up studies conducted by the GDTTE of the MONE in 1997 and the follow-up studies related to the graduates of vocational high schools conducted by Vocational and Technical Education Research Center (VTERC) were taken into consideration (VTERC, 1995; VTERC, 1996).

The validity of the instrument was provided by expert opinion and the pilot study that was conducted on three graduates who could not enter university and were

available in Ankara. One of these graduates was already known by the researcher herself but the others were provided by Hasanođlan Atatürk ATHS.

No specific problem was observed in the pilot testing process and no particular feedback was gathered that required a change from the experts. The only one feedback was the issue of “how the off-university graduates would be reached” in actual administration. Explanations for this question are given under the title of 3.6 Data Collection Procedures

Final form of the instrument (See Appendix M) includes 33 questions 27 of which are in the first part; “Demographic Background” and six of which are in the second part; “Opinions Related to ATHSs”. Distribution of the questions according to the variables was shown in Appendix E.

3.4.1.5 The Faculty of Education Student Questionnaire

In order to collect data from the students who are currently studying at Gazi Faculty of Education, “Faculty of Education Student Questionnaire” (FESQ) was developed. Based on the review of literature, the variables that should be covered in the instrument were found as: demographic background; reasons for choosing teaching as a profession; career expectations; reasons for choosing ATHS; perceptions about ATHS and suggestions for better education in ATHS.

To support the information gathered from the review of literature, interviews were conducted with four graduates of ATHSs, who were currently studying in different departments of Middle East Technical University (METU), Faculty of Education.

On the basis of review of literature and the results of the interviews only one instrument for two student populations (graduates of ATHS and graduates of other high schools) in the faculty of education was constructed and made ready for pilot-testing and expert judgment. Pilot testing was carried out on 48 first year and senior

students at METU Faculty of Education. Distribution of the students according to their departments and classes are given in the Table 3.7

Table 3.7 Distributions of Prospective Teachers in the Pilot Test.

				Departments in the Faculty of Education					
				Biology	Science	Physics	Chemistry	Math	Total
School Type	HighATHS	Class	Firs Year	-	6	-	-	-	6
			Last Year	1	7	3	5	3	19
	Other School	Class	Firs Year	-	6	-	-	-	6
			Last Year	-	7	5	1	4	17
Total				1	26	8	6	7	48

After the pilot-test, it was decided that two separate questionnaires were needed for ATHS graduates and the graduates of other high schools, because the questions related to reasons for choosing ATHSs and perceptions and suggestions about ATHSs were irrelevant for the graduates of other high schools. Consequently, The “ATHS Graduate Faculty of Education Student Questionnaire (ATHSG FESQ)” was developed for ATHS graduates, who are currently studying in faculties of education and the “Faculty of Education Student Questionnaire (FESQ)” was developed for the students of faculty of education who had been graduated from other high schools. However, the items related to the students’ perceptions and suggestions about ATHSs, the items of the “Faculty of Education Student Questionnaire” are the same as the items in the “ATHS Graduate Faculty of Education Student Questionnaire”.

Final form of the ATHSG FESQ (See Appendix N) consists of 17 questions in the first part named “Demographic Background” and five questions in the second part named “Opinions Related to ATHSs”. However, final form of the FESQ (See Appendix O) consists of only one part including 17 questions as in the ATHSG FESQ.

3.4.2 Attitude Scales

It was planned to measure the attitudes of the participants towards the teaching profession by attitude scales. Because there were already developed attitude scales measuring attitudes towards the teaching profession, it was decided that it would be economically convenient to use them. However, because the three groups – ATHS students, teachers and administrators and faculty of education students – whose attitudes were to be measured are at different phases of the teaching profession, it was decided, in the light of expert opinion, that different attitude scales were needed to be used for each group.

While choosing the attitude scales to be used, the following factors were considered: whether the items served to collect data relevant to the subjects of the study, whether the sample used in the pilot study of the participants were similar to those of this study and whether the reliability coefficient was high.

3.4.2.1 Attitude Scale for ATHS Students (SAS)

In order to measure the attitudes of prep class and senior students studying at ATHS, attitude scale prepared by Erkuş et al. (2000), which has proven validity and reliability with a reliability coefficient of $\alpha = 0.99$ was chosen.

Erkuş et al. developed this scale in a study aimed at developing an attitude scale measuring attitudes of senior students in secondary education and attitudes of students studying at the departments related to teaching, toward teaching profession. Development of the scale was realized in the following steps:

1. A group of 90 subjects including high school students, faculty of education students and some high schools teachers, was asked to write a short composition expressing their opinions, perceptions and feelings about teaching profession.
2. Statements that could be probably used in the scale were identified

3. Candidate items were written and reviewed in terms of whether they were representing cognitive, affective and psychomotor domains of attitudes toward teaching profession.
4. Judgments of experts in the field of psychological test development were taken.
5. 38 items were listed on trial form by taking negative or positive structure of the sentences into consideration.

The instrument was pilot tested on 127 senior students in Ankara Kurtuluş and Başkent High Schools, 76 teaching certificate program students in Ankara University, and 92 students studying at Hacettepe University Faculty of Education.

As a result of item-total test correlation analysis by Pearson Moment Correlation Coefficient, although all the items were working, 15 items were omitted in order to make answer time short and provide homogeneity in the instrument.

The steps followed in the development of the items, high item-total test correlation coefficients and inclusion of all the items in one factor at the end of the factor analysis were the validity evidences of the research.

Final form of the instrument (See Appendix P) formed by 32 items. The original form of the instrument was administered to the 30 prep class and 30 senior students in Ankara Hasan Ali Yücel And Hasanoğlu Atatürk ATHSs in pilot test. The students were the students who were also administered the SQ (see 3.4.1.1). At the end of the pilot test reliability coefficient was found $\alpha = 0,96$. Since α was high and there was no problem in pilot test the original form of the scale was used in the actual administration of the study. On the basis of data gathered from actual administration α was found 0,96.

3.4.2.2 Attitude Scale for Prospective Teachers (ASPT)

In order to measure the attitudes of the student-teachers who were currently students in faculties of education, the attitude scale prepared by Çapa and Çil (2000) (see Appendix Q), which has a reliability coefficient of $\alpha = 0.94$, was chosen.

Çapa and Çil (2000), developed the scale in a study aiming at examining the student-teachers' attitudes toward teaching with regard to different variables. Development of the scale was realized in the following steps:

1. On the basis of the attitude scale developed by Aşkar and Erden (1987), trial form of the scale was developed.
2. The instrument was pilot tested on 340 students studying at different departments of METU faculty of education.
3. Item analysis was conducted, and 13 positive, 19 negative totally 32 items were maintained in the final form of the scale
4. At the end of Varimax Factor analysis, items grouped in three factors; “like-dislike” including 22 items and having 14.2 eigen value, “self-esteem” including 7 items and having 3.16 eigen value, “respect” including 3 items and having 1.71 eigen value.

Original form of the scale was administered to 48 students, who were also administered PESQ (See in 3.4.1.5), in METU Faculty of Education for the pilot test. On the basis of data gathered from pilot test α was 0,95. Since it was found high enough and no problem was observed during the pilot test, the scale was used as it was originally in the actual administration. Its α was found 0,93 for the data gathered from the actual administration.

3.4.2.3 Attitude Scale for Teachers and Administrators (TAS)

In order to measure the teachers' attitudes towards teaching, the attitude scale prepared by Çapa and Çil (2000) was chosen, but some of the items were adapted for teachers who are currently teaching. The modification was needed because there were no actual teachers in the pilot study of the Çapa and Çil's attitude scale. As a result, it was found that some of the items in the attitude scale were irrelevant for teachers who were actually teaching. For that reason, the irrelevant or inappropriate items were adapted for teachers who were already teaching. The items that were

changed are given in Appendix R. The other items were remained as they were in the original form of the scale.

The new version of the scale (see Appendix S) was pilot tested on 44 teachers who were also administered T-AQ, in Ankara Hasan Ali Yücel and Hasanoğlan Atatürk ATHSs. On the basis of data gathered from the pilot test reliability coefficient was found $\alpha = 0.93$. It was high enough for the instrument to be used in actual administration. From the data gathered in the actual administration reliability coefficient was found $\alpha = 0.90$. All α values (original, after pilot test and actual administration) for all attitude scales in the study are given in Table 3.8.

Table 3.8 α values of the Attitude Scales used in the Study

Scales	α of Original Scale	α ; After pilot Test	α ; After Actual Administration
SAS	0.99	0.96	0.96
TAS	0.94	0.93	0.90
ASPT	0.94	0.95	0.93

The attitude scales of the study were not administered to the subjects in the same session in which the questionnaires were administered in order to get data from the same subjects. For that reason they were not given as separate sheets but as the third part of the questionnaires. By this way probable ambiguities in administration were prohibited, extra time and money, required for separate administrations, was saved.

3.5 The Data Collection Procedures

During the data collection process, the ERDD has provided assistance in making the copies and distribution of the data collection instruments and the acquisition of the necessary official permits related to the schools in the sample and collection of administered instruments back, as partial requirement of ERDD Support Research.

The data collection instruments related to the students, parents, school administrators and teachers and graduates who have not been placed into HEI's were distributed and collected by mail in the last month (January) of the first semester and in the first month (February) of the second semester of 2002-2003 academic year. The school

administrators administered the data collection instruments according to the directions given in the “Administration Directions” (see Appendix T).

Parent Questionnaire were distributed to the parents and collected back via their children who were going home for semester holiday in the first semester of 2002-2003 academic year.

Graduate Questionnaires were administered to the graduates to whom the school administration could invite easily to the school or distribute the instrument easily.

The data from the students in the Gazi Faculty of Education was collected by the researcher herself, at the very beginning of the second semester of 2002-2003 Academic Year.

3.6 Data Analysis Procedures

For the descriptive purposes of the study descriptive studies were used in the analysis of data. However for the comparative purposes; in order to compare attitude scales ANOVA was conducted.

3.7 Limitations of the Study

For the evaluation purpose in this study, the Stufflebeam’ CIPP (Context, Input, Process, Product) program evaluation model (Ornstein and Hunkins, 1998), has been limited to the Input and Product evaluation and these dimensions have been limited to human resources; students, teachers, administrator, graduates, and parents who are other human resource in ATHSs.

In this study the major aims of the ATHS’s have been limited to the following aims, which reveal the different aim of the ATHS’s to other secondary schools and reflect their main purpose of their establishment:

1. To prepare students for higher education institutions which train teachers,
2. To help students to like the teaching profession and to develop the attitudes and behaviors appropriate for the teaching profession.

The sample of ATHS's is limited to those ATHS's that have submitted the raw UEE scores of their graduates and the placement scores of the students who have been placed into HEIs to the GDTTE. It has been decided to use both scores because while the placement scores of the students who have been placed into HEIs reveal the general achievement level of ATHS's, the raw UEE scores of those students who have either preferred no higher education institution or have not been placed into the higher education institution of their choice, also contribute to determining the achievement level of these schools.

The ATHS's which have not any graduates yet and which have not any prep class or senior students and those which have not submitted data related to their graduates to the GDTTE have not been included in the study because these would not provide relevant data related to the achievement level of their graduates, which is the main criterion in determining the sample for this study.

The study is also limited to the teachers and administrators of ATHSs's, prep class and senior students and their parents in the academic year of 2002-2003.

Students who are currently studying in teacher training programs were limited to students who are studying at Faculties of Education in Turkey. Then the students who are currently studying in faculties of education was limited to first year and last year students currently studying in Science, the Primary and Secondary School Mathematics, Social Studies, Turkish Language and Literature, Turkish and Classroom Teaching Departments of the Gazi University. These departments were chosen because they were the departments preferred by the majority of ATHS graduates throughout Turkey. Gazi University was chosen because it was the university into which the highest number (11.1% of 2002 graduates) of ATHS graduates were placed and Placement proportions of ATHS graduates to these

departments at Gazi University and all throughout other institutions in Turkey were very close (see Table 3.4).

The data related to ATHS graduates who were not placed into HEIs was limited to those graduates whose addresses were available at the ATHSs and could be contacted by the school administration.

Overall, the documents analyzed are limited to those documents provided by the GDTTE.

3.8 Assumptions of the Study

With respect to characteristics studied in this research the students at different grade levels are similar.

The answers of the participants reflect their real opinions.

CHAPTER 4

RESULTS

This chapter consists of two main sections, which are devoted to the findings related to each research question. In the first section, the results of statistical analyses, which were conducted, to describe and evaluate the inputs -students, teachers and administrators in ATHS and parents with children studying at ATHSs- of ATHSs are presented. The aim of the analyses presented in this section is to answer the research questions covering the demographic background of the inputs, their reasons for choosing ATHSs, the advantages and disadvantages of ATHS from the inputs' point of view, their suggestions for better education in ATHSs and the attitudes of students and teachers in ATHSs toward the teaching profession.

The second section presents the results of statistical analyses, which were carried out to describe and evaluate outputs of ATHSs who are ATHS senior students, graduates of ATHSs, who are studying at the faculty of education and the graduates who were not being able to enter a higher education program. The aim of the analyses presented in this section is to answer the research questions covering the demographic background of the outputs, their reasons for choosing ATHSs, advantages and disadvantages of ATHSs from the outputs' point of view and the attitudes of senior students in ATHSs, attitudes of the graduates studying at faculty of education toward the teaching profession and their suggestions for better education in ATHSs.

Additionally, there is a third section which presents the overall results concerning the reasons for preferring ATHSs, the advantages and the disadvantages of ATHSs and the suggestions for better education in ATHSs stated by all participants of the study.

4.1 Results Concerning the Inputs of the ATHSs

In this section, first, the results of descriptive statistics describing the demographic background of students (preparatory and senior) who prefer studying at ATHSs; their reasons for choosing ATHS, their opinions about advantages and disadvantages of ATHS and their attitudes toward the teaching profession are presented.

Secondly, the results of descriptive statistics describing the teachers and administrators in ATHSs are presented. In this section, the characteristics of teachers and administrators, their reasons for choosing these schools to work at and their opinion about students' reasons for choosing ATHSs, their opinions about advantages and disadvantages of ATHS their suggestions for better education in ATHSs and their attitudes toward the teaching profession are presented. Then the results of descriptive statistics describing the parents who send their children to ATHSs are presented. In this section, the characteristics of the parents, their reasons for sending their children to ATHSs, their suggestions for better education in ATHSs and their opinions about advantages and disadvantages of ATHS are presented.

4.1.1 Results Concerning the Students Currently Studying at ATHSs

The aim of the analyses in this section is to answer the following research questions:

1. What are the characteristics of students (preparatory and senior) in ATHSs?
2. What are the students' reasons for preferring ATHS?
3. What are the advantages and disadvantages of ATHSs from the viewpoint of students in ATHSs?
4. What are their suggestions for a better education in ATHSs?
5. What are the attitudes of preparatory class students toward the teaching profession?

4.1.1.1 Results Concerning the Characteristics of Students in ATHSs

The aim of the analysis presented in this section is to answer the research question stated below:

What are the characteristics of students in ATHSs?

The results of descriptive statistics describing the characteristics of the students in ATHSs in terms of their genders, grades, and types of sponsor are given in Table 4.1.

Table 4.1 Distributions of Students in ATHSs in Terms of Gender, Grade, and Type of Sponsor

		f	%
Gender	Female	547	53.6
	Male	474	46.4
Total		1021	100
Grade	Prep Class	305	29.7
	Senior (11 th Grade)	721	70.3
Total		1026	100
Type of Sponsor	Self-sponsored boarding student	26	2.6
	Government sponsored boarding student	339	33.6
	Day-time student (non-boarding and self sponsored)	644	63.8
Total		1009	100

A total of 1026 students participated in the study. According to Table 4.1, 53.6 % of the students are female and 46.6 % of them are male. While 30.5 % of them are preparatory class students, 69.6 % of them are senior students. This proportion is due to the proportion that they were represented in the sample of the study. In addition 63.8 % of the students are day-time students, 33.6 % of them are government sponsored boarding students and 2.6 % are paying for the boarding facilities than the benefit from. According to their response to the open-ended question asking the reasons for being self-sponsored boarding students, students indicated that since their parents have high income they were not accepted as boarding student by the school administration because parents' income is an important criterion in the allocation of financial governmental support. The other important reason is the difficulty of daily transportation to the school especially if the school is located far from the city, which can be even more problematic in colder regions of the country.

Table 4.2 Students in ATHSs in Terms of Gender, Grade Level, and Type of Sponsor

					Type of Sponsor			Total
					Self sponsored boarding	Government sponsored boarding	Self sponsored day-time	
Gender	Female	Grade	Prep	f	8	38	116	162
				% (Row)	4.9	23.5	71.6	100.0
				% (Column)	53.3	29.0	29.4	29.9
		% (Total)	1.5	7.0	21.4	29.9		
		Grade 11	f	7	93	279	379	
			% (Row)	1.8	24.5	73.6	100.0	
	% (Column)		46.7	71.0	70.6	70.1		
	% (Total)	1.3	17.2	51.6	70.1			
	Total	f	15	131	395	541		
		% (Row)	2.8	24.2	73.0	100.0		
% (Column)		100.0	100.0	100.0	100.0			
% (Total)	2.8	24.2	73.0	100.0				
Male	Grade	Prep	Prep	f	4	64	79	147
				% (Row)	2.7	43.5	53.7	100.0
				% (Column)	36.4	30.9	32.0	31.6
		% (Total)	0.9	13.8	17.0	31.6		
		Grade 11	f	7	143	168	318	
			% (Row)	2.2	45.0	52.8	100.0	
	% (Column)		63.6	69.1	68.0	68.4		
	% (Total)	1.5	30.8	36.1	68.4			
	Total	f	11	207	247	465		
% (Row)		2.4	44.5	53.1	100.0			
% (Column)		100.0	100.0	100.0	100.0			
% (Total)	2.4	44.5	53.1	100.0				

According to Table 4.2, 29.9 % of the female students and 31.6 % of the male students are attending preparatory class and, 70.1 % of the female students and 68.4 % of the male students are attending grade 11. On the other hand, 2.8 % of the female and 2.4 % of the male students are self sponsored boarding students whereas 24.2 % of the female and 44.5 % of the male students are government sponsored boarding students: In both grades, 73.0 % of the female and 53.1 % of the male students are day-time students. The results show that most of the female students (73.0 %) are day-time students who stay at their homes in the evenings, while, nearly half of the male students (46.9 %) are boarding students, 2.4 % of which are self sponsored and 44.5 % of which are government sponsored.

Table 4.3 Distributions of the Students According to Type of Sponsor and Location of School

			Location of the School		Total
			In the same city of students' family	Not in the same city of students' family	
Type of Sponsor	Self sponsored boarding	f	11	15	26
		% (Row)	42.3	57.7	100.0
		% (Column)	1.4	6.8	2.6
		% (Total)	1.1	1.5	2.6
	Government sponsored boarding	f	163	176	339
		% (Row)	48.1	51.9	100.0
		% (Column)	20.8	79.3	33.7
		% (Total)	16.2	17.5	33.7
	Self sponsored day-time	f	611	31	642
		% (Row)	95.2	4.8	100.0
		% (Column)	77.8	14.0	63.8
		% (Total)	60.7	3.1	63.8
Total	f	785	222	1007	
	% (Row)	78.0	22.0	100.0	
	% (Column)	100.0	100.0	100.0	
	% (Total)	78.0	22.0	100.0	

According to results in Table 4.3, while 78.0 % of the students are attending an ATHS in the city in which their families are living, 22.0 % of them are attending an ATHS in a city other than the city in which their families are living. In addition, more than half of the self sponsored boarding students (57.7 %) and government sponsored boarding students (51.9 %) and 4.8 % of the day-time students are attending an ATHS in a city in which their families are not living. On the other hand, 95.2 % of the day-time students, 48.1 % of the government sponsored boarding students and 42.3 % of the self-sponsored boarding students are attending an ATHS in a city in which their families are living. The results show that the percentage of the self sponsored boarding students is 6.8 and the percentage of the day-time students who are attending an ATHS in another city in which their families are not living is 14.0. This means, families favor their children attending an ATHS irrelevant of the location of the school or whether or not they are boarding.

The distribution of ATHS students according to their age is given in Table 4.4.

Table 4.4 Distributions of the Students According to their Age and Grade

			Age										Total
			13	14	15	16	17	18	19	20	21	22	
Grade	Prep	f	2	59	231	20	-	-	-	-	-	-	312
		%	0.6	18.9	74.0	6.4	-	-	-	-	-	-	100
	11	f	-	-	-	29	263	377	33	4	3	1	710
		%	-	-	-	4.1	37.0	53.1	4.6	0.6	0.4	0.1	100

According to results in Table 4.4, the ages of the students in the sample range from 13 to 22. The youngest prep class students are 13 years old (0.6 %) and the eldest ones are 16 years old (6.4 %), thus the mean of their ages is 14.86. On the other hand, senior students are between 16 (4.1 %) and 22 (0.1 %) years of age, and the mean of their ages is 17.62.

The results related to marital status of the parents of the students and the parent(s) with whom they are living are given in Table 4.5.

Table 4.5 Distribution of the Students According to their Parents' Current Status and the Parent/s with whom they are living

			Parents with Whom the Students are Living				Total
			Mother and Father	Only Mother	Only Father	Other Relatives	
Current Status of Parents	Parents alive and together	f	962				962
		% (Row)	100.0	-	-	-	100.0
		% (Column)	100.0				94.4
	Parents alive but separated	f		17	6	2	25
		% (Row)	-	68.0	24.0	8.0	100.0
		% (Column)		40.5	60.0	40.0	2.5
	Mother is not alive	f			4	2	6
		% (Row)	-	-	66.7	33.3	100.0
% (Column)				40.0	40.0	0.6	
Father is not alive	f		25		1	26	
	% (Row)	-	96.2	-	3.8	100.0	
	% (Column)		59.5		20.0	2.5	
Total		f	962	42	10	5	1019
		% (Row)	94.4	4.1	1.0	0.5	100.0
		% (Column)	100.0	100.0	100.0	100.0	100.0

According to the results given in Table 4.5, 94.4 % of the students' mothers and fathers are living together, however, 2.5 % of the students' parents are alive but

separated, and 3.2 % of the students are the children of single parents; either their mother (0.6 %) or their father (2.6 %) is not alive. For this reason, while 94.4 % of the students are living together with both their both parents, 4.1 % of them are living together with only their mothers, 1.0 % of them are living together with only their fathers and 0.5 % of them are living with other relatives. In the open-ended part of the question in the questionnaire, students indicated mainly their grandmother, elder sister and brother as the other relatives that they live with.

Since some of the ATHSs are boarding high schools, it was expected that boarding students are more likely to be the children of separated or single parents. For this purpose, students were asked about their parents' marital status and with whom they are currently living. Results concerning the marital status of their parents and the parents that they are currently living with are given in Table 4. 6.

Table 4.6 Distribution of Students According Type of Sponsor and Marital Status of their Parents

			Marital Status of the Parents				Total
			Parents alive and together	Parents alive but separated	Mother is not alive	Father is not alive	
Type of sponsor	Self sponsored boarding	f	25			1	26
		% (Row)	96.2			3.8	100.0
		% (Column)	2.6	-	-	3.8	2.6
			2.5			0.1	2.6
	Government sponsored boarding	f	319	9	1	10	339
		% (Row)	94.1	2.7	0.3	2.9	100.0
		% (Column)	33.7	32.1	14.3	38.5	33.6
			31.6	0.9	0.1	1.0	33.6
	Self sponsored day-time student	f	603	19	6	15	643
		% (Row)	93.8	3.0	0.9	2.3	100.0
		% (Column)	63.7	67.9	85.7	57.7	63.8
			59.8	1.9	0.6	1.5	63.8
Total		f	947	28	7	26	1008
		% (Row)	93.9	2.8	0.7	2.6	100.0
		% (Column)	100.0	100.0	100.0	100.0	100.0
			93.9	2.8	0.7	2.6	100.0

According to results in Table 4.6, 2.7 % of government sponsored boarding students' parents are alive but separated whereas, 0.3 % of the students' mothers and 2.9 % of

their fathers are not alive. Parallel to these results, 3.0 % of the day-time students are children of separated parents while 3.2 % of them are children of single parents because their mothers (0.9 %) or fathers (2.3 %) are not alive. Although the percentage of the government sponsored boarding students whose fathers are not alive (2.9 %), is greater than the percentage of day-time students (2.3 %), the percentage of the day-time students whose parents are separated (3.0 %) or whose fathers are not alive (0.9 %) is greater than the percentage of government sponsored boarding students whose parents are separated (2.7 %) and those whose fathers are not alive (0.3 %).

In addition to the demographic information given above, data was also collected related to the types of preparation programs attended by the students while preparing for the Secondary Education Institutions Entrance Exam (SEIEE) since this is considered to be one of the indicators of the importance given to studying at ATHSs. The results concerning the different preparation programs that the ATHS students participated in are given Table 4.7

Table 4.7 Different Preparation Programs for the SEIEE

Alternative Preparation Programs for Entrance Exam	f	%	Item No
Private Courses	73	7.1	4
Private institutions preparing for the exam	631	61.8	1
Preparation courses in their primary school	107	10.4	3
Didn't take any course, but prepared by themselves	330	32.2	2

According to the results in Table 4.7, most of the students in ATHSs attended private institutions (dershaneler) (61.8 %) or took preparation courses in their primary schools (10.4 %) in order to prepare for the entrance exam. Moreover, 7.1 % of them had taken individual private courses. On the other hand, 32.2 % of them prepared for the exam without any additional courses, but on their own.

4.1.1.2 Results Concerning the Students' Reasons for Preferring ATHSs

In this section, the results of descriptive statistics, related to the students' reasons of preferring ATHSs, are presented. The aim of the analysis presented in this section is to answer the research question stated below:

What are the students' reasons for preferring ATHSs?

Results concerning the students' reasons for preferring ATHSs are given in Table 4.8

Table 4.8 Students' Reasons for Preferring ATHSs

Reasons	Item No	f	%
High achievement rate of the school in the UEE	13	879	85.7
Additional score given in the UEE	14	813	79.2
Admission of only selected students	6	731	71.2
Social prestige of ATHSs because of the belief of higher quality education offered in these schools	19	602	58.7
Guarantee of finding a job as a teacher	17	582	56.7
Being able to prefer professions other than teaching in the UEE	16	568	55.4
Appointment of selected teachers at these schools	7	544	53.0
Will to be a teacher	1	533	51.9
The priority provided to ATHS graduated teachers for teacher appointments to ATHSs	18	500	48.7
Scholarship provided during university	15	475	46.3
Small class size	11	383	37.3
To receive a good foreign language (English) education	4	381	37.1
Parents' wish	20	310	30.2
Recommendations of the teachers	23	304	29.6
Better physical conditions	10	252	24.6
Influence of a relative graduated from/student of ATHS	22	201	19.6
Being able to spare more time on studying than do at home	8	160	15.6
Convenient location of the school	12	150	14.6
To receive a second foreign language education	5	138	13.5
To benefit from government sponsored boarding facilities	2	119	11.6
Peer influence	21	86	8.4
Unfavorable conditions for studying at home	9	80	7.8
Other	25	66	6.4
Its' being a single-sex boarding school	24	49	4.8
To be a boarding student even if I have to pay	3	32	3.1

According to the results presented in Table 4.8, the students currently studying at ATHSs preferred these schools mainly due to factors related to the UEE and to finding a job after they graduate from university. The results in Table 4.8 also indicate that “the high achievement rate of ATHSs in the UEE” (85.7 %) and “the additional score given in the UEE if the students prefer teacher training programs” (79.2 %) are the most frequent reasons for preferring ATHSs stated by the students. In addition, in relation to the achievement of ATHSs, “the common belief that there is a higher quality of education in ATHSs” (58.7 %) is the other reason for students preferring these schools.

“The admission of only selected students” (71.2 %) and the “selection of the teachers” (53.0 %) who are going to teach in ATHSs are the other frequently stated reasons for preferring ATHSs.

While 51.9 % of the students stated that, they preferred ATHSs because of their “will to become a teacher”, more than this; 55.4 % of them stated that they preferred these schools because they would “be able to prefer the professions other than teaching in the UEE”.

Other than these, “the guarantee of finding a job” if the students become teachers is the other frequently stated reason (56.7 %) for preferring ATHSs.

On the other hand, other reasons like “better physical conditions” in these schools (24.6 %), “receiving a good English language education” (37.1 %) or “receiving another language education” (13.5 %), “small class sizes” (37.3 %) or “benefiting from government sponsored boarding opportunities” (11.6 %) in these schools are not among the main concerns of the students while preferring ATHSs.

In addition to the reasons mentioned above, in the open-ended part of the related question, students also stated similar reasons for preferring ATHSs. These are presented in their original form below:

- I see this school as a firm foundation for my future life
- I preferred this school because it provides quality of education for university preparation.
- I preferred ATHS because it offers an educational environment with discipline.
- I preferred ATHS because teaching is the ideal profession for me.
- I preferred ATHS because it is the second best school after the science high school.
- I preferred ATHS because teachers with ATHS background are more qualified than others
- To show I can stand on my feet.

4.1.1.3 Results Concerning the Advantages of ATHSs from the Students' Points of View

In this section, the results of descriptive statistics related to the advantages of ATHSs from the students' point of view are presented. The aim of the analysis presented in this section is to answer the research question stated below:

What are the advantages of ATHSs from the viewpoint of students studying at ATHSs?

Results concerning the advantages of ATHSs stated by the students are given in Table 4.9

On the basis of the results presented in Table 4.9, according to students who are currently studying at ATHSs, "the additional score given in UEE if they prefer teacher-training programs" (87.3 %) is the most important advantage of ATHSs. "The admission of only selected students" (83.0 %) is the second most important reason for students preferring these schools. Other than these, "the opportunity of the graduates to prefer professions other than teaching without being subjected to any decrease in their UEE score" (62.5 %) is also one of the frequently stated advantages of ATHSs by the students in ATHSs. "The scholarship given to the graduates if they entered the teacher training programs among their first five choices" (61.9 %), "the guarantee of finding a job if they become a teacher" (61.5 %) and "the priority provided to ATHS graduated teachers for teacher appointments to ATHSs" (61.0 %) are the other advantages of ATHSs.

Table 4.9 Advantages of ATHSs from the Students Point of View

Advantages	Item No	f	%
Additional score given to the graduates of ATHSs in UEE	7	896	87.3
Admission of only selected students	1	852	83.0
Graduates being able to choose professions other than teaching	8	641	62.5
Scholarship provided during university if they prefer teacher training program amongst their first five choices	9	635	61.9
Guarantee of finding a job as a teacher	10	631	61.5
The priority given to ATHS graduate teachers in teacher appointments to ATHSs	11	626	61.0
Good foreign language education	19	583	56.8
The majority of students who prefer ATHSs want to become teacher	3	555	54.1
Students mingling with students of different cultural background	28	545	53.1
Continuous motivation for students to enter to university	22	534	52.0
School atmosphere that prepares students for the teaching profession	4	521	50.8
Small class size	18	504	49.1
Conditions that render students to learn to become self-sufficient	24	494	48.1
Close student-teacher relationships	23	476	46.4
More opportunities provided to the students to get to know the teaching profession	5	465	45.3
Conditions that provide students with various experience in interpersonal relationships	26	465	45.3
Appointment of selected teachers and administrators	12	449	43.8
Conditions that render students to learn to live within a community	25	434	42.3
Students getting to know cultures other than their own	27	382	37.2
Opportunities of government sponsored education provided to children of low income families	2	372	36.3
It helps students to like the teaching profession more	6	334	32.6
Fewer discipline problems	13	323	31.5
Good second foreign language education	20	308	30.0
Better physical conditions	14	307	29.9
The similar SES background of students helps avoid discrimination among students	31	287	28.0
Better facilities for students to develop their skills and abilities	16	270	26.3
Students finding more time to study than at home	21	240	23.4
Positive contributions of students to the education of their brothers and sisters	30	203	19.8
The variety of elective courses offered to students according to their interests and aptitudes.	15	198	19.3
Positive contributions of students to their families' cultural development	29	173	16.9
Contemporary teaching materials	17	136	13.3
Single-sex boarding facilities	32	98	9.6
Other	33	25	2.4

In addition to the advantages of the ATHSs in the UEE, in higher education and in employment, there are also advantages in terms of the learning environment they present to their students. In the open-ended part of the question related to the major advantages, a great many students stated in their own words that:

- The majority of ATHS students are those who just missed a science high school, they scored high in the exam. For this reason, the quality of students is very high; they have higher learning capacity.

Students in ATHSs also, preferred these schools because they wanted to become teachers (54.1 %). According to the students, this is also an advantage of ATHSs.

Moreover, “good English language teaching” (56.8 %) and “the continuous motivation of students to enter university” (52.0 %), “students’ mingling with other students with different cultural backgrounds” (53.1 %) and “the school atmosphere, which prepares the students for the teaching profession” (50.8 %) are the other advantages of ATHSs, which were stated by more than half of the students.

In the open-ended part of the question related to the school atmosphere, students stated:

- Teachers regard us as the teachers of the future
- The teacher-student relationship is warm and respectful.
- In the school, there is discipline and quality.

The results show that 50.8 % of the students believed that “the school atmosphere prepares them for the teaching profession”; meanwhile less than half of the students (45.3 %) indicated “the opportunities provided for students to learn about the teaching profession” and 32.6 % of the students indicated “the opportunities provided for students to develop a liking of the teaching profession” as the advantages of these schools. These results should be interpreted carefully since they are related to the foundation purposes of ATHSs.

In the open-ended part of the question, asking the other advantages of ATHSs, students currently studying in ATHSs, stated that they found education in these schools to be of high quality and disciplined. Most of the students liked their schools because they saw their schools as being like a big family. They thought that ATHSs are distinguished schools due to the warm and respectful teacher-student and student-student relationships. According to their statements, most of the students preferred

ATHSs because they are the most successful schools around them after the Science High Schools. For this reason, attending such a school through a selection exam is seen by the students as being highly prestigious.

4.1.1.4 Results Concerning the Disadvantages of ATHSs from the Students (in ATHSs) Point of View

In this section the results of descriptive statistics, related to the disadvantages of ATHSs from the perspectives of students studying at ATHSs, are presented. The aim of the analysis presented in this section is to answer the research question stated below:

What are the disadvantages of ATHSs from the viewpoint of students studying at ATHSs?

Results concerning the disadvantages stated by the students are given in Table 4.10

Table 4.10 Disadvantages of ATHSs from the Students Points of View

Disadvantages	Item No	f	%
The location of the school in a small town	16	282	27.5
Inadequate quality of foods	11	265	25.8
Inability of school administration to offer classes in sport and art related fields due to the small class sizes	5	259	25.2
Inadequate qualifications of teachers	4	251	24.5
Preferring teacher training programs in the UEE due to the pressure of not being placed in a program	8	218	21.2
Lack of communication between the parents and the teachers	3	198	19.3
Preferring teacher training programs in the UEE due to the pressure of not being able to find a job in the future	9	198	19.3
Being away from the family because of boarding at school	1	183	17.8
Lack of cooperation between parents and teachers	2	165	16.1
Non-existence of questions related to the teaching profession in the UEE	6	157	15.3
Higher cost than a school in our environment	14	119	11.6
The organization of all the activities including studying according to communal rules	12	112	10.9
No chance of being employed as a semi-professional like the vocational high school graduates	10	102	9.9
Other	18	90	8.8
Being challenged less to study because of additional score in the UEE	7	89	8.7
Alienation to the culture I was brought up in	15	63	6.1
The similar SES background of students	13	32	3.1
The location of the school being in a big town	17	12	1.2

Unlike the high percentages for the advantages of ATHSs, the percentages for the disadvantages of ATHSs are very low because most of them love their schools. In the open-ended part of the related question the students indicated in their own words that:

- I love my school because it has no disadvantage.

According to results in Table 4.10, among the disadvantages, “the location of the school being in a small town” (27.5%) had the highest frequency as a disadvantage of ATHSs for the students who are studying at these schools. In the open-ended part of the related question the students indicated in their own words that:

- We can't meet some of our needs because we are in a small town
- Town's people see us as strangers.

In addition, in the open-ended part of the related question, students studying at ATHSs that are in cities, but not in the city centers also stated being far from the city centers as a disadvantage of these schools. Some of their comments are given in their original form below.

- Because the school is not located in the city center, commuting between the school and the city everyday is tiring, time-consuming and costly.
- We can only go out of the school on weekends. Because the schools are far from the city centers, we have to wait for the next weekend to fulfill our needs.
- Because we are so far from the city, we feel isolated from the society.

Related to the purpose of these schools, they also noted that:

- We have friends who have come to guarantee their success in the UEE rather than to become teachers
- Because of the additional score in the UEE, some of my friends do not force their capacities; therefore students who have not fulfilled their capacity may enter teacher-training programs.

“Inadequacy of foods” (25.8%) in terms of quality, amount and hygiene is the other issue in ATHSs.

- The amount of food is low; I have to buy food from the canteen because I’m still hungry.
- The food does not appeal to young people
- They mostly prefer to cook inexpensive foods.
- The ingredients of the foods are very good but those who cook them are not real cooks: The school janitors do the cooking.
- The meals are not cooked with care.
- No attention is paid to hygiene of kitchenware.

In addition to the above-listed disadvantages, “the inadequacy of physical conditions” in terms of classrooms, laboratories, sports centers, buildings for social activities and dormitories is another disadvantage of ATHSs, stated by the students in the open-ended part of the related question:

- The school building is not our building.
- We are offered English classes but there is not language laboratory.
- Many people have to stay in the same room in dormitories.
- The dormitories are cold, do not get heated enough.
- We do not even have a gymnasium to spend our energy and relax.

“The inability of school administrations to offer classes for the fields related to sports and the arts (music, drawing)” (25.2%) is another disadvantage of ATHSs.

Inadequate qualification of teachers is another disadvantage of ATHs.

In the open-ended part of the related question students stated that:

- Students are selected for admission to these schools but the teachers are not.
- Our teachers do not improve themselves professionally and they do not take advantage of modern instructional technology.

In relation to boarding ATHSs, living far from their families (17.8%) and the inadequacy of communication between their teachers and their parents (19.3%) are the other disadvantages of ATHSs according to the students.

Other than these disadvantages in the open-ended part of the related question, students also stated other disadvantages concerning the hours of the lessons, courses related to the teaching profession, administration of the schools, health and guidance services and the social development of the students in these schools:

- The daily and weekly course load is too much; we get home very late. There isn't time left to study, let alone for social activities. We are given too much homework in teaching related courses, we cannot prepare for the UEE because of this. Plus in the UEE there are not any questions related to these courses.
- The school has a tough disciplinary approach we sometimes get suppressed and depressed.
- There isn't enough collaboration between teachers and administrators sometimes we get stuck in the middle.
- The health service is not adequate at all; the nurses do not care about us. Actually, they call all health problems of boarding students psychologically grounded.
- The schools' guiding service is not adequate for the problems resulting from being a boarding student.
- There are not enough social activities. For this reason, school gets monotonous after a while.
- Teachers favor students who come from rich families and whose parents frequently come to school.

4.1.1.5 Results Concerning the Students' Suggestions for better Education in ATHSs

The results in this section were attained using content analysis procedures since an open-ended item was used to collect the suggestions of the subjects. Consequently, the suggestions have been presented without statistical details.

The suggestions of the students are presented in under the following categories:

1. Suggestions related to the teachers in ATHSs.
2. Suggestions related to the administrators and the administration of ATHSs.
3. Suggestions related to the students in ATHSs.

4. Suggestions related to the curricula in ATHSs.
5. Suggestions related to the boarding facilities in ATHSs.
6. Suggestions related to the extra studies sessions in ATHSs.
7. Suggestions related to other aspects of ATHSs.

Suggestions related to the teachers in ATHSs

1. Teachers should be selected and appointed based on objective criteria.
2. The teacher selection exam should include the items, which evaluate the teachers in terms of not only subject area but also educational formation and experience.
3. Experienced but young teachers should be appointed to ATHSs.
4. Teachers should give importance to personal professional development and they should be able to use educational technology in their classes.
5. Teachers should be subjected to periodical (once every two or four years), proficiency exams.
6. Teachers who have graduated from ATHSs should be appointed to ATHSs
7. Teachers should be more empathetic

Suggestions related to the administrators and the administration of ATHSs

1. The school administration should not employ an oppressive disciplinary approach.
2. The students should be encouraged and allowed to participate in the decision making process.

Suggestions related to the students in ATHSs

1. The students who do not want to become teachers should not be admitted in to ATHSs.
2. The students should be encouraged to prefer ATHSs that are near to their home in order to reduce the problems stemming from being away from home

Suggestions related to the curricula in ATHSs

1. Sports and Arts classes should be offered to the students who want to study in these fields.
2. The weekly class hours should be reduced.
3. The length of the class hour should be decreased.
4. Items related to the contents of the educational courses should be included in the UEE for the students who want to prefer teacher-training programs.
5. The additional score in UEE should be given in accordance with the achievement rate on the education related items in UEE.
6. The students should not only be oriented toward the teaching profession but also other professions.
7. The ATHS graduates should be able to continue on to teacher training programs in university, without being required to take the UEE.
8. Practice rooms and sports facilities should be made available for the students with special abilities in music, arts and sports.
9. The fields of study should be provided in accordance with the interests of the students.

Suggestions related to the boarding facilities in ATHSs

1. The foods should be prepared with care.
2. The ingredients should be of high quality.
3. The kitchens and utensils should be hygienic.
4. The people who cook the meals should be qualified chefs.
5. More importance should be given to the hygiene of the school.
6. ATHSs should not be single gender schools.

Suggestions related to the extra studies sessions in ATHSs

1. The extra studies sessions and facilities should not be rigid.
2. Appropriate facilities should be made available for students who want to study individually during the extra studies sessions.

Suggestions related to other aspects of ATHSs

1. The goals and the advantages of ATHSs should be well announced.
2. The physical conditions of ATHSs should be improved.
3. There should be more social activities offered to the students.
4. The funds allocated to ATHSs should be increased.
5. More importance should be given to teacher-parent cooperation.
6. Students should be offered efficient guidance services.

4.1.2 Results Concerning the Teachers and Administrators Currently Working at ATHSs

In this section, the results of descriptive statistics describing the demographic background of teachers and administrators who are teaching in ATHSs; their reasons for choosing ATHS to teach; their opinions about the students' reasons for choosing ATHSs, their opinions about advantages and disadvantages of ATHS and their attitudes toward the teaching profession are presented. The aim of the analyses in this section is to answer the following research questions:

6. What are the characteristics of teachers and administrators in ATHSs?
7. What are teachers' and administrators' reasons for choosing ATHS to teach/work?
8. What are the attitudes of teachers and administrators toward the teaching profession?
9. Is there any difference between the attitudes of teachers of educational (vocational) courses and the attitudes of teachers of other courses toward the teaching profession?
10. What are teachers' and administrators' opinions about reasons for students to choose ATHS?
11. What are the advantages and disadvantages of ATHSs from the viewpoint of teachers and administrators in ATHSs.
12. What are their suggestions for a better education in ATHSs?

4.1.2.1 Results Concerning the Characteristics of Teachers and Administrators in ATHS

The aim of the analysis presented in this section is to answer the research question stated below:

What are the characteristics of teachers and administrators in ATHSs?

A total of 612 educators, 544 teachers and 68 administrators participated in the study.

The results concerning the distribution of the teachers according to their duties in the school and their gender are given in Table 4.11.

Table 4.11 Distribution of the Educators According to their Duty and Gender

			Gender		Total
			Female	Male	
Duty	Administrator	f	6	61	67
		% (Row)	9.0	91.0	100.0
		% (Column)	2.9	16.4	11.5
	Teacher	f	204	312	516
		% (Row)	39.5	60.5	100.0
		% (Column)	97.1	83.6	88.5
Total		f	210	373	583
		% (Row)	36.0	64.0	100.0
		% (Column)	100.0	100.0	100.0

According to Table 4.11, most of the educators who participated in the study are teachers (88.5 %). This is due to the proportion that they were represented in the sample of the study (See in Chapter 3, section 3.3.2). Most of the educators are male (64.0 %) and only 36.0 % of them are female, while only 2.9 % of the female educators are administrators, who constitute 9.0 % of the total number of the administrators, 16.4 % of the male educators are administrators, which constitute 91.0 % of the total number of the administrators. This means that most of the administrators in ATHSs are male.

The results concerning the ages and experiences of teachers and administrators are given in Table 4.12.

Table 4.12 Ages and Experiences of Teachers and Administrators in ATHSs

Ages and Experience	Year	f	%
Age	<25	68	11.3
	26-35	258	42.8
	36-45	208	34.5
	46-55	64	10.6
	55>	5	0.8
Total		603	100
Experience	1-5	115	21.9
	6-10	140	26.6
	11-15	126	24.0
	16-20	60	11.4
	21>	85	16.2
Total		526	100

According to Table 4.12, most of the teachers in ATHSs are between the ages of 26-35 (42.8 %) and 36-45 (34.5 %). Approximately one fifth of them are at ends of the age intervals. Parallel to their age, 26.6 % of the teachers have 6-10 years of experience and 24.0 % of them have 11-15 years of experience. In addition, while 21.9 % of them have 1-5 years of experience, 27.6 % of them have more than 16 years of experience. These results show that, generally the educators in ATHSs are young; they are between the ages of 26-45. In respect to their experience, they are experienced teachers; most of them have taught for more than six years however one fifth of them have been teaching for only five or less years.

The Results concerning the subject specialization of the teachers are given in Table 4.13.

Table 4.13 Subject Specialization of Teachers

Subject Specialization	f	%
English Language	106	17.5
Turkish Language and Literature	80	13.2
Mathematics	62	10.3
History	45	7.5
Education Courses	43	7.1
Physics	30	5.0
Geography	29	4.8
Biology	27	4.5
Chemistry	25	4.1
Philosophy	23	3.8
Physical Education	22	3.6
German	22	3.6
Psychological Counselor	20	3.3
Art (Drawing)	17	2.8
Religion and Moral Values	16	2.6
Music	15	2.5
Science	9	1.5
French	6	1.0
Computer	5	0.8
Sociology	1	0.2
Trade	1	0.2
Total	604	100.0

According to Table 4.13, English Language (17.5 %), Turkish Language and Literature (13.2 %) and Mathematics (10.3 %) teachers are the largest groups among the teachers. However, the percentage Psychological Counselors is very small (3.3 %) although more experts in this area are expected to be found in ATHSs because, Psychological Counselors are one of the key specialists that the students need to interact with in ATHSs, especially in boarding ATHSs.

The educational background of the teachers of prospective teachers is important. For that reason the educational background of these teachers are examined starting from the high school that they have graduated from, to the developments in their career in the last three years. The results concerning the type of high schools from which the teachers graduated, are given in Table 4.14.

Table 4.14 High Schools that Teachers Graduated from

High Schools	f	%
General and Anatolian	380	64.8
Teacher	126	20.8
Theology	42	6.9
Vocational	5	6.8
Private	2	0.3
Fine Arts	1	0.2
Military	1	0.2
Total	605	100.0

According to Table 4.14 more than half of the teachers in ATHSs are the graduates of General high schools (64.8 %). One fifth of them (20.8 %) are graduates of ATHSs. The remaining of teachers are graduates of theology, vocational, private, fine arts and military high schools.

The results concerning the higher education background of the teachers are given in the following tables. Table 4.15 presents the institutions teachers graduated from.

Table 4.15 Universities that the Teachers have graduated from

Universities	f	%
Atatürk	69	11.7
Gazi	59	10.0
Anadolu	48	8.2
Selçuk	42	7.1
Ankara	35	6.0
Ondukuz Mayıs	35	6.0
Marmara	29	4.9
Hacettepe	27	4.6
Dicle	27	4.6
Karadeniz Technical	26	4.4
Dokuz Eylül	25	4.3
Others	166	28.2
Total	588	100.0

According to Table 4.15, 11.7 % of the teachers in ATHSs are the graduates of Atatürk and 10.0 % are the graduates of Gazi University. The remaining teachers are graduates of other universities in Turkey.

To portray the educational background of the teachers, the faculties or other higher education institutions that the teachers graduated from were also examined. The faculties that the teachers graduated from are given in Table 4.16.

Table 4.16 Faculties that the Teachers have Graduated from

Faculties/Other Institutions	f	%
Education	350	57.9
Science and Art	141	23.3
Educational Sciences	28	4.6
Education Institute	27	4.5
Open	27	4.5
Theology	14	2.3
Social and Administrative Sciences	4	0.7
School of music	4	0.7
Engineering	2	0.3
Medicine	1	0.2
Language, History and Geography	6	1.0
Total	604	100.0

According to Table 4.16, more than half of the teachers are graduates of faculties of education (57.9 %) and 4.6 % of them are the graduates of faculties of educational sciences. This finding appears to be positive in respect to the purpose of ATHS which is to prepare the students for faculties of education. On the other hand, there are also teachers who are graduates of other faculties that are not training teachers.

In addition to the results related to the institutions that the teachers graduated from, the results concerning the higher education degrees of the teachers are presented in Table 4.17.

Table 4.17 Higher Education Degrees that Teachers hold

Degree	f	%
Bachelor	567	95.3
Masters	20	3.4
Doctorate (PhD)	4	0.7
Other	4	0.7
Total	595	100.0

According to Table 4.17, 95.8 % of the teachers participated in the study have only a bachelor degree but 3.4 % of them have masters degrees and four teachers have Doctorate degrees.

The teachers who were not graduates of teacher-training programs were asked whether the higher education programs they attended offered teaching certificate courses. The results concerning the alternative teaching certificate programs that teachers participated in are given in Table 4.18.

Table 4.18 The Teaching Certificate Programs that the Teachers Participated in.

Certificate Programs	f	%
Undergraduate Program	175	28.6
Independent Certificate Program	56	9.2
In-Service Training	25	4.1
Other	10	1.6
Graduate Program	5	0.8
No certificate	2	0.3

According to Table 4.18, teachers who were not graduates of teacher training programs mainly attended the additional teaching certificate programs in their undergraduate programs (28.6 %). 9.2 % of the teachers attended independent teaching certificate programs organized by the universities and 4.1 % of them attended in-service training programs organized by the Ministry of National Education. However two teachers, one History and one Turkish Language and Literature teacher, did not have a teaching certificate. This finding appears to be an interesting one when the goal of ATHSs is considered.

Alongside teachers' pre-service qualifications, strategies that were used in the selection and appointment of teachers of ATHSs are also important. The results concerning the selection and appointment of teachers are given in Table 4.19.

Table 4.19 Distribution of Teachers According to their Appointment to ATHSs

Appointment Type	f	%
With selection exam	197	32.7
With the approval of the Ministry of National Education	160	26.6
First appointment	123	20.4
With the approval of the Mayor	68	11.3
Total	602	100.0

According to Table 4.19, only one third of the teachers were appointed after a selection exam (32.7 %); however the remaining was appointed without a professional selection, but by other official ways of appointment in MONE.

After their appointment, teachers are expected to update and develop themselves professionally. The results concerning the developments in their career in the last three years are given in Table 4.20.

Table 4.20 Programs/Activities Teachers Participated in for Last Three Years

Activities for Professional Development	f	%
Participated in in-service training program	338	62.2
No development	145	28.3
Started to a master program	17	3.3
Finished a master program	8	1.6
Finished a PhD program	4	0.8
Started to a PhD program	1	0.2
Total	513	100.0

According to Table 4.20, more than half (62.2 %) of the teachers participated in an in-service training program, 3.3 % of them have started to and 1.6 % of them have finished masters program. In addition, 0.2 % of them have started to and 0.8 % of them have finished Doctorate programs. However, 28.7 % of them did not report any development in their career.

4.1.2.2 Results concerning the Teachers and Administrators' Reasons for Choosing ATHSs to teach in

In this section, the results of descriptive statistics, related to the teachers and administrators' reasons for choosing ATHSs to teach in are presented. The aim of the analysis presented in this section is to answer the research question stated below:

What are the teachers and administrators' reasons for choosing ATHSs to teach in?

The results related to teachers' reasons for choosing ATHS to teach in are given in Table 4.21.

Table 4.21 Teachers' Reasons for Choosing ATHSs to Teach in

Reasons	f	%
Selected students	497	81.2
Students with a university goal	382	62.4
Small class size	301	49.2
Better physical conditions and facilities	232	37.9
Warm, Respectful Teacher-Student Relationships	231	37.7
Special care of GDTTE for ATHSs	202	33.0
Selected Teachers	148	24.2
High prestige of working at ATHSs	140	22.9
Being a graduate of ATHS	107	17.5
Other	77	12.6
Being a teacher in the field of educational sciences	71	11.6
Housing provided by the school	42	6.9
Having experience in teaching in schools similar to ATHSs before	38	6.2
Total	513	100.0

According to Table 4.21, the selected students (81.2 %) who are aiming at studying at a university (62.4 %) and smaller class sizes (49.2 %) are the most common reasons for choosing to teach in ATHSs for the teachers. The teachers place more importance on the quality of the students they are going to teach and the factors affecting the quality of the teaching environment in which they are going to teach rather than on the prestige (22.9 %) or other benefits (housing) of the schools. The fact that the GDTTE specifically deals with these schools is stated by 33.0 % of the teachers. In addition, in the open ended part of the related question, teachers indicated some further reasons for choosing ATHS to work in: "This is the best way to contribute to the education of educators; this serves to improve the quality of teachers in the Turkish education system". However, only 24.2 % of teachers indicated working with "selected teachers" is a reason for choosing ATHS, because in the open-ended part of the question, they indicated that, in practice, most of the teachers are appointed to ATHSs without any selection. Finally, 22.9 % the teachers chose ATHS because they think teaching in ATHSs is more prestigious than teaching in other high schools, which shows that teachers do not find these schools to be very prestigious.

4.1.2.3 Results Concerning the Attitudes of Teachers in ATHSs toward the Teaching Profession

This section presents the results related to the differences in the attitudes of the teachers in ATHSs by subject specialization. The aim of the analyses presented in this section is to answer research questions:

What are the attitudes of teachers and administrators toward the teaching profession?

Is there any difference between the attitudes of teachers who teach educational courses and attitudes of teachers who teach non-educational courses?

In order to test the differences between attitude scores of teachers of teaching related courses and attitude scores of teachers of other content-areas, independent sample t-test was conducted. The results of this analysis are presented in Table 4.22.

Table 4.22 Results of Independent t-test Employed to the Attitude Scores of Teachers

Attitude scores	n	\bar{x}	sd	t	df	p
Teachers of Educational Courses	40	4.17	0.40	304	47.982	0.762
Teachers of Non-Educational Courses	543	4.15	0.49	-	-	-

$P > 0.05$

The results in Table 4.22 revealed that all the teachers regardless of their subject matter specialization have positive attitudes toward their own profession ($\bar{x} = 4.15$, $sd = 0.48$). The difference between the means of the attitude scores of teachers who teach educational courses ($\bar{x} = 4.17$) and mean of the attitude scores of teachers who teach non-educational courses ($\bar{x} = 4.15$) is not significant ($t_{(47.982)} = 304.0$, $p > 0.05$) This means that, the attitudes of teachers do not change according to the subject matter they teach.

4.1.2.4 Results Concerning the Opinions of Teachers and Administrators about Students' Reasons for Preferring ATHSs

In this section, the results of descriptive statistics, related to the opinions of teachers and administrators about students' reasons for preferring ATHSs, are presented. The

aim of the analysis presented in this section is to answer the research question stated below:

What are the teachers' and administrators' opinions about the students' reasons for preferring ATHSs?

Results concerning the students' reasons for preferring ATHSs are given in Table 4.23.

Table 4.23 Students' Reasons for Preferring ATHSs According to Teachers

Reasons	Item No	f	%
Additional score given in the UEE	14	527	86.1
High achievement rate of the school in the UEE	13	514	84.0
Will to be a teacher	1	443	72.4
Admission of only selected students	6	409	66.8
Being able to prefer professions other than teaching in the UEE	16	370	60.5
Social prestige of ATHSs because of the belief of higher quality education offered in these schools	19	356	58.2
Guarantee of finding a job as a teacher	17	347	56.7
Appointment of selected teachers at these schools	7	311	50.8
Small class size	11	302	49.3
To receive a good foreign language (English) education	4	298	48.7
Scholarship provided during university	15	280	45.8
To benefit from government sponsored boarding facilities	2	269	44.0
Recommendations of the teachers	23	239	39.1
Parents' wish	20	223	36.4
Influence of a relative graduated from/student of ATHS	22	215	35.1
The priority provided to ATHS graduated teachers for teacher appointments to ATHSs	18	214	35.0
Better physical conditions	10	204	33.3
Being able to spare more time on studying than at home	8	134	21.9
Peer influence	21	113	18.5
Convenient location of the school	12	60	9.8
Unfavorable conditions for studying at home	9	56	9.2
To be a boarding student even if they have to pay	3	43	7.0
To receive a second foreign language education	5	43	7.0
Being a single-sex boarding school	24	39	6.4
Other	25	16	2.6

The results in Table 4.23, show that students' reasons for preferring ATHSs as perceived by the teachers and administrators are parallel to the reasons indicated by the students studying at ATHSs (see Table 4.8). Teachers think that their students chose ATHSs mainly because of "the additional score given in the UEE" (86.1 %),

“the high achievement level of ATHSs in the UEE” (84.0 %) and “their will to become teachers” (72.4 %).

“The selection of the students (66.8 %) and the teachers” (50.8 %), “the social prestige of ATHSs because of the common belief of the higher quality of education offered” (58,7 %) and “the guarantee of finding a job if they become teachers (56,7 %) are the other most frequent students’ reasons for preferring ATHSs as perceived by the teachers and administrators.

A few of the most interesting comments expressed by the teachers and administrators in the open-ended part of the related question are presented below:

- The most significant reason for students choosing ATHS is the additional score they are given in the UEE for preferring teacher training programs. The additional score is an important factor that facilitates students’ entrance into teacher training programs especially for students that come from rural area. Hence, the teaching profession guarantees employment for them.
- These schools are preferred since they are among the privileged schools.

4.1.2.5 Results Concerning the Advantages of ATHSs from the Teachers’ and Administrators’ Point of View

The aim of the analysis presented in this section is to answer the research question stated below:

What are the advantages of ATHSs?

Results concerning the advantages of ATHSs from the teachers’ and administrators’ point of view are given in Table 4.24.

Table 4.24 Advantages of ATHSs from the Teachers' and Administrators' Point of View

Advantages	Item No	f	%
Admission of only selected students	1	552	90.2
Additional score given to the graduates of ATHSs in UEE	7	510	83.3
Small class size	18	430	70.3
Graduates being able to choose professions other than teaching	8	377	61.6
Good foreign language education	19	360	58.8
Guarantee of finding a job as a teacher	10	336	54.9
Continuous motivation for students to enter to university	22	333	54.4
The majority of students who prefer ATHSs want to become teacher	3	324	52.9
Opportunities of government sponsored education provided to children of low income families	2	320	52.3
Fewer discipline problems	13	315	51.5
Close student-teacher relationships	23	313	51.1
Scholarship provided during university if they prefer teacher training program amongst their first five choices	9	299	48.9
Appointment of selected teachers and administrators	12	292	47.7
Students mingling with students of different cultural background	28	286	46.7
School atmosphere that prepares students for the teaching profession	4	279	45.6
The priority given to ATHS graduate teachers in teacher appointments to ATHSs	11	278	45.4
Conditions that render students to learn to become self-sufficient	24	275	44.9
Conditions that render students to learn to live within a community	25	271	44.3
Better physical conditions	14	263	43.0
It helps students to like the teaching profession more	6	247	40.4
More opportunities provided to the students to get to know the teaching profession	5	239	39.1
Conditions that provide students with various experience in interpersonal relationships	26	219	35.8
The similar SES background of students helps avoid discrimination among students	31	212	34.6
Students getting to know cultures other than their own	27	197	32.2
Better facilities for students to develop their skills and abilities	16	177	28.9
Students finding more time to study than at home	21	159	26.0
Contemporary teaching materials	17	126	20.6
Positive contributions of students to their families' cultural development	29	126	20.6
Good second foreign language education	20	108	17.6
Positive contributions of students to the education of their brothers and sisters	30	103	16.8
The variety of elective courses offered to students according to their interests and aptitudes.	15	94	15.4
Single-sex boarding facilities	32	72	11.8
Other	33	10	1.6

Opinions of teachers related to the advantages of ATHSs are important because they are capable of comparing the ATHSs with the other high schools since most of them have more than five years of professional experience, and have worked at different types of schools. According to the results presented in Table 4.24, teachers mainly focused on the advantages of ATHSs for themselves, and for the students. "The

admission of only selected students” (90.2 %), “small class sizes” (70.3 %), “warm relationships between teachers and students” (51.1 %), “working with students, most of whom want to become teachers” (52.9 %) and “fewer disciplinary problems” (51.5 %) are the most frequently stated advantages which make teaching in ATHSs attractive for the teachers themselves. When they consider their students, teachers see the additional score given in the UEE (83.3 %), “the freedom to choose professions other than teaching without a decrease in the UEE score” (61.6 %), “good English language teaching” (58.8 %), “guarantee of finding a job if the graduates become teachers” (54.9 %) and “the continuous motivation given to students to enter to university (54.4 %) are the advantages of ATHS.

Two of the most interesting comments expressed by the teachers and administrators in the open-ended part of the related question are presented below:

- I experienced the pleasure of teaching with the selected students who want to become teachers.
- I found it rewarding to teach selected students who want to become teachers.

4.1.2.6 Results Concerning the Disadvantages of ATHSs from the Teachers and Administrators’ Point of View

The aim of the analysis presented in this section is to answer the research question stated below:

What are the disadvantages of ATHSs from the teachers’ and administrators Point of View?

The results concerning the disadvantages stated by the teachers are given in Table 4.25.

Table 4.25 Disadvantages of ATHSs from the Teachers Points of View

Disadvantages	Item No	f	%
Lack of cooperation between parents and teachers	2	321	52.5
Lack of communication between the parents and the teachers	3	268	43.8
Being away from the family because of boarding at school	1	252	41.2
Non-existence of questions related to the teaching profession in the UEE	6	231	37.7
Inability of school administration to offer classes in sport and art related fields due to the small class sizes	5	212	34.6
Not being given equal status in terms of pay and personnel rights (özlük hakları) as Anatolian High School teachers although the school is Anatolian high school	19	172	28.1
Preferring teacher training programs in the UEE due to the pressure of not being placed in a program	8	163	26.6
Preferring teacher training programs in the UEE due to the pressure of not being able to find a job in the future	9	144	23.5
Being assigned to proctoring duties/ to supervise boarding students in the evenings	18	142	23.2
The location of the school in a small town	16	124	20.3
Inadequate quality of foods	11	106	17.3
Inadequate qualifications of teachers	4	93	15.2
Being challenged less to study because of additional score in the UEE	7	84	13.7
No chance of being employed as a semi-professional like the vocational high school graduates	10	74	12.1
Other	20	69	11.3
The organization of all the activities including studying according to communal rules	12	64	10.5
The similar SES background of students	13	30	4.9
Alienation to the culture the student was brought up in	15	21	3.4
Higher cost than a school in the environment	14	17	2.8
The location of the school being in a big town	17	11	1.8

According to the results in Table 4.25. “inadequate cooperation (52.5%) and communication with the parents” (43.8%) and “boarding students who are living far from their families” (41.2%) are the most frequently stated disadvantages by the teachers.

“Inability of the school administrators to offer courses in sports and arts fields” (34.6%) and “non-existence of questions related to the teaching profession in the UEE” (37.7%) are the other disadvantages that received relatively high agreement rate.

In addition, students preferring the teacher training programs under the pressure of not being able to enter to any higher education program (26.6%) or not being able to

find a job if they prefer any profession other than teaching (23.5%) are the other disadvantages stated by the teachers and are related to the goal of ATHSs.

“Foundation of the schools in small towns” (20.3%) is the other disadvantage of ATHSs. Other than these, in the open-ended part of the related question some of the teachers also stated some other disadvantages related to the physical conditions of ATHSs, the number of lessons a week and class hours, the quality of teachers and other personnel in ATHSs and the big responsibilities of being teachers of boarding students. Few of the most interesting comments expressed by the teachers and administrators are presented below:

- The buildings are old.
- The school has no gymnasium
- Lack of technical equipments
- A greater number of lessons per week than in the other high schools
- The class hour is longer than other schools (45’)
- Especially, recently, the teacher quality has gone down because of teachers appointed through the mayor’s approval.
- Young and inexperienced teachers and even teachers who are not trained to be teachers have been recruited.
- Subordinate staffs (cook, drivers, janitors etc.) are few and not well qualified.
- Being a teacher in a boarding school means additional duties and responsibilities but there is no financial benefit offered to compensate this.

4.1.2.7 Results Concerning the Teachers’ and Administrators’ Suggestions for better Education in ATHSs

The results in this section were attained using content analysis procedures since an open-ended item was used to collect the suggestions of the subjects. Consequently, the suggestions have been presented without statistical details. The suggestions of the teachers are presented in under the following categories:

1. Suggestions related to the teachers in ATHSs.
2. Suggestions related to the administrators and the administration of ATHSs.

3. Suggestions related to the students in ATHSs.
4. Suggestions related to the subordinate staff members (janitors, cooks, cleaners. etc.) in ATHSs.
5. Suggestions related to the curricula in ATHSs.
6. Suggestions related to the boarding facilities in ATHSs.
7. Suggestions related to the guidance and counseling services in ATHSs.
8. Suggestions related to the cooperation with the parents.
9. Suggestions related to other aspects of ATHSs.

Suggestions related to the teachers in ATHSs

1. Teachers should be selected and appointed based on objective criteria. The selection of the teachers should be made by GDTTE.
2. ATHS graduate teachers should be given priority in teacher appointments to ATHSs.
3. The ATHS graduate teachers who are appointed to ATHSs should have at least three years of experience.
4. Experienced but young teachers should be appointed to ATHSs.
5. Teachers should not be appointed temporally with the approval of the local governor.
6. Teachers should give importance to personal professional development through in-service trainings and post graduate studies.
7. Teachers should be subjected to periodical (once every two or four years) proficiency exams and the results of these exams should determine whether or no they continue to teach in ATHSs.
8. In order to attract higher quality teachers the status of the teachers in ATHSs should be improved.
9. The status of teachers in ATHSs should be increased to the level of the teachers in Anatolian High Schools.
10. The differences in overtime pay between the subject areas should be aborted because this is a demobilizing factor for some teachers.

11. Teachers should not be responsible for supervising the students in the dormitories in the evenings, instead this job should be given to a more appropriate person who is not a teacher but only responsible for this job. If someone else cannot be allocated for this job then the teachers should be paid overtime.

Suggestions related to the administrators and the administration of ATHSs

1. The school administrators should be appointed selectively.
2. The school administrators should be graduates of educational administration.
3. The school administrators should run the school with a contemporary administrative approach.
4. The school administrators should receive extra pay for the additional responsibilities they have to carry in ATHSs. This would make this job more attractive.
5. The requirements for opening classes in sports and arts fields should be more flexible.

Suggestions related to the students in ATHSs

1. The students should be selected with greater care; the students who want to become teachers should be admitted in to ATHSs.
2. The students should be encouraged to prefer the local ATHSs in order to reduce the problems stemming from being away from home.
3. Students should be advised not to select the teaching profession due to the anxiety of not being able to find a job. They should be encouraged to prefer professions according to their interests.
4. ATHSs should be placed in the category of vocational high schools. So that if the graduates prefer professions other than teaching their high school achievement score should be multiplied by only 0.3.

Suggestions related to the Subordinate Staff (Driver, cooks, etc.) in ATHSs

1. More subordinate staff should be hired in ATHSs.
2. The subordinate staff should be hired selectively like the teachers, administrators and the students.
3. Especially in boarding ATHSs there should be a doctor and a nurse.

Suggestions related to the curricula in ATHSs

1. The curricula should be revised so as to help student develop a liking for the teaching profession.
2. The topics related to the teaching profession should not only be thought in the educational courses but should be included in other courses as well.
3. The textbooks should also be improved in line with the revised curriculum.
4. The program of ATHSs should be revised so as to provide the opportunity for graduates to enter teacher-training programs at university level without having to take the UEE.
5. The weekly class hours should be reduced.
6. The length of the class hours should be reduced to 40 minutes.
7. Students should be given the opportunity to do practice teaching in educational courses.
8. The content of the curricula should be made parallel to the content of the UEE.
9. Items related to the contents of the educational courses should be included in the UEE for the students who want to prefer teacher-training programs.
10. The additional score in the UEE should be given in accordance with the achievement rate on the education related items in the UEE.
11. Students who prefer guidance and counseling and computer teaching should also be given additional score in the UEE.

Suggestions related to the boarding facilities in ATHSs

1. The students should prefer the local ATHSs in order to reduce the problems stemming from being away from home.
2. The boarding facilities should be improved:
 - a. The cafeteria and dormitory budgets should be increased.
 - b. The foods should be more appropriate for young people in both quantity and quality.
 - c. The meals should be nutritious and balanced.
 - d. The foods should be prepared in hygienic conditions.
3. The operation rights of the dormitories and cafeterias should be transferred to private enterprises.
4. The current criteria for allocating the government sponsored boarding opportunities are not sufficient; they should be revised so that these opportunities are provided for only low SES students.

Suggestions related to the Guidance and Counseling Services

1. There should be at least one guidance and counseling expert in ATHSs especially those with boarding facilities.
2. The guidance and counseling service should include a sufficient number of experts to be able to attend to all of the students' problems.

Suggestions related to Cooperation with the Parents

The cooperation with parents should be increased through the following:

1. It should be made compulsory for the parents of boarding students to attend the parent-teacher meetings.
2. Parents should be educated about participating in the educational process of their children.
3. Parents should be encouraged to participate in the decision making process in ATHSs.

Suggestions related to other aspects of ATHSs

1. The goals and the advantages of ATHSs and their differences from the other high schools should be well announced, specifically to parents and students.
2. The physical conditions of ATHSs should be improved.
3. There should be more social activities offered to the students and students should be provided with time to participate in these activities.
4. The school should be located close to the city/town center.

4.1.3 Results concerning the Parents who send their children to ATHSs

In this section, the results of descriptive statistics describing the characteristics of parents who send their children to ATHSs, parents' reasons for sending their children to ATHSs, their opinions about advantages and disadvantages of ATHS and their suggestions for better education in ATHSs are presented. The aim of the analyses in this section is to answer the following research questions:

13. What are the characteristics of parents who send their children to ATHSs?
14. What are the parents' reasons for choosing ATHSs?
15. What are parents' opinions about advantages and disadvantages of ATHSs?
16. What are parents' suggestions for better education in ATHSs

4.1.3.1 Results concerning the Characteristics of Parents who send their children to ATHSs

The aim of the analysis presented in this section is to answer the research question stated below:

What are the characteristics of parents who send their children to ATHSs?

Parents who participated in the study are given in Table 4.26.

Table 4.26 Parents Who Participated in the Study

Parents	f	%
Father	644	73.7
Mother	201	23.0
Older brother	10	1.1
Uncle	7	0.8
Older sister	5	0.6
Aunt	4	0.5
Grandfather	2	0.2
Grandmother	1	0.1
Total	874	100.0

According to Table 4.26 most of the parents who participated in the study are fathers (73.7 %), 23.0 % of them are mothers and 3.3 % are other relatives like older brothers and sisters, aunts, uncles, grandmothers or grandfathers.

Results concerning the distribution of parents according to their ages are given in Table 4.27.

Table 4.27 Distributions of Parents According to their Ages

Age	f	%
<35	43	5.0
36-45	513	59.3
46-55	285	32.9
56>	24	2.8
Total	865	100.0

According to Table 4.27, most of the parents are in the 36-45 (59.3 %) and 46-55 (32.9 %) age intervals, however 5.0 % of them are under 35 years of age and 2.8 % of them are above 56. It can be said that they are mainly in the middle ages.

The results concerning the distribution of the parents according to where they live (residential Location) are given in Table 4.28.

Table 4.28 Distribution of the Parents According to where they live

Where Parents Live	f	%
City Center	525	60.5
Big Town	270	31.1
Small Town	46	5.3
Village	27	3.1
Total	868	100.0

Results in Table 4.28 indicate that more than half of the parents (60.5 %) are living in city centers, and one third of them (31.1 %) are living in big towns. The remaining parents are living in small towns (5.3 %) and villages (3.1 %).

Results concerning the educational background of parents are given in Table 4.29.

Table 4.29 Distribution of Parents According to their Education Level

Education Level	Mother		Father	
	f	%	f	%
Illiterate	34	4.1	4	0.5
Literate without a diploma	30	3.6	3	0.4
Primary School	429	50.7	237	29.0
High School	221	26.7	235	28.8
Two year Undergraduate Program	64	7.7	122	15.0
Four year Undergraduate Program	55	6.7	184	22.5
Graduate Program	4	0.5	31	3.8
Total	827	100.0	816	100.0

According to Table 4.29, while the mothers are mainly primary school (50.7 %) and high school (26.7 %) graduates, fathers are mainly high school (28.8 %) and university (41.3 %) graduates. Compared to the mothers (7.7 %), a very small percentage of the fathers (0.9 %) do not have any diploma. These results indicate that, fathers have higher education level than the mothers.

As well as the educational background, the professions, employment and income levels of parents are important factors affecting their choices related to their children's education. The results concerning the professions of parents are given in Table 4.30.

Table 4.30 Distribution of Parents According their Profession

Profession	Mother		Father	
	f	%	f	%
Teacher	65	32.2	141	22.4
Civil Servant	26	12.9	103	16.3
Worker	11	5.4	81	12.9
Housewife	58	28.7	-	-
Nurse	20	9.9	-	-
Academician	-	-	10	1.6
Engineer	-	-	12	1.9
Self-employed	-	-	25	4.0
Technician	-	-	24	3.8
Police officer	-	-	13	2.1
Army officer	-	-	10	1.6
Executives	-	-	13	2.1
Shop owner	-	-	44	7.0
Farmer	-	-	24	3.8
Imam	-	-	10	1.6
Driver	-	-	22	3.5
Other	22	10.9	98	15.6
Total	202	100.0	630	100.0

According to Table 4.30, 32.2 % of the mothers are teachers, 28.7 % are housewives, 12.9 % are civil servants, 9.9 % are nurses, 5.4 % are workers and the remainders (10.9 %) are from other jobs varying from farmers to architects, dentists to janitor and executives to drivers. On the other hand, 22.4 % of the fathers are teachers, 16.3 % of them are civil servants, 12.9 % of them are workers, 7.0 % of them are shop-owners and 4.0 % of them are self-employed people, 3.8 % off them are farmers, 15.6 % of them are from a variety of other jobs varying from doctors to pharmacologists, carpenters to auto painters, cooks to tailors. Although high percentages of mothers and fathers are from the same professions (teachers, civil servants, workers or farmers etc.), there are also fathers who are academicians (1.9 %), engineers (1.9 %), and executives (2.1 %).

As well as their profession, employment status of the parents is also important in their choices related to their children's education. The results concerning the employment of parents having student in ATHSs are given in Table 4.31.

Table 4.31 Distribution of the Parents According to Employment

Employment Status	Mother		Father	
	f	%	f	%
Regular	112	14.0	633	78.2
Irregular	9	1.1	40	4.9
Retired	79	9.9	118	14.6
Unemployed	598	74.9	18	2.2
Total	798	100.0	809	100.0

According to Table 4.31, most of the fathers (78.2 %) are employed in a regular job while a further 4.9 % of them are also working but irregularly, 14.6 % of them are retired, 2.2 % of them are not employed. The case is just the opposite for mothers; unlike the fathers, only 15.1 % of them are working -in regular jobs (14.0 %) or irregular (1.1 %) jobs- and 9.9 % of them are retired. Majority of them are unemployed (74.9 %).

With the expectation that the salaries might show variation depending on the sector they are working in, parents were also asked about the sector they are working in.

The results concerning the sector at which parents are working are given in Table 4.32.

Table 4.32 Distribution of the Parents According to the Sector they are working at

Sector	Mother		Father	
	f	%	f	%
Private	11	7.5	60	9.2
Public	123	83.7	444	68.2
Self employed	13	8.8	147	22.6
Total	147	100.0	651	100.0

According to Table 4.32, most of the mothers (83.7 %) and more than half of the fathers (68.2 %) are employed in the public sector. On the other hand, 9.2 % of fathers and 7.5 % of mothers are employed in the private sector. Meanwhile, nearly one fourth of the fathers (22.6 %) and 8.8 % of the mothers are self-employed. Although the proportion of mothers employed in the public sector is greater than the proportion of the fathers employed in the same sector, the proportions of fathers employed in private sector or who are self-employed are greater than the proportions of the mothers in the same sectors.

Depending on their professions, the sectors they work in and their employment status, the salaries of parents show high variation. The results concerning the monthly income of the parents in Turkish Liras (TL) are given in Table 4.33.

Table 4.33 The Monthly Income of Parents

Income	Minimum (TL)	Maximum (TL)	Mean (TL)
Mother's salary	50 000 000	1 000 000 000	519 100 000
Father's salary	100 000 000	3 500 000 000	611 250 000
Other income	100 000 000	1 000 000 000	354 790 000
Total income of family	100 000 000	3 600 000 000	719 340 000

According to Table 4.33, while fathers earn a minimum of 100 million TL and a maximum of 3.5 billion TL a month, mothers earn a minimum of 50 million TL and a maximum of one billion TL a month. The mean of the salary of the fathers is approximately 610 million TL, whereas it is approximately 519 million TL for the mothers. In some cases in addition to the mothers' and/or fathers' salaries, there are income sources from some other family members like son, daughter, grandmother or grandfather who live together with the family, or there are other income sources like an extra house on rent, which contributes to the monthly total income of the family.. 24 parents indicated that they had such an extra income with a minimum of 100 million TL, a maximum of one billion TL and an average value of 355 million TL. With these additions the total monthly income of families vary from a minimum of 100 million TL to a maximum of 3.6 billion TL and the average is 720 million TL.

Besides the amount of income, the number of members in the family who share the total income is also very important. The results concerning the total number of family members are given in Table 4.34.

Table 4.34 Number of the Members in the Family

Number of Family Members	f	%
<3-3	59	7.0
4-5	590	69.8
6-7	155	18.3
8>	41	4.9
Total	845	100.0

According to Table 4.34, most of the families (69.8 %) have 4-5 members. 18.3 % of them have 6-7 and 4.9 % of them have more than eight. On the other hand, 7.0 % of

parents indicated that they have three or two members in their families. These are the parents who have only one child or are single parents with one or two children.

In addition to the total number of family members, the results concerning the number of children that parents have are given in Table 4.35.

Table 4.35 Distribution of Parents According to Number of Children that they have

Number of Children	f	%	Mean
1	69	8.3	2.57
2	369	44.5	
3	254	30.6	
4	85	10.2	
5	36	4.3	
6	12	1.4	
7	3	0.4	
8	8	0.2	
Total	830	100.0	

According to the results in Table 4.35, 44.5 % of the parents have two, 30.6 % have three and 10.2 % have four children. While 8.3 % of them have only one child, 4.3 % of them have five, 1.4 % of them have six and 0.6 % of them have seven (0.4 %) or eight (0.2 %) children. The mean of the number of children per family is 2.57.

The results concerning the Schooling of the Children that the Parents have are given in Table 4.36.

Table 4.36. Distribution of Parents' Children in the Family According to Education Level

Education level	f	%
Not attending any school (Under six)	104	5.2
Attending Kindergarten	21	1.0
Attending Primary School	421	21.0
Dropped out after Primary School	43	2.1
Attending ATHS (including the students in the sample of the study)	486	39.2
Dropped out after ATHS	11	0.5
Attending High School	210	10.5
Dropped out after High School	114	5.7
Attending University	208	10.4
Finished University	88	4.4
Total	2006	100.0

According to Table 4.36, 5.2 % of the children that parents have, are under six. For this reason, they are not attending any schools. 8.3 % of their children could not continue going to schools after primary school (2.1 %), ATHS (0.5 %) and the other high schools (5.7 %). The remainder of the children is attending kindergarten (1.0 %), primary school (21.0 %), high school (10.5 %) and ATHS (39.2 %) and university (4.4 %).

Results concerning the income of parents having students who are sponsored by them or by the government are given in Table 4.37.

Table 4.37 Income of Parents of Boarding or Self-Sponsored Students

Parents	Minimum (TL)	Maximum (TL)	Mean (TL)
Parents of boarding students who pay for boarding facilities	200 000 000	1 500 000 000	921 540 000
Parents of students who are governmentally sponsored	120 000 000	1 800 000 000	624 260 000
Parents of day-time students	100 000 000	3 600 000 000	743 340 000

According to the results in Table 4.37, parents whose children are sponsored by the government have lower income ($\bar{x} = 624$ million TL/month) as compared to the income of parents whose children are self sponsored ($\bar{x} = 921$ million TL/month) or day-time students ($\bar{x} = 743$ million TL/month). Based on this it can be said that, parents of government sponsored students in ATHSs have more limited income than the parents of their schoolmates.

Another indicator of the economic status of the parents sending their children to ATHSs, is the house that the parents live in. Results concerning the ownership of their houses, the types of houses, the number of rooms and the types of heating systems in the houses in which they live in are given in Table 4.38.

Table 4.38 Statistics about the Houses in which the Parents Live

		f	%
Ownership	Their own	555	65.8
	Lojman	68	8.1
	Tenant	173	20.5
	Not our property but we don't pay rent	48	5.7
Total		844	100.0
Type of house	Slam	18	2.2
	Detached house	267	32.0
	Flat	549	65.8
Total		834	100.0
Number of Rooms	One bedroom	11	1.3
	One bedroom and a living room	22	2.6
	Two bedrooms and a living room	211	25.0
	Three bedrooms and a living room	497	58.9
	Four or more bedrooms and a living room	103	12.2
Total		844	100.0
Heating System	Stove	466	55.5
	Central heating	325	38.7
	Individual heaters	38	4.5
	Other	10	1.2
Total		839	100.0

According to Table 4.38, most of the parents are living in flats (65.8 %) or in detached houses (32.0 %) which are owned by them selves (65.8 %) with three bedrooms and a living room (58.9 %), and are heated by stove (55.5 %).

The results concerning the other belongings of the parents are given in Table 4.39

Table 4.39 Belongings of Parents

Belongings	Number of Belongings	f	%
Refrigerator	1	818	93.3
	2	19	2.2
Washing machine	1	808	92.1
	2	4	0.5
Dishwasher	1	425	48.5
Television	1	746	85.1
	2	68	7.8
	3	18	2.1
	4	3	0.3
Telephone	1	777	88.6
	2	30	3.4
	3	12	1.4
	4	4	0.5
	5	1	0.1
Video	1	173	19.7
Computer	1	258	29.4
DVD/VCD	1	216	24.6
Car	1	481	54.8
	2	1	0.1
	3	1	0.1
House	1	519	59.2
	2	8	0.9
	3	3	0.3
Summer house	1	78	8.9

According to Table 4.39, while more than half of the parents have only one house (59.2 %) 1.2 % of them own two or three houses. The remaining parents do not own a house at all. Other than the house (although some of them have more than one) most of the parents possess the following: one refrigerator (93.3 %), a washing machine (92.1 %), a television (85.1 %) and a telephone (88.6 %). Also, half of them have cars (54.8 %) and less than half of them have dishwashers (48.5 %). As for the information technology instruments; the computer (29.4 %), DVD/VCD (24.5 %) and the video (19.7 %) are those that the parents possess in their house.

4.1.3.2 Results concerning the Parents' Reasons for sending their Children to ATHSs

The aim of the analysis presented in this section is to answer the research question stated below:

What are the parents' reasons for sending their children to ATHSs?

The results concerning the parents' reasons for sending their children to ATHSs are given in Table 4.40.

According to Table 4.40, 65.8 % of the parents wanted their children to study especially at ATHSs, because of the high achievement rate of ATHSs in the UEE (84.9 %), and the additional scores given in the UEE (81.9 %). 63.3 % of them sent their children to ATHSs because they wanted their children to become teachers. Since 59.9 % of them think that, if their children become teachers they would guarantee finding jobs. The fact that, there is no limitation of the departments that graduates of ATHSs may enter in university (53.1 %) is another reason given by parents for sending their children to ATHSs. Parents also share the common belief that there is a higher quality of education in ATHSs (59.9 %)

Table 4.40 Parents' Reasons for Sending their Children to ATHSs

Reasons	Item No	f	%
High achievement rate of the school in the UEE	13	745	84.9
Additional score given in the UEE	14	718	81.9
Admission of only selected students	6	681	77.7
Child's wish	20	577	65.8
Will to be a teacher	1	555	63.3
Social prestige of ATHSs because of the belief of higher quality education offered in these schools	19	525	59.9
Guarantee of finding a job as a teacher	17	517	59.0
Appointment of selected teachers at these schools	7	508	57.9
Being able to prefer professions other than teaching in the UEE	16	466	53.1
To receive a good foreign language (English) education	4	464	52.9
Small class size	11	449	51.2
Scholarship provided during university education	15	420	47.9
The priority provided to ATHS graduated teachers for teacher appointments to ATHSs	18	420	47.9
Recommendations of the teachers	22	305	34.8
Better physical conditions	10	273	31.1
Convenient location of the school	12	223	25.4
Influence of a relative graduated from/student of ATHS	21	213	24.3
To receive a second foreign language education	5	193	22.0
Being able to spare more time on studying than at home	8	188	21.4
To benefit from government sponsored boarding facilities	2	83	9.5
To be a boarding student even if I have to pay	3	53	6.0
Unfavorable conditions for studying at home	9	48	5.5
Its' being a single-sex boarding school	23	47	5.4
Other	24	41	4.7

In addition to these, the fact that selected teachers are appointed to these schools (57.9 %) and only selected students are admitted (77.7 %) are the other common reasons for parents sending their children to ATHSs.

The reasons stated by the parents are parallel to the reasons stated by their children (See Table 4.8) and the teachers and administrators (See Table 4.23). However, other than these reasons, parents also take into consideration the small class sizes (51.2 %) and the good foreign language (English) Education (52.9 %) in these schools when deciding to send their children to ATHSs.

Other than the reasons mentioned above, in the open-ended part of the related question parents stated some other reasons:

- I chose ATHS because the achievement level is higher than other schools
- We preferred ATHS because of the contemporary education it offers
- We preferred ATHSs because their quality matches Science High Schools
- I preferred ATHSs because I am a teacher myself.
- We preferred ATHS, so that our child could build up his self-confidence by being a boarding student.
- I chose ATHS, because I thought teaching would suit my child as a profession.

4.1.3.3 Results Concerning the Advantages of ATHSs from the Parents' Point of View

The aim of the analysis presented in this section is to answer the research question stated below:

What are the advantages of ATHSs from the parents' point of view?

The results concerning the advantages of ATHSs from the parents' point of view are given in Table 4.41.

Table 4.41 Advantages of ATHSs from Parents' Point of View

Advantages	Item No	f	%
Admission of only selected students	1	722	82.3
Additional score given to the graduates of ATHSs in UEE	7	688	78.4
Good foreign language education	19	531	60.5
Guarantee of finding a job as a teacher	10	524	59.7
Graduates being able to choose professions other than teaching	8	496	56.6
Small class size	18	488	55.6
Continuous motivation for students to enter to university	22	473	53.9
Scholarship provided during university if they prefer teacher training program amongst their first five choices	9	454	51.8
School atmosphere that prepares students for the teaching profession	4	436	49.7
The majority of students who prefer ATHSs want to become teacher	3	425	48.5
Appointment of selected teachers and administrators	12	417	47.5
More opportunities provided to the students to get to know the teaching profession	5	390	44.5
Close student-teacher relationships	23	386	44.0
Students mingling with students of different cultural background	28	379	43.2
Conditions that render students to learn to become self-sufficient	24	368	42.0
Conditions that render students to learn to live within a community	25	352	40.1
It helps students to like the teaching profession more	6	336	38.3
Conditions that provide students with various experience in interpersonal relationships	26	327	37.3
Fewer discipline problems	13	314	35.8
The priority given to ATHS graduate teachers in teacher appointments to ATHSs	11	306	34.9
Students getting to know cultures other than their own	27	291	33.2
Opportunities of government sponsored education provided to children of low income families	2	290	33.1
Better physical conditions	14	289	33.0
Good second foreign language education	20	260	29.6
Better facilities for students to develop their skills and abilities	16	244	27.8
The similar SES background of students helps avoid discrimination among students	31	229	26.1
The variety of elective courses offered to students according to their interests and aptitudes.	15	197	22.5
Students finding more time to study than at home	21	192	21.9
Positive contributions of students to the education of their brothers and sisters	30	182	20.8
Positive contributions of students to their families' cultural development	29	166	18.9
Contemporary teaching materials	17	157	17.9
Single-sex boarding facilities	32	76	8.7
Other	33	18	2.1

The results in Table 4.41 show that, as opposed to the other groups of subjects, parents stated mainly the gains of their children after their graduation from ATHSs, as the advantages of these schools. According to parents the main advantages of ATHSs are “the admission of only selected students” (82.3 %), “the additional score given in the UEE” (78.4 %), “good English language teaching” (60.5 %), “the guarantee of finding a job if their children become teachers” (59.7 %), “the

opportunity of selecting other professions if their children do not want to prefer teaching as a profession” (56.6 %), “the small class sizes in ATHSs” (55.6 %), “the continuous motivation for their children to enter university” (53.9 %) and “the scholarship given to their children if they enter teacher training programs among their first five choices” (51.8 %).

In addition, in open ended part of related question parents stated that, they are satisfied with the quality of education in these schools, because they are very glad about the high achievement rate of these schools in the UEE and the autonomy that their children gained in terms of studying alone and in terms of life skills.

4.1.3.4 Results Concerning the Disadvantages of ATHSs from the Parents Points of View

The aim of the analysis presented in this section is to answer the research question: What are the disadvantages of ATHSs from the parents’ point of view?

Results concerning the disadvantages stated by the parents are given in Table 4.42.

Table 4.42 Disadvantages of ATHSs from the Parents’ Points of View

Disadvantages	Item No	f	%
Preferring teacher training programs in the UEE due to the pressure of not being placed in a program	8	206	23.5
Non-existence of questions related to the teaching profession in the UEE	6	187	21.3
Preferring teacher training programs in the UEE due to the pressure of not being able to find a job in the future	9	167	19.0
Inability of school administration to offer classes in sport and art related fields due to the small class sizes	5	158	18.0
Inadequate quality of foods	11	158	18.0
Lack of cooperation between parents and teachers	2	144	16.4
Lack of communication between the parents and the teachers	3	135	15.4
The location of the school in a small town	16	125	14.3
Inadequate qualifications of teachers	4	121	13.8
No chance of being employed as a semi-professional like the vocational high school graduates	10	95	10.8
Being away from the family because of boarding at school	1	93	10.6
Being challenged less to study because of additional score in the UEE	7	84	9.6
Higher cost than a school in our environment	14	74	8.4
The organization of all the activities including studying according to communal rules	12	48	5.5
Other	18	43	4.9
Alienation to the culture my child was brought up in	15	36	4.1
The similar SES background of students	13	27	3.1
The location of the school being in a big town	17	17	1.9

According to the results in Table 4.42, parents do not seem to have big complaints about the ATHSs. However “the inclusion of no question in the UEE related to the content of the teaching related courses” (21.3 %) and “the students preferring teacher training programs in the UEE under the pressure of not being able to find a job in the future” (23.5 %) are the two main disadvantages of ATHSs.

In the open-ended part of the question the parents stated some other negative aspects related to the physical conditions, the weekly schedule, discipline and the quality of teachers. Some of these are presented in their own statements:

- The building is not the school’s property.
- There is no gymnasium in the school.
- The dormitories are not clean enough.
- The teachers are not appointed on the basis of selection.
- The suppressive traditional disciplinary approach troubles my child.
- The school program is over loaded.
- The children cannot participate in social activities, they do nothing but studying.
- I have heard from my child that the meals are not prepared in hygienic conditions. This worries me greatly.

4.1.3.5 Results Concerning the Parents’ Suggestions for better Education in ATHSs

The results in this section were attained using content analysis procedures because an open-ended item was used to collect the suggestions of the subjects.

The suggestions of the parents are presented in under the following categories:

1. Suggestions related to the teachers in ATHSs
2. Suggestions related to the curricula in ATHSs
3. Suggestions related to the boarding facilities in ATHSs
4. Suggestions related to other aspects of ATHSs

Suggestions related to the teachers in ATHSs

1. Teachers should be selected and appointed based on objective criteria
2. The teacher selection exam should include the items, which evaluate the teachers in terms of not only subject area but also educational formation, experience and their affective characteristics.
3. Teachers should give importance to personal professional development and they should be able to use educational technology in their classes.

Suggestions related to the curricula in ATHSs

1. The fields of study should be provided in accordance with the interests of the students.
2. The curricula should be revised so as to help student develop more liking for the teaching profession.
3. The student should be motivated more for the UEE
4. The weekly class hours should be reduced.
5. Items related to the contents of the educational courses should be included in the UEE for the students who want to prefer teacher-training programs.
6. The ATHS graduates should be able to continue on to teacher training programs in university, without being required to take the UEE.

Suggestions related to the boarding facilities in ATHSs

1. The foods should be of high quality. Students should be provided with balanced nutrition opportunities.
2. The people who cook the meals should be qualified chefs.
3. The daytime students should be provided with lunch in the school.

Suggestions related to other aspects of ATHSs

1. The funds allocated to ATHSs should be increased.
2. The physical conditions of ATHSs should be improved.
3. The technological equipments should be modernized.

4. The goals and the advantages of ATHSs should be well announced.
5. The school should be located close to the city/town center.

4.2 Results Concerning the Outputs of the ATHSs

In this section the results concerning the characteristics of the outputs of ATHS are presented. First, the results related to the senior students' attitudes toward the teaching profession and the difference between the attitudes of senior students and preparatory students toward the teaching profession are presented.

Secondly, the results related to the graduates of ATHSs, who are studying in teacher training programs at the university level, are presented. In this section, the characteristics of the graduates who are studying in teacher training programs, their differences from other high school graduates in terms of academic achievement and attitudes toward the teaching profession, their reasons for choosing ATHSs for their secondary education, their opinions about the advantages and disadvantages of ATHS and their suggestions for better education in ATHSs are presented.

Next, the results related to ATHS graduates who were not able to enter a university (off-university graduates) are presented. In this section, the characteristics of the off-university graduates, their occupational status, their suggestions for better occupation, their reasons for choosing ATHSs for their secondary education, their opinions about the advantages and disadvantages of ATHS and their suggestions for better education in ATHSs are presented.

4.2.1 Results Concerning the Senior Students in ATHSs

In this section, since the characteristics of senior students in ATHSs were described together with the preparatory class students in section 4.1.1 the results related to the attitudes of the students toward the teaching profession are presented, besides, the results related to the higher education programs that the graduates of ATHS graduates entered are presented.

4.2.1.1 Results Concerning the Attitudes of Students in ATHSs

The aim of the analyses presented in this section is to answer the research question:

What are the attitudes of senior students in ATHSs towards teaching profession?

Is there any difference between the attitude scores of preparatory class and senior students in ATHSs?

In order to test whether the attitudes of the students changed in ATHSs, the mean differences between attitude scores of prep class and of senior students were tested by an independent sample t-test. The results of this analysis are presented in Table 4.43.

Table 4.43 Results of Independent t-test Employed to the Attitude Scores of Students in ATHSs.

	n	\bar{x}	sd	t	df	p
Attitude Scores of Prep Class Students	310	3.65	0.81	-5.33	1013	0.000
Attitude Scores of Senior Students	705	3.93	0.72	-	-	-

$P < 0.05$

Table 4.43 indicates that both preparatory class students and senior students have positive attitudes toward the teaching profession; means of their attitude scores are $\bar{x} = 3.65$ and $\bar{x} = 3.93$ respectively. The results in Table 4.43 also indicate that the difference between the mean of the attitude scores of prep class students and mean of attitude scores of senior students is significant ($t_{(1013)} = -5.33$, $p < 0.05$). This means that the senior students have more positive attitudes toward the teaching profession than the prep class students who are the new entrants to these schools. It can be concluded that, the students come to ATHSs with positive attitudes; in addition, during the four years in ATHSs, students' attitudes toward the teaching profession have developed positively.

4.2.1.2 Results Concerning the Universities to which ATHS Graduates Entered

In this section the results related to the universities that the graduates of ATHSs entered are presented. For this analysis, the UEE results of 4613 students who had graduated from ATHSs in 2002 were analyzed (See Chapter 3, section 3.3.2.1). The research question answered through these analyses is given below:

Which universities do the graduates of ATHSs enter?

The Results concerning the universities into which ATHSs Graduates entered are given in the Table 4.44.and in Appendix U.

Table 4.44 Universities that ATHSs Graduates Entered in 2001-2002 Academic Year

Universities	f	%
Gazi	508	11.1
Dokuz Eylül	407	8.9
Anadolu	389	8.5
Marmara	359	7.9
Selçuk	272	5.9
Atatürk	228	5.0
Other	2409	52.7
Total	4572	100.0

According to the Table 4.44 and Appendix U, graduates of ATHSs (in 2002) entered 73 different higher education institutions 18 of which are private or foundation higher education institutions. 11.1% of the 4572 graduates entered Gazi University. Gazi University is one of the most popular universities for the graduates of ATHSs. Following the Gazi University, 8.9 % of them entered the Dokuz Eylül University, 8.5 % them entered the Anadolu University, 7.9 % entered to the Marmara University, 5.9 % them entered the Selçuk University and 5.0 % of them entered the Atatürk University. The remainder of them entered 67 different universities in different percentages (see appendix U).

4.2.1.3 Results concerning the Faculties to which ATHSs Graduates entered.

The aim of the analysis presented in this section is to answer the research question stated below:

Which faculties do the graduates of ATHS graduates enter?

The Results related to the faculties into which ATHSs Graduates entered are given in the Table 4.45.

Table 4.45 Faculties to which ATHS Graduates Entered

Faculties	f	%
Faculty of Education	3427	75.3
Open Faculty	235	5.2
Engineering Faculty	225	4.9
Faculty of Medicine	182	4.0
Faculty of Administrative Sciences	146	3.2
Faculty of Law	141	3.1
Faculty of Art and Science	93	2.0
Faculty of Dentistry	27	0.6
Faculty of Pharmacology	22	0.5
Faculty of Political Sciences	19	0.4
Faculty of Veterinary	8	0.2
Faculty of Architecture	7	0.2
Faculty of Agriculture	5	0.1
Language, History and Geography	4	0.1
Faculty of Forest	3	0.1
Faculty of Oceanography	3	0.1
Faculty of communication	3	0.1
Faculty of Aeronautics	2	0.0
Total	4552	100.0

According to the results in Table 4.45, a great majority of the ATHS graduates entered faculties of education (75.3%).

In conclusion, while 75.3% of the graduates entered departments related to the teaching profession or educational sciences, the remainder of the students (24.7%) entered other departments that are not related to teaching.

4.2.1.4 Results Concerning the Teacher Training Programs to which ATHS Graduates Entered

The aim of the analysis presented in this section is to answer the research question stated below:

What are the teacher training programs to which ATHS graduates enter?

Results concerning the teacher training programs to which ATHS graduates entered in 2002 are given in Table 4.46.

Table 4.46 Teacher Training Programs to which ATHS Graduates Entered

Programs	f	%
English Teaching	1034	30.5
Turkish Teaching	493	14.5
Classroom Teaching	341	10.1
Mathematics Teaching (Primary education)	306	9.0
Mathematics Teaching (Secondary education)	298	8.8
Turkish Language and Literature Teaching	246	7.3
Social Sciences Teaching	202	6.0
Science Teaching	170	5.0
Physics Teaching	69	2.0
Chemistry Teaching	65	1.9
Preschool education	48	1.4
Geography Teaching	24	0.7
History Teaching	17	0.5
Mentally Disabled Teaching	17	0.5
Biology Teaching	14	0.4
Guidance and Counseling	12	0.4
Hearing Impaired Teaching	9	0.3
Educational Technology Teaching	6	0.2
German Teaching.	4	0.1
Philosophic Sciences Teaching	3	0.1
French Teaching	3	0.1
Blind Teaching	3	0.1
Japanese Teaching	3	0.1
Arabic Teaching	1	0.0
Physical Education	1	0.0
Total	3389	100,0

According to Table 4.46, 30.5 % of the graduates who entered faculties of education entered English language teaching departments. Turkish language teaching (14.5%) and Turkish Language and literature teaching departments are two other language departments preferred by the graduates of ATHSs. Classroom teaching (10.1%), Mathematics teaching in primary education (9.0%) and in secondary education (8.8%) are other more frequently preferred teacher training departments.

4.2.2. The Results Concerning the Characteristics of ATHS Graduates Studying in Teacher Training Programs

In this section, the characteristics of ATHS graduates studying in teacher training programs, their reasons for choosing teacher training programs, their attitudes toward the teaching profession, their reasons for choosing ATHSs and their opinions about the advantages and disadvantages of ATHS and their suggestions for better education in ATHSs are presented. For comparative purposes the characteristics and attitudes of prospective teachers who graduated from high schools other than ATHS are also presented. The aim of the analyses in this section is to answer the following research questions:

22. What are the characteristics of students studying at the faculties of education?
23. What are the student teachers' reasons for choosing teaching as a profession?
24. What are the student teachers' reasons for choosing the department that they are currently studying at?
25. What are the student teachers' reasons for preferring ATHS?
26. What are the advantages and disadvantages of ATHS from the viewpoint of the graduates studying at the faculty of education?

27. What are the student teachers' suggestions for a better education in ATHSs?
28. Is there any difference between the academic achievement of graduates of ATHSs and the academic achievement of graduates of other high schools?
29. Is there any difference between the attitudes of graduates of ATHSs and the graduates of other high schools toward the teaching profession?

4.2.2.1 Results Concerning the Characteristics of Students Studying in Faculties of Education

The aim of the analysis presented in this section is to answer the research question stated below:

What are the characteristics of the ATHS graduates studying at the faculties of education?

A total of 302 prospective teachers in the Gazi University Faculty of Education, participated in the study. More than half of them were female (61.9 %) and the remainder of them was male. While 53.3 % of them were first year students, 46.7 % of them were senior students.

Results of the descriptive statistics concerning the age of the prospective teachers are given in Table 4.47.

Table 4.47 Age of the Prospective Teachers

Type of Prospective Teachers	Class	n	Minimum	Maximum	Mean
Prospective teachers Graduated from ATHSs	1	80	18	23	18.96
	4	71	20	24	22.27
Prospective teachers Graduated from Other High Schools	1	80	17	22	19.16
	4	70	20	29	22.16

According to Table 4.47, while the freshman ATHS graduates are minimum 18, maximum 23 years old, the other high school graduates are minimum 17, maximum 22 years old. Similarly, while the senior ATHS graduates are minimum 20, maximum 24 years old, these values for the other high school graduates are 20 and 29 respectively. Although the mean of the ages of the seniors who graduated from ATHS ($\bar{x} = 22.27$) and from other high schools ($\bar{x} = 22.16$) are very close to each other. The freshman ATHSs graduates are younger ($\bar{x} = 18.96$) than their classmates who had graduated from other high schools ($\bar{x} = 19.16$).

The results concerning the high schools from which the prospective teachers, that are not ATHS graduates, graduated are given in Table 4.48.

Table 4.48 Other High Schools from which the Prospective Teachers Graduated

High Schools	f	%
General High School	78	51.7
Foreign Language Weighted High School	27	17.9
Anatolian High School	24	15.9
Private High School	9	6.0
Vocational or Technical High School	6	4.0
Open High School	4	2.6
Multi Programmed High School	2	1.3
Science High School	1	0.7
Total	151	100.0

According to Table 4.48, 51.7 % of the other high school graduates are the graduates of General High Schools, 17.9 % of them are the graduates of Foreign Language Weighted High Schools (Süper Lise) and 15.9 % of them are graduates of Anatolian High Schools. While 5.3 % of the graduates of other high school are graduates of Private High Schools, 2.6 % of them are graduates of the Open High School. Only one prospective teacher is a graduate of a Science High School. It is interesting, the remaining of the prospective teachers are the graduates of Vocational or Technical High Schools (4. 0 %) though the Gazi University Faculty of Education is not a Vocational or Technical Faculty of Education.

Results concerning the distribution of prospective teachers according to the departments that the prospective teachers are currently studying at are given in Table 4.49.

Table 4.49 The Departments that the Prospective Teachers are studying at

Departments	f	%
Classroom Teaching	32	21.2
Science Education	21	13.9
Turkish Language Teaching	21	13.9
Social Sciences Teaching	20	13.2
English Language Teaching	17	11.3
Mathematics Education (Secondary Education).	14	9.3
Turkish Language and Literature	14	9.3
Mathematics Education (Primary Education).	12	7.9
Total	151	100.0

In the sample of the study, an equal representation of the prospective teachers from the eight departments was planned (See in Chapter 3, section 3.3.2.2) However, the results in Table 4.49 show that, in practice this was not possible; while five of the departments (English Language, Classroom Teaching, Social Sciences, Turkish Language and Literature and Turkish) were represented more than planned, The Mathematics Teaching in primary and secondary education and The Science Teaching departments were represented less than it was planned.

Results concerning how the prospective teachers prepared for the UEE in order to enter these departments are given in Table 4.50.

Table 4.50 Different UEE Preparation Programs that Prospective Teachers Attended

	Other High School Graduates		ATHS Graduates		Total	
	f	%	f	%	f	%
Preparation Programs for UEE						
Private institutions preparing for the exam	137	90.7	127	84.1	264	87.4
Private tutoring	11	7.3	8	5.3	16	6.3
Preparation courses in the high school they graduated from	5	3.3	3	2.0	8	2.6
Did not take any courses	10	3.3	20	13.2	30	9.9

According to Table 4.50, most of the prospective teachers (87.4 %) attended UEE preparation programs offered by private institutions (dersaneler), however the remaining took and/or private tutoring (6.3 %) and/or attended extra courses offered in their own schools (2.6 %). On the other hand, 9.9 % did not take any private lessons but prepared for the exam by themselves. These percentages vary between the graduates of ATHSs and other high schools when examined individually; while 90.7 % of the other high school graduates attended private institutions offering UEE preparation programs, 84.1 % of the ATHS graduates attended these courses. In addition, 7.3 % of other high school graduates received private tutoring whereas, 5.3 % of the ATHS graduates did so. Moreover 3.3 % of the other high school graduates attended the preparation courses offered in the high school they graduated from while 2.0 % of the ATHS graduates did so. 13.2 % of the ATHS did not take any private courses at all, but prepared for the UEE by themselves, whereas, only 3.3 % of the other high school graduates did not.

Results concerning how many times the prospective teachers took the UEE in order to enter the departments that they are currently studying in are given in Table 4.51.

Table 4.51 The Number of UEE taken by Prospective Teachers

Prospective teachers		Number of UEE				Total
		1	2	3	4 and 4>	
ATHS Graduates	f	129	16	5	1	151
	% (Row)	85.4	10.6	3.3	0.7	100.0
	% (Column)	58.6	23.9	50.0	25.0	50.2
	% (Total)	42.9	5.3	1.7	0.3	50.2
Other High School Graduates	f	91	51	5	3	150
	% (Row)	60.7	34.0	3.3	2.0	100.0
	% (Column)	41.4	76.1	50.0	75.0	49.8
	% (Total)	30.2	16.9	1.7	1.0	49.8
Total	f	220	67	10	4	301
	% (Row)	73.1	22.3	3.3	1.3	100.0
	% (Column)	100.0	100.0	100.0	100.0	100.0
	% (Total)	73.1	22.3	3.3	1.3	100.0

Results in Table 4.51 indicate that most of the prospective teachers (73.1 %) in the Gazi University Faculty of Education had entered the teacher training departments that they are currently studying in, as a result of their first trial in the university entrance exam. However, the proportion of ATHS graduates who entered teacher-training programs in their first trial of the UEE (85.4 %) is higher than the proportion of other high school graduates (60.7 %) who enter same departments. In addition, 34.0 % of the graduates of other high schools could enter these departments in the second trial of the UEE. On the other hand, only 10.6 % of the ATHS graduates entered the Gazi University Faculty of Education in their second trial. Similarly, 4.0 % of ATHS graduates took the UEE three or more times, whereas, this proportion is 5.3 % for the graduates of other high schools.

The rank order with which the prospective teachers entered their departments is assumed to be one of the indicators of their interest towards the teaching profession. The results concerning the rank orders with which they entered the departments are given in Table 4.52.

Table 4.52 The Rank Order with which Prospective Teachers Entered their Departments

Prospective teachers		Rank Order							Total
		1	2	3	4	5	6-12	13-22	
ATHS Graduates	f	45	20	25	12	12	17	20	151
	% (Row)	29.8	13.2	16.6	7.9	7.9	11.3	13.2	100.0
	% (Column)	60.0	52.6	56.8	57.1	46.2	36.2	39.2	50.0
	% (Total)	14.9	6.6	8.3	4.0	4.0	5.6	6.6	50.0
Other High School Graduates	f	30	18	19	9	14	30	31	151
	% (Row)	19.9	11.9	12.6	6.0	9.3	19.9	20.5	100.0
	% (Column)	40.0	47.4	43.2	42.9	53.8	63.8	60.8	50.0
	% (Total)	9.9	6.0	6.3	3.0	4.6	9.9	10.3	50.0
Total	f	75	38	44	21	26	47	51	302
	% (Row)	24.8	12.6	14.6	7.0	8.6	15.6	16.9	100.0
	% (Column)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	% (Total)	24.8	12.6	14.6	7.0	8.6	15.6	16.9	100.0

The results in Table 4.52 show that, the departments that the prospective teachers are currently studying in were among their first five choices (67.6 %). In addition, these departments were the first preference of one fourth (24.8 %) of the prospective teachers.

However, the proportion of ATHS graduates whose current departments were among their first five choices (75.4 %) is greater than the proportion of that of other high school graduates (59.4 %). Similarly, the current departments were the first choice of 29.8 % of ATHS graduates but of 19.9 % of other high school graduates. In addition, these departments were among the 6 to 12th choice of 11.3 % of ATHS graduates, whereas they were among the 6 to 12th choice of 19.9 % of other high schools' graduates. Moreover, they were also among the 12 to 22nd choices of 20.5 % of other high school graduates and among the same rank of 13.2 % of ATHS graduates. This suggests that, most of the prospective teachers gave priority to teacher training programs while they were deciding on higher education programs for themselves. However, graduates of ATHSs preferred teacher-training programs among their first five choices more than the graduates of other high school graduates did.

Besides the characteristics mentioned above, university entrance scores of ATHS graduates and other high school graduates were also compared.

The results of the independent t-test, which was conducted to test the difference between the entrance scores of the graduates of ATHSs and graduates of other high schools, are presented in Table 4.53.

Table 4.53 Results of Independent t-test Employed to Entrance Scores of Prospective Teachers

	n	\bar{X}	sd	t	df	p
Entrance Scores of Graduates of ATHSs	141	192.60	12.26	-4.73	274.15	0.000
Entrance Scores of Graduates of Other High Schools	137	186.01	10.97	-	-	-

$P < 0.05$

Table 4.53 indicates that, the graduates of ATHSs entered to the teacher training programs that they are currently studying in, with significantly higher entrance scores than the graduates of other high schools ($t_{(274.15)} = -4.73$, $p < 0.05$). However, the fact that the entrance scores of the ATHS graduates include the additional score – ranging from 10 to 24 points- given to ATHS graduates who prefer teacher training programs among their first five choices in the UEE, relatively increases the entrance scores of ATHS graduates. Consequently, the actual entrance scores of the ATHS graduates might be 10-24 points lower than what they received.

Besides the perceptions of the prospective teachers before they enter teacher-training departments, their perceptions about their departments and their future plans related to their departments after they enter teacher training programs are also important aspects effecting the quality of teacher training programs. For this reason, prospective teachers' commitments to their current departments were included in these perceptions. In other words, whether or not the prospective teachers wanted to continue studying in their current departments was searched for.

Results concerning the prospective teachers' commitment to their current departments are given in Table 4.54.

Table 4.54 Prospective Teachers' Commitment to their Current Departments

Prospective teachers		Commitment to the Current Department		Total
		Want to Change	Don not Want to Change	
ATHS Graduates	f	9	74	83
	% (Row)	10.8	89.2	100.0
	% (Total)	5.3	43.3	48.5
Other High Schools' Graduates	f	13	75	88
	% (Row)	14.8	85.2	100.0
	% (Total)	7.6	43.9	51.5
Total	f	22	149	171
	% (Row)	12.9	87.1	100.0
	% (Total)	12.9	87.1	100.0

According to results in Table 4.54, 89.2 % of the ATHS graduates and 85.2 % of other high school graduates do not want to change their departments. However, the remaining prospective teachers want to change their departments. These results require answering the question of what kinds of departments do the prospective teachers –who want to change their current departments- want to study in? Results concerning the departments that the prospective teachers want to study in after changing departments are given in Table 4.55

Table 4.55 Types of Departments in which Prospective Teachers want to Study

Prospective teachers		The Departments		Total
		Related To Education	Not Related to Education	
ATHS Graduates	f	7	3	10
	% (Row)	70.0	30.0	100.0
	% (Total)	31.8	13.6	45.5
Other High Schools' Graduates	f	4	8	12
	% (Row)	33.3	66.7	100.0
	% (Total)	18.2	36.4	54.5
Total	f	11	11	22
	% (Row)	50.0	50.0	100.0
	% (Total)	50.0	50.0	100.0

According to the results in Table 4.55, the prospective teachers, who want to change their current departments, want to study in other departments related to (50.0 %) or not related to teaching (50.0 %). While most of the ATHS graduates (70.0 %) who want to change their current department, want to study at another department which

is related to teaching, a very close proportion (66.7 %) of the graduates of other high schools want to study at departments other than teaching. This shows that ATHSs have higher commitment to teacher training programs than other high school graduates.

The future expectations of the prospective teachers were also examined as entry characteristics of prospective teachers. The results related to their future plans about teaching, its time and the sectors in which they want to be employed are given in the next three tables respectively. The results concerning the prospective teachers' future plans about teaching after they graduate from the teacher training programs are given in Table 4.56.

Table 4.56 Prospective Teachers' Future Plans About Teaching

Prospective teachers		Decision Related to Teaching			Total
		Want to Teach	Haven't Decided Yet	Do Not Want to Teach	
ATHS Graduates	f	144	3	1	148
	% (Row)	97.3	2.0	0.7	100.0
	% (Total)	48.3	1.0	0.3	49.7
Other High Schools' Graduates	f	131	16	3	150
	% (Row)	87.3	10.7	2.0	100.0
	% (Total)	44.0	5.4	1.0	50.3
Total	f	275	19	4	298
	% (Row)	92.3	6.4	1.3	100.0
	% (Total)	92.3	6.4	1.3	100.0

Table 4.56 indicates that, most of the students (92.3 %) in the Gazi University Faculty of Education want to teach after graduation. However, the proportion of ATHS graduates who want to teach (97.3 %) is greater than the proportion of other high school graduates (87.3 %) who want to teach. While a great majority of the ATHS graduates have decided to teach (97.3 %), 10.7 % of the graduates of other high schools have not, as yet, decided to teach yet and 2.0 % of them do not want to teach.

Results concerning the prospective teachers' commitment to teaching as a lifelong career are given in Table 4.57.

Table 4.57 Commitment to Teaching as a Lifelong Career

Prospective teachers		Commitment to Teaching		Total
		Lifelong	For a While	
ATHS Graduates	f	111	18	129
	% (Row)	86.0	14.0	100.0
	% (Total)	434	70	50.4
Other High Schools' Graduates	f	108	19	127
	% (Row)	85.0	15.0	100.0
	% (Total)	42.2	7.4	49.6
Total	f	219	37	256
	% (Row)	85.5	14.5	100.0
	% (Total)	85.5	14.5	100.0

Results in Table 4.57 indicate that, 86.7 % of the ATHS graduates want to teach throughout their entire professional life and 85.0 % of other high school graduates want to teach throughout their entire professional life. ATHS graduates have slightly higher commitment to teaching as a lifelong career than the graduates of other high schools.

Results concerning the sectors that the prospective teachers want to be employed in are given in Table 4.58.

Table 4.58 The Sectors that the Prospective Teachers want to be Employed in

Prospective teachers		Sectors				Total
		Public	Private	Public-Private	Have not Decided Yet	
ATHS Graduates	f	69	19	38	12	138
	% (Row)	50.0	13.8	27.5	8.7	100.0
	% (Total)	25.8	7.1	14.2	4.5	51.7
Other High Schools' Graduates	f	64	22	29	14	129
	% (Row)	49.6	17.1	22.5	10.9	100.0
	% (Total)	24.0	8.2	10.9	5.2	48.3
Total	f	133	41	67	26	267
	% (Row)	49.8	15.4	25.1	9.7	100.0
	% (Total)	49.8	15.4	25.1	9.7	100.0

According to results in 4.58, 48.9 % of ATHSs graduates, who want to teach throughout their entire professional life, want to be employed in the public sector (Public schools) and 28.1 % in both the public and the private sectors. However, 49.2 % of other high school graduates want to be employed only in the public sector and

22.7 % of them want to work in public and private sectors. In addition, 17.2 % of them want to be employed only in the private sector and 10.9 % of them have not decided on any sector to be employed in, yet. The percentage of ATHSs graduates who want to be employed in the private sector (14.1 %) is lower than the percentage of the graduates of other high schools (17.2 %).

4.2.2.2 Results Concerning the Reasons for Choosing Teaching as a Profession and Reasons for Choosing Current Departments

The aim of the analysis presented in this section is to answer the research question stated below:

What are ATHS graduates' reasons for choosing teaching as a profession?

What are the ATHS graduates' reasons for choosing the departments they are currently studying in?

Results Concerning the reasons for preferring teaching as a profession are given in Table 4.59.

Table 4.59 Reasons for Preferring Teaching as a Profession

Reasons for preferring the Teaching Profession		Types of Prospective teachers		Total
		ATHS Graduates	Other High School Graduates	
For guaranteed employment	f	99	97	196
	% (Row)	50.5	49.5	100.0
	% (Column)	65.6	64.2	64.9
	% (Total %)	32.8	32.1	64.9
Because I love teaching	f	90	85	175
	% (Row)	51.4	48.6	100.0
	% (Column)	59.6	56.3	57.9
	% (Total)	29.8	28.1	57.9
Because I like sharing my knowledge with others	f	74	59	133
	% (Row)	55.6	44.4	100.0
	% (Column)	49.0	39.1	44.0
	% (Total %)	24.5	19.5	44.0

Table 4.59 cont.

Because I love children	f	48	43	91
	% (Row)	52.7	47.3	100.0
	% (Column)	31.8	28.5	30.1
	% (Total)	15.9	14.2	30.1
For longer holidays	f	48	44	92
	% (Row)	52.2	47.8	100.0
	% (Column)	31.8	29.1	30.5
	% (Total %)	15.9	14.6	30.5
For wider range of job opportunities	f	36	39	75
	% (Row)	48.0	52.0	100.0
	% (Column)	23.8	25.8	24.8
	% (Total)	11.9	12.9	24.8
To learn my favorite subject area by combining it with psychology	f	43	19	62
	% (Row)	69.4	30.6	100.0%
	% (Column)	28.5	12.6	20.5
	% (Total)	14.2	6.3%	20.5
To become a well-educated parent	f	37	25	62
	% (Row)	59.7	40.3	100.0
	% (Column)	24.5	16.6	20.5
	% (Total)	12.3	8.3	20.5
Since my UEE scores is only enough for the teacher training programs	f	22	37	59
	% (Row)	37.3	62.7	100.0
	% (Column)	14.6	24.5	19.5
	% (Total)	7.3	12.3	19.5
Upon the wish of my family	f	21	29	50
	% (Row)	42.0	58.0	100.0
	% (Column)	13.9	19.2	16.6
	% (Total)	7.0	9.6	16.6
To be able to acquire Master's degree as I teach	f	22	24	46
	% (Row)	47.8	52.2	100.0
	% (Column)	14.6	15.9	15.2
	% (Total)	7.3	7.9	15.2
As it is a prestigious profession	f	17	18	35
	% (Row)	48.6	51.4	100.0
	% (Column)	11.3	11.9	11.6
	% (Total %)	5.6	6.0	11.6
Since no capital is needed to start working in teaching	f	14	17	31
	% (Row)	45.2%	54.8%	100.0%
	% (Column)	9.3%	11.3%	10.3%
	% (Total)	4.6%	5.6%	10.3%
Others	f	14	7	21
	% (Row)	66.7%	33.3%	100.0%
	% (Column)	9.3%	4.6%	7.0%
	% (Total %)	4.6%	2.3%	7.0%
For higher salaries	f	8	12	20
	% (Row)	40.0	60.0	100.0
	% (Column)	5.3	7.9	6.6
	% (Total)	2.6	4.0	6.6

According to results in Table 4.59, prospective teachers considered not only the intrinsic rewards but also the extrinsic rewards of the teaching profession while they were choosing teaching as a profession. “The guarantee of finding a job as a teacher” (64.9 %), “the love of teaching” (57.9 %), “enjoyment of sharing their knowledge with others” (44.0 %) and “the love of children” (30.1 %) are the intrinsic rewards of the teaching profession. These are the most frequently considered reasons by the prospective teachers regardless of the high school they have graduated from, although the agreement rates of ATHS graduates for these factors are higher than those of the graduates of other high schools. However, the prospective teachers differ from each other, in terms of the importance they gave to the extrinsic or intrinsic rewards while they were choosing teaching as a profession. Among the reasons, the intrinsic rewards such as: “combining interests in psychology with the interests in their subject area” (28.5 %) and “becoming a well-educated parents” (24.5 %) have been stated more frequently by the graduates of ATHSs than the graduates of other high schools.

On the other hand, “the UEE score which is only high enough for teacher training programs, but inadequate for preferring other professions” (24.5 %), “the longer holidays for teachers” (29.1 %), “the high income of the teaching as a profession” (7.9 %), “parents wish” (19.2 %), “being able to pursue Master’s degree as they teach” (15.9 %) and “no need for financial capital before starting to work” (11.3 %) are the reasons related to extrinsic rewards, where the percentages of other high school graduates for these items are higher than the percentage of graduates of ATHSs.

In addition to the reasons for preferring teaching, reasons for choosing the field that they are currently studying at the Gazi University Faculty of Education are also important. The results concerning the reasons for preferring the departments they are currently studying in are given in Table 4.60.

Table 4.60 Reasons for Preferring the Current Departments

Reasons		ATHS Graduates	Other High School Graduates	Total
Due to guaranteed job opportunities	f	96	94	190
	% (Row)	50.5	49.5	100.0
	% (Column)	63.6	62.3	62.9
	% (Total	31.8	31.1	62.9
Because I like the teaching area in this department	f	70	62	132
	% (Row)	53.0	47.0	100.0
	% (Column)	46.4	41.1	43.7
	% (Total %	23.2	20.5	43.7
Because my UEE scores is only enough for this teacher training program	f	32	55	87
	% (Row)	36.8	63.2	100.0
	% (Column)	21.2	36.4	28.8
	% (Total %	10.6	18.2	28.8
Because it is the continuation of my high school specialization	f	44	18	62
	% (Row)	71.0	29.0	100.0
	% (Column)	29.1	11.9	20.5
	% (Total	14.6	6.0	20.5
Not to become an off-university graduate	f	13	23	36
	% (Row)	36.1	63.9	100.0
	% (Column)	8.6	15.2	11.9
	% (Total	4.3	7.6	11.9
To study at this university	f	15	15	30
	% (Row)	50.0	50.0	100.0
	% (Column)	9.9	9.9	9.9
	% (Total	5.0	5.0	9.9
To be able to earn a four year undergraduate degree	f	7	6	13
	% (Row)	53.8	46.2	100.0
	% (Column)	4.6	4.0	4.3
	% (Total	2.3	2.0	4.3
To be able to earn a university degree from any department	f	3	1	4
	% (Row)	75.0	25.0	100.0
	% (Column)	2.0	0.7	1.3
	% (Total	1.0	0.3	1.3
It was not my choice. I miscoded my choices	f	2	-	2
	% (Row)	100.0	-	100.0
	% (Column)	1.3	-	0.7
	% (Total	0.7	-	0.7

According to Table 4.60, prospective teachers' most frequent reasons for choosing their departments are as follows: "The guarantee of finding a job as a graduate of their departments" (62.9 %), and "the love of the teaching area of that department" (43.7 %) regardless of the high school that the prospective teachers graduated from.

When the reasons are examined separately for the graduates of ATHSs and for the graduates of other high schools, the orders of the reasons stated more are parallel to the overall order mentioned above. However, the percentage of ATHS graduates who choose teaching because of the reasons mentioned above are greater than the percentage of other high schools. In addition, the proportion of ATHS graduates who prefer their departments since it builds upon the program that they studied in ATHS (29.1 %), and being able to acquire a bachelor degree (4.6 %) is greater than the proportion of the graduates of other high schools. On the other hand, inadequate UEE scores to enter other departments (36.4 %) and the risk of becoming an off-university graduate (15.2 %) are the reasons considered more by the graduates of other high schools.

4.2.2.3 Results Concerning the Reasons of the ATHSs Graduates Studying in Teacher Training Programs for Preferring ATHSs

The aim of the analysis presented in this section is to answer the research question stated below:

What are the prospective teachers' reasons of preferring ATHSs?

Results concerning the ATHS graduated prospective teachers' reasons for preferring ATHSs are given in Table 4.61.

Table 4.61 Reasons given by ATHSs Graduated Prospective Teachers for Preferring ATHSs for their Secondary Education

Reasons	Item No	f	%
Admission of only selected students	6	118	79.2
High achievement rate of the school in the UEE	13	98	65.8
Additional score given in the UEE	14	92	61.7
Appointment of selected teachers at these schools	7	84	56.4
Social prestige of ATHSs because of the belief of higher quality education offered in these schools	19	81	54.4
Guarantee of finding a job as a teacher	17	78	52.3
Will to be a teacher	1	76	51.0
To receive a good foreign language (English) education	4	60	40.3
The priority provided to ATHS graduated teachers for teacher appointments to ATHSs	18	59	39.6
Being able to prefer professions other than teaching in the UEE	16	58	38.9
Parents' wish	20	46	30.9
Small class size	11	45	30.2
Scholarship provided during university	15	38	25.5
Recommendations of the teachers	23	35	23.5
Better physical conditions	10	32	21.5
To benefit from government sponsored boarding facilities	2	27	18.1
Being able to spare more time on studying than at home	8	17	11.4
Convenient location of the school	12	16	10.7
Peer influence	21	14	9.4
To receive a second foreign language education	5	12	8.1
Influence of a relative graduated from/student of ATHS	22	12	8.1
Unfavorable conditions for studying at home	9	10	6.7
Its' being a single-sex boarding school	24	9	6.0
Other	25	7	4.7
To be a boarding student even if I have to pay	3	5	3.4

According to Table 4.61, ATHS graduates studying in teacher training programs stated the reasons, which are similar to those of other groups of the study (See Tables 4.8, 4.23, 4.40). For the graduates studying at teacher training programs, “admission of only selected students“ (79.2 %) is the most important reason for preferring ATHSs. “The high achievement rate of the ATHS they have graduated from in UEE” (65.8 %) and “the additional score given in the UEE” (61.7 %) are the other reasons for preferring ATHS. In addition to these, the selection of teachers (56.4 %), ‘the social prestige of ATHSs because of the common belief of higher quality education” (54.4 %), “the will to become a teacher (51.0 %) and “the guarantee of finding a job if they become teachers (52.3 %) are the other reasons of the graduates studying at teacher training programs for preferring ATHSs.

Moreover, in the open-ended part of the related question some stated that:

- The most exclusive school in my environment was ATHS.

4.2.2.4 Results Concerning the Advantages of ATHSs from the Faculty of Education Students' Point of View

The aim of the analysis presented in this section is to answer the research question stated below:

What are the advantages of ATHSs from the viewpoint of faculty of education students?

Results concerning the advantages of ATHSs stated by the ATHS graduates who are studying at the Gazi University Faculty of Education, are given in Table 4.62.

Table 4.62 Advantages of ATHSs from the Viewpoint of the Graduates Studying at Teacher Training Programs

Advantages	Item No	f	%
Admission of only selected students	1	125	83.9
Additional score given to the graduates of ATHSs in UEE	7	121	81.2
School atmosphere that prepares students for the teaching profession	4	90	60.4
Continuous motivation for students to enter to university	22	88	59.1
Close student-teacher relationships	23	88	59.1
Students mingling with students of different cultural background	28	84	56.4
Guarantee of finding a job as a teacher	10	81	54.4
Graduates being able to choose professions other than teaching	8	80	53.7
Good foreign language education	19	80	53.7
Conditions that render students to learn to become self-sufficient	24	77	51.7
Conditions that render students to learn to live within a community	25	77	51.7
More opportunities provided to the students to get to know the teaching profession	5	74	49.7
Scholarship provided during university if they prefer teacher training program amongst their first five choices	9	73	49.0
Small class size	18	73	49.0
The priority given to ATHS graduate teachers in teacher appointments to ATHSs	11	71	47.7
Conditions that provide students with various experience in interpersonal relationships	26	70	47.0
Opportunities of government sponsored education provided to children of low income families	2	69	46.3
Students getting to know cultures other than their own	27	68	45.6
Fewer discipline problems	13	63	42.3
The majority of students who prefer ATHSs want to become teacher	3	61	40.9
It helps students to like the teaching profession more	6	56	37.6
Appointment of selected teachers and administrators	12	56	37.6
The similar SES background of students helps avoid discrimination among students	31	52	34.9
Students finding more time to study than at home	21	44	29.5
Better physical conditions	14	41	27.5
Positive contributions of students to their families' cultural development	29	39	26.2
Positive contributions of students to the education of their brothers and sisters	30	36	24.2
Better facilities for students to develop their skills and abilities	16	33	22.1
The variety of elective courses offered to students according to their interests and aptitudes.	15	28	18.8
Single-sex boarding facilities	32	21	14.1
Contemporary teaching materials	17	18	12.1
Good second foreign language education	20	14	9.4
Other	33	2	1.3

According to Table 4.62 similar to the students currently studying at ATHSs (see Table 4.9), the graduates who are studying at The Gazi University Faculty of Education stated that, “admission of only selected students” (83.9 %) and “the additional score they are given in the UEE if they prefer teacher training programs among their first five choices” (81.2 %) as the most frequent advantages of ATHSs.

Surprisingly, the atmosphere in ATHSs, which prepares students for the teaching profession is the third most frequent (60.4 %) advantage stated by the graduates studying at the Gazi University Faculty of Education. This is an important result in terms of ATHSs' goals; since the graduates studying at the faculty of education have the chance of comparing themselves with their classmates who graduated from other high schools, they might realize some positive differences due to being a graduate of ATHS. Similarly, "good rapport between the teachers and the students" (59.1 %), "conditions that render them to learn to become self-sufficient (development of life skills)" (51.7 %), "learning to live together with other people" (51.7 %) and "having good friendships with the students coming from different cultures" (56.4 %) are the other advantages, stated by them in higher proportion than the other subjects in the study. Moreover, "good English language education" (53.7 %), "the guarantee of finding a job if they become teachers" (54.4 %), and "the opportunity of preferring professions other than the teaching profession in the UEE" (53.7 %) are the other advantages of ATHSs stated by more than half of the graduates studying at teacher training program.

In open-ended part of the related question, similar to the students in ATHSs, ATHS graduates studying in teacher training programs stated that, these schools have many advantages for the students who want to become teachers or who want to enter university because there are many sources of motivation to study for the UEE. From the teacher-training point of view, they believe that they were prepared for the teaching profession and for their life in the future because they gained various experiences related to teaching and life. The high quality students who are selected through a matriculation exam is the other advantage of ATHSs. For this reason, some of the graduates who are studying in teacher-training programs want to be teachers in ATHSs after their graduation from the faculty of education.

4.2.2.5 Results Concerning the Disadvantages of ATHSs from the View Point of ATHS Graduates Studying at Teacher Training Programs

The aim of the analysis presented in this section is to answer the research question stated below:

What are the disadvantages of ATHSs from the viewpoint of the graduates studying at teacher-training programs?

Results concerning the disadvantages of ATHSs stated by the graduates studying at teacher-training programs are given in Table 4.63.

Table 4.63 Disadvantages of ATHSs from the ATHS Graduate Prospective Teachers' Points of View

Disadvantages	Item No	f	%
Non-existence of questions related to the teaching profession in the UEE	6	47	31.5
Lack of cooperation between by parents and my teachers	2	41	27.5
Inability of school administration to offer classes in sport and art related fields due to the small class sizes	5	41	27.5
Inadequate quality of foods	11	40	26.8
Being away from the family because of boarding at school	1	37	24.8
Lack of communication between the parents and the teachers	3	35	23.5
The location of the school in a small town	16	35	23.5
Preferring teacher training programs in the UEE due to the pressure of not being placed in a program	8	29	19.5
Preferring teacher training programs in the UEE due to the pressure of not being able to find a job in the future	9	26	17.4
Being challenged less to study because of additional score in the UEE	7	25	16.8
Inadequate qualifications of teachers	4	24	16.1
The organization of all the activities including studying according to communal rules	12	22	14.8
Other	18	17	11.4
No chance of being employed as a semi-professional like the vocational high school graduates	10	14	9.4
Higher cost than a school in our environment	14	10	6.7
Alienation to the culture I was brought up	15	6	4.0
The similar SES background of students	13	4	2.7
The location of the school being in a big town	17	-	-

Unlike, their high agreement rate in the advantages of ATHSs (See Table 4.62) prospective teachers' agreement rate in the disadvantages is low.

The results in Table 4.63 show that, according to the graduates studying at teacher training programs, "non existence of questions related to the content of the courses related to teaching in the UEE" (31.5 %) is the most frequently stated disadvantage of ATHSs. Following this, "living far from their families" (24.8 %), "inadequate communication (23.5 %) and cooperation (27.5 %) among their teachers and families" are the other important disadvantages stated by the prospective teachers.

“The schools’ inability to offer classes in the sports and art fields (27.5 %), “the low quality food” (26.8 %) and “the locations of the school being in small towns (23.5 %) are the main disadvantages of ATHSs according to students teachers.

Other than these, in the open-ended part of the related question, some other disadvantages were stated concerning the inadequacy of physical conditions of these schools, too many lessons per week and the inadequacy of social activities offered to the students.

4.2.2.6 Results Concerning the Differences between the Attitudes of Students Studying at the Gazi University Faculty of Education toward Teaching Profession

The aim of the analysis presented in this section is to answer the research question stated below:

Is there any difference between the attitudes of graduates of ATHSs and attitudes of graduates of other high schools toward the teaching profession?

The means and standard deviations for the attitude scores of prospective teachers in the Gazi University Faculty of Education are given in Table 4.64.

Table 4.64 The Means and Standard Deviations for the Attitude Scores of Prospective Teachers

Groups	Grade	$\bar{\chi}$ *	sd
Graduates of Other High Schools	1	3.95	0.56
	4	3.93	0.58
	Total	3.94	0.57
Graduates of ATHSs	1	4.00	0.63
	4	4.11	0.46
	Total	4.05	0.56
Total	1	3.97	0.59
	4	4.02	0.53
	Total	3.99	0.56

* $\bar{\chi}$ ranges 1.00-5.00

Table 4.64, indicates that the attitudes of the prospective teachers regardless of the high school they graduated from has positively changed toward the end of the education in the Gazi University Faculty of Education and ATHS graduates (both first graders and senior students) have higher attitude scores than the graduates of other high school graduates.

In order to test the mean differences in attitude scores of prospective teachers in the Gazi University Faculty of Education according to the high school they graduated from and their current grade level, a two-way ANOVA was conducted. The results of this analysis are presented in Table 4.65.

Table 4.65 Results of ANOVA Employed to the Attitude Scores

	ss	df	ms	f	Sig.
High School Graduated from	0.996	1	0.996	3.158	0.077
Grade Level	0.129	1	0.129	0.410	0.523
High School X Grade Level	0.326	1	0.326	1.035	0.310
Error	92.705	294	0.315	-	-
Total	4847.122	298	-	-	-
Corrected Total	94.093	297	-	-	-

Table 4.65 indicates that the high school from which the prospective teachers graduated and their current grade level in the faculty of education and the combined effect of high school and current grade level do not cause any significant difference in their attitudes toward the teaching profession. In other words the attitudes of the ATHS graduates toward the teaching profession do not differ significantly than those of the graduates of other high schools.

4.2.2.7 Results Concerning the Differences between the Graduates of ATHSs and the Graduates of other High Schools in Terms of Academic Achievement

The aim of the analyses presented in this section is to answer the following question: Is there any difference between academic achievement of ATHSs graduates and the academic achievement of the graduates of other high schools?

As the academic achievement of the prospective teachers their GPAs were taken. In order to test the mean differences in GPAs of the graduates of ATHSs and GPAs of the graduates of other high schools, independent t-test was conducted. The results of this analysis are given in Table 4.66.

Table 4.66 Results of Independent t-test Employed to GPAs of Prospective Teachers

	n	\bar{X}	sd	t	df	p
GPA of graduates of ATHSs	110	2.80	0.39	2.62	223.70	0.010
GPA of graduates of other high schools	122	2.93	0.37	-	-	-

P<0.05

Table 4.66 indicates that both the means of ATHS and other high school graduates' GPAs are higher than the average GPA (out of 4.00) however the mean of the GPA of the graduates of other high schools is significantly higher than the mean of the GPA of the graduates of ATHSs ($t_{(223.70)}=2.62$, $p<0.05$). This means academic achievement of graduates of other high schools is higher than the graduates of ATHSs in the faculty of education, though the entrance scores of the graduates of ATHSs is higher than the graduates of other high schools (See Table 4.53).

4.2.2.8 Results Concerning the ATHS Graduated Prospective Teachers' Suggestions for better Education in ATHSs

The results in this section were attained using content analysis procedures because an open-ended item was used to collect the suggestions of the subjects. The suggestions of the prospective teachers are presented in under the following categories:

1. Suggestions related to the teachers in ATHSs.
2. Suggestions related to the curricula in ATHSs.
3. Suggestions related to the boarding facilities in ATHSs.
4. Suggestions related to the guidance and counseling services in ATHSs.
5. Suggestions related to the cooperation with the parents.
6. Suggestions related to other aspects of ATHSs.

Suggestions related to the teachers in ATHSs

1. Teachers should be selected and appointed based on objective criteria. The high quality teachers should be appointed to ATHSs.

Suggestions related to the curricula in ATHSs

1. Items related to the contents of the educational courses should be included in the UEE for the students who want to prefer teacher-training programs.
2. The additional score in the UEE should be given in accordance with the achievement rate on the education related items in the UEE.

Suggestions related to the boarding facilities in ATHSs

1. The meals should be nutritious and balanced.
2. The foods should be prepared in hygienic conditions.
3. The foods should be prepared with care

Suggestions related to the Guidance and Counseling Services

1. The guidance and counseling service should be efficient.

Suggestions related to Cooperation with the Parents

1. The cooperation with parents should be increased.

Suggestions related to other aspects of ATHSs

1. The funds allocated to ATHSs should be increased.

4.2.3 Results Concerning the Off- University Graduates of ATHSS

In this section, the results of descriptive statistics describing characteristics of the off-university graduates, their occupational status, their suggestions for better

occupations, their reasons for choosing ATHSs in the past and their opinions about advantages and disadvantages of ATHS. The aim of the analyses in this section is to answer the following research questions:

30. What are the characteristics of the off-university graduates of ATHSs?
31. What is the off-university graduates' current occupational status?
32. What are the off-university graduates' reasons for not entering university?
33. What are the off-university graduates' reasons for preferring ATHS?
34. What are the advantages and disadvantages of ATHS from the viewpoint of the off-university graduates of ATHSs?
35. What are the off-university graduates' suggestions for better a education in ATHSs?
36. What are off-university graduates' suggestions on job opportunities for the off-university graduates of ATHSs?

4.2.3.1 Results Concerning the Characteristics of Off- University Graduates

The aim of the analysis presented in this section is to answer the research question stated below:

What are the characteristics of off-university graduates of ATHSs?

Each school administrator was supposed to reach 10 off-university graduates and administer the Graduate Questionnaire to them. The school administrators in 33 ATHSs in the sample of the study could contact totally 259 graduates who were not able to enter university. While more than half of the administrators of ATHSs in the sample of the study were able to administer 10 of the Graduate Questionnaires that were sent to them, some of the administrators were able to apply more than 10 questionnaires. From the results, it is understood that most of the school administrators administered the Graduate Questionnaire to the graduates who are close to their schools; however, if they couldn't find 10 graduates they administered the questionnaires to their graduates who are living in border cities. However some of the school administrators were able to reach less than 10 graduates. However

Ortaklar, Amasya, Niğde and Diyarbakır Ergani ATHSs could not administer any Graduate Questionnaires to their graduates.

Results concerning the age of the graduates are given in Figure 4.1

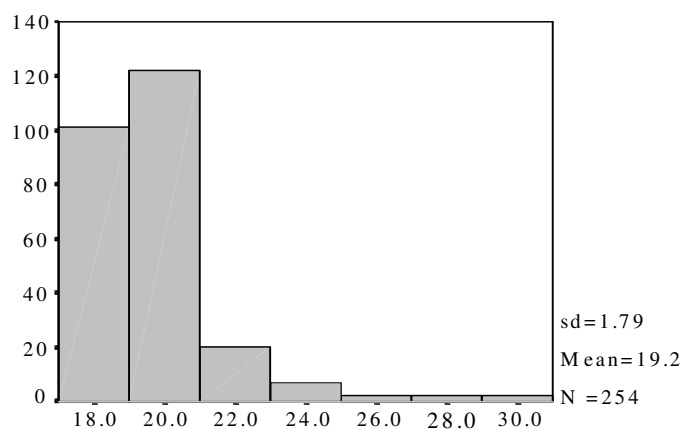


Figure 4.1 Distributions of Off-University Graduates According to their Age

According to Figure 4.1, graduates that participated in this study are minimum 17 and maximum 30 years of age. The mean of their ages is 19.2. Majority of the graduates are between 18 and 20 years old. Depending on their ages, their graduation years vary between 1991 and 2002. However, most of the graduates that participated in this study graduated from ATHS in 2002 (72.0 %). This was an expected result because, for the school administrators, who administered the questionnaire to the graduates, it would have been easier to find the more address records of the recent graduates in order to contact them.

Results concerning the gender of the off-university graduates are given in Figure 4.2.

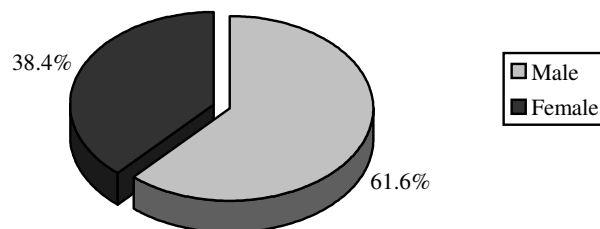


Figure 4.2. Distribution of Off-University Graduates According to Gender

According to the Figure 4.2, while 61.6 % of graduates are male, 38.4 % of them are female.

Results concerning where the off-university graduates are living in, are given in Table 4.67.

Table 4.67 Where the Off-University Graduates Live

Where the Off-University Graduates live	f	%
City Center	159	61.6
Big Town	73	28.3
Village	14	5.4
Small Town	12	4.7
Total	258	100.0

According to the results in Table 4.67, while the majority of the off-university graduates live in city centers (61.6 %), some live in big towns (28.3 %), and a very small proportion of them live in small towns (4.7 %) and in villages (5.4 %).

The results concerning the educational background of the parents of the graduates are given in Table 4.48.

Table 4.68 Educational Backgrounds of the Parents of the Off-University Graduates

Educational Background	Mother		Father	
	f	%	f	%
Illiterate	23	9.3	3	1.2
Literate without a diploma	21	8.5	5	2.1
Primary School	106	42.9	55	22.8
Middle School	19	7.7	36	14.9
High School	52	21.1	60	24.9
Two year Undergraduate Program	8	3.2	19	7.9
Four year Undergraduate Program	16	6.5	57	23.7
Graduate Program	2	0.8	6	2.5
Total	247	100.0	241	100.0

According to the results in Table 4.68, most of the mothers of the off-university graduates are primary (42.9 %) and high school (21.1 %) graduates, one tenth of them have two year (3.2 %) or four year (6.5 %) undergraduate degrees, however, nearly one fifth of them do not have any diplomas (17.8 %); 9.3 % of which are literate without a diploma or completely illiterate (8.5 %).

On the other hand, only 3.3 % of the fathers have no diploma (1.2 % are illiterate, 2.1 % of them are literate without a diploma). However the remaining have mainly primary school diplomas (22.8 %), high school diplomas (24.9 %) and university degrees at undergraduate (23.7 %) and graduate (2.5 %) levels. Therefore, it is clear that fathers' educational backgrounds are better than those of mothers. However, the educational backgrounds of both parents are low.

The results concerning the types of the sponsors that the off-university graduates benefited from in ATHS are given in Table 4.69.

Table 4.69 Type of Sponsor which Off-University Graduates Benefited from.

Type of Sponsor	f	%
Self sponsored boarding	5	2.0
Government sponsored boarding	63	25.0
Day-time	184	73.0
Total	252	100.0

The results presented in Table 4.69 show that, most of the graduates who were not able to enter a university are daytime students (73.0 %).

The results concerning the number of university entrance exams that the off-graduates have taken are given in Table 4.70.

Table 4.70 The Number of the UEE that the Off-University Graduates have taken

Number of the UEE	f	%
One	216	84.0
Two	30	11.7
Three or more than three	11	4.3
Total	257	100.0

According to the results in Table 4.70, most of the graduates (84.0 %) took the university entrance exam only once, however, 11.7 %, of them took it twice and the remaining (4.3 %) took it three or more times. However, as it was mentioned before, most of the off-university graduates were the graduates of the previous year.

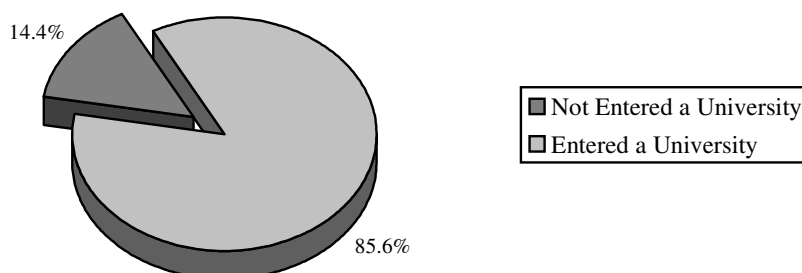


Figure 4.3 Off-University Graduates Who Passed the UEE but did not Placed or Registered to a University Program.

In addition to above, it is shown in Figure 4.3 that 14.4 % of the graduates did not go to university although they passed the entrance exam.

4.2.3.2 Results concerning the Reasons for not being able to enter a University Program

The aim of the analysis presented in this section is to answer the research question stated below:

What are the reasons of off-university graduates for not being able to enter a university program?

Results concerning the off-university graduates' reasons for not being able to enter a university program are given in the Table 4.71.

Table 4.71 Reasons of Off-University Graduates' for not being able to Enter a University Program

Reasons	Item No	f	%
Not being prepared well for the UEE	7	155	59.8
Preferring professions other than teaching in the UEE	6	37	14.3
Inadequate guidance in ATHss	5	36	14.3
Miscoding the higher education programs in the UEE	8	27	10.4
Couldn't attend any additional private preparation programs	2	25	9.7
Inadequate number of teachers in ATHSs	3	24	9.3
Low quality of teachers in ATHSs	4	21	8.1
Low quality of education in ATHSs	1	15	5.8
Shifting the answers down on the answer sheet	9	8	3.4
Insufficient family income to afford university expenses.	10	8	3.1

According to Table 4.71 Graduates couldn't enter a university because of reasons mainly related to the graduates themselves. The graduates indicated that they could not enter a university program because 1) they could not prepare well for the university entrance exam (59.8 %), 2) they preferred higher education programs other than teaching (14.3 %) and 3) the vocational guidance was not efficient (14.3 %). Other than the reasons mentioned above, in the open-ended part of the question, in their own statements, graduates indicated some other reasons for not being able to enter to a university. These are as follows:

- I was too nervous during the exam.
- I was anxious that I might not to pass the exam.

- The lessons in ATHSs are too much; there was no time to prepare for the exam.
- The extra study sessions (etüdler) were too noisy and were not efficient.
- Because there was no program that attracted me, I had to study in a area that did not really interest me

4.2.3.3 Results Concerning the Situation of Off-University Graduates after They Graduated from ATHSs

The aim of the analysis presented in this section is to answer the research question stated below:

What are the off-university graduates currently doing?

If the graduates couldn't enter a university program because of the reasons mentioned in the previous section, what do they do at present then? The results concerning the employment status of the off-university graduates are given in Figure 4.4.

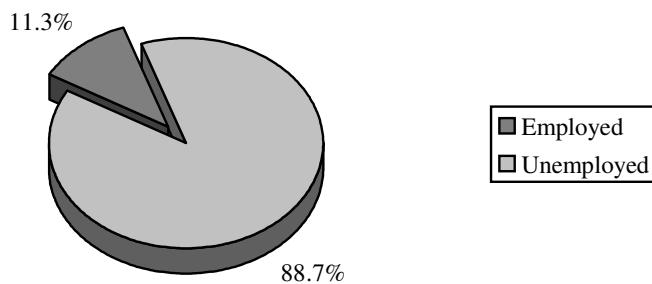


Figure 4.4 Employment of Off-University Graduates

Figure 4.4 indicates that, most of the off-university graduates are unemployed (88.7 %). On the other hand, 11.3 % of them are employed.

The results related to the sectors in which off-university graduates are employed are given in Table 4.72.

Table 4.72 The Sectors in which Off-University Graduates are Employed

Sectors	f	%
Private	14	53.8
Self employed	7	26.9
Public	5	19.2
Total	26	100.0

According to results in Table 4.72, 53.8 % of the working off-university graduates are currently employed in the private sector, 19.2 % of them are in the public sector and 26.9 % of the graduates are self-employed. It was also found that the jobs that the graduates are working in are their first jobs (91.7 %).

The results concerning the time they spent on finding a job, how long they have been working in their current job and how much they earn are given in Table 4.73.

Table 4.73 Details about the Current Jobs of Off-University Graduates

	N	Minimum	Maximum	\bar{x}
Time spend on finding a job (year)	24	0.08	6.00	2.04
Amount of working time spend at current workplace (year)	25	0.08	5.20	1.46
Monthly income they receive (TL)	25	50 000 000	650 000 000	280 000 000

According to the results in Table 4.73 the off-university graduates could find a job in a period between one month and 6 years after their graduation from ATHS. The average time they spent on finding a job is approximately 2 years. They have been working in their current jobs for a minimum of one month and a maximum of five years. They have been working for a minimum 50 million TL and a maximum of 650 million TL per month. The average salary they receive is 280 million TL.

The results concerning the social insurance status of the employed off-university graduates are given in Figure 4.5.

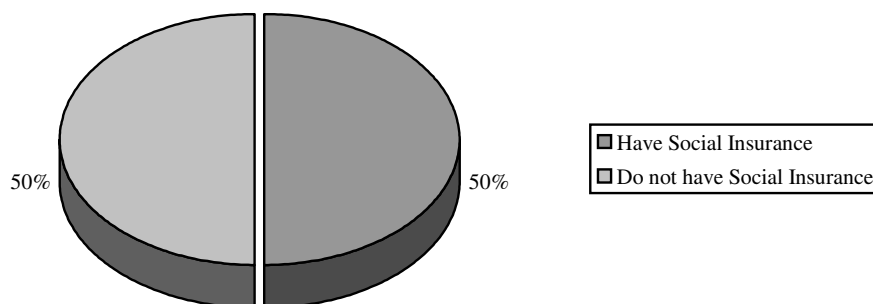


Figure 4.5 Social Insurance Status of Employed Off-University Graduates

Figure 4.5 indicates that while half of the employed graduates have a social insurance, the remaining half do not.

The results concerning the off-university graduates' reasons for working in their current jobs are given in Table 4.74.

Table 4.74 Employed Off-University Graduates' Reasons for Working

Reasons	f	%
To contribute to family's income	10	37.04
Because I like this job	6	22.22
Because I have fear of failing in university exam next time	5	18.52
Because my family can not afford university expenses	4	14.82
Because my parent/s have the same job	2	7.40
Total	27	100.0

According to the results in Table 4.74, the off-university graduates are working mainly to contribute to their family income (37.04 %). On the other hand 14.82 % of them have to work because they can't afford the university expenses and 18.52 % of them have a fear of failing in the university entrance exam the next time or their parents have the same job (7.40 %).

The results concerning how the off-university graduates found their current jobs are given in Table 4.75.

Table 4.75 Ways of Finding the Current Jobs

Ways of finding the job	f	%
With my own effort	10	33.3
Via acquaintances/friends	7	23.3
Via job advertisements	3	10.0
With the help of my parents	2	6.7
With the help of ATHS administrators and teachers	2	6.7
I have been offered the job by the employer	2	6.7

According to the results in Table 4.75, employed off-university graduates found their jobs by themselves (33.3 %), via their friends/acquaintance (23.3 %) or job advertisements (10.0 %).

The results concerning the degree of the effect of being an ATHS graduate on finding the job and their performance in that job in are given in Table 4.76.

Table 4.76 Degree of the Effect of being an ATHS Graduate on Finding the Job and their Job Performances

Effects of being ATHS Graduate		A lot	Moderate	Little	None	Total
On finding a job	f	5	6	5	10	26
	%	19.2	23.1	19.2	38.5	100.0
On the job performance	f	6	9	3	8	26
	%	23.1	34.6	11.5	30.8	100.0

According to the results in Table 4.76, more than half of the employed graduates, indicated that being an ATHS graduate (38.5 %) had no effect on finding their jobs. However, after they started to work, being an ATHS graduate positively effected (34,6 % moderately, or 23,1 % a lot) their performance.

The results concerning “what the ATHS graduates who are currently unemployed are doing” given in Table 4.77.

Table 4.77 What the ATHS Off-University Graduates who are Currently Unemployed doing?

Activities	f	%
Attending Private Institutions offering courses for the UEE	149	65.6
Preparing for the UEE at home	29	12.8
Working voluntarily without being paid	2	0.9
Looking for a job	7	3.1

According to Table 4.77, more than half of the off-university graduates (65.6 %) stated that they were attending private institutions offering preparation courses for the university entrance exam.

The results concerning the services that off-university graduates could receive from their schools after their graduation from ATHS are given in Table 4.78.

Table 4.78 Services that Off-University Graduates are offered by their ATHS after their Graduation

Services that Off-University Graduates offered by ATHSs	f	%
Can't get any Services	142	60.2
Follow up studies	35	14.8
Announcement Bulletins	27	11.4
Ceremonies	22	9.3
Other	10	4.2
Total	236	100.0

According to Table 4.78 more than half of the graduates (60.2 %) do not have any relationship with their schools after their graduation.

4.2.3.4 Results Concerning the Off-University Graduates' Reasons for Preferring ATHSs

The aim of the analysis presented in this section is to answer the research question stated below:

What are the off-university graduates' reasons for preferring ATHSs?

The results concerning the off-university graduates' reasons for preferring ATHSs in the past are given in Table 4.79.

Table 4.79 Off-University Graduates' Reasons for Preferring ATHSs in the Past

Reasons	Item No	f	%
High achievement rate of the school in the the UEE	13	194	74.9
Admission of only selected students	6	184	71.0
Additional score given in the the UEE	14	154	59.5
Will to be a teacher	1	140	54.1
Guarantee of finding a job as a teacher	17	120	46.3
Social prestige of ATHSs because of the belief of higher quality education offered in these schools	19	116	44.8
To receive a good foreign language (English) education	4	115	44.4
Appointment of selected teachers at these schools	7	102	39.4
The priority provided to ATHS graduated teachers for teacher appointments to ATHSs	18	101	39.0
Scholarship provided during university	15	96	37.1
Being able to prefer professions other than teaching in the the UEE	16	87	33.6
Parents' wish	20	72	27.8
Small class size	11	70	27.0
Recommendations of the teachers	23	69	26.6
Better physical conditions	10	66	25.5
Being able to spare more time on studying than at home	8	65	25.1
Influence of a relative graduated from/student of ATHS	22	38	14.7
To benefit from government sponsored boarding facilities	2	33	12.7
Convenient location of the school	12	32	12.4
Unfavorable conditions for studying at home	9	28	10.8
Peer influence	21	27	10.4
To receive a second foreign language education	5	26	10.0
Other	25	17	6.6
Its' being a single-sex boarding school	24	10	3.9
To be a boarding student even if I have to pay	3	3	1.2

According to Table 4.79, “the high achievement rate of ATHSs in the UEE” (74.9 %) and “the additional scores given in the UEE” (59.5 %) are the most frequently stated reasons for preferring ATHSs by the off-university graduates. More than half of them (54.1 %) stated that they preferred ATHS because they wanted to become teachers. However, for most of the off-university graduates (71.0 %) the quality of students due to the admission of only selected students is more important reason of preferring these schools.

4.2.3.5 Results Concerning the Advantages of ATHSs from the Off-University Graduates' Point of View

The aim of the analysis presented in this section is to answer the research question: What are the advantages of ATHSs from the off-university graduates' point of view?

The results concerning the advantages of ATHSs according to the off-university graduates are given in Table 4.80

Table 4.80 Advantages of ATHSs from Off- University Graduates' Point of View

Advantages	Item No	f	%
Admission of only selected students	1	205	79.2
Additional score given to the graduates of ATHSs in UEE	7	201	77.6
Scholarship provided during university if they prefer teacher training program amongst their first five choices	9	141	54.4
Guarantee of finding a job as a teacher	10	134	51.7
Good foreign language education	19	134	51.7
The majority of students who prefer ATHSs want to become teacher	3	133	51.4
Continuous motivation for students to enter to university	22	129	49.8
The priority given to ATHS graduate teachers in teacher appointments to ATHSs	11	128	49.4
Close student-teacher relationships	23	125	48.3
Graduates being able to choose professions other than teaching	8	120	46.3
School atmosphere that prepares students for the teaching profession	4	112	43.2
Students mingling with students of different cultural background	28	106	40.9
More opportunities provided to the students to get to know the teaching profession	5	104	40.2
Conditions that render students to learn to become self-sufficient	24	98	37.8
Small class size	18	96	37.1
Conditions that provide students with various experience in interpersonal relationships	26	95	36.7
Appointment of selected teachers and administrators	12	94	36.3
It helps students to like the teaching profession more	6	93	35.9
Opportunities of government sponsored education provided to children of low income families	2	92	35.5
Conditions that render students to learn to live within a community	25	90	34.7
Fewer discipline problems	13	80	30.9
Students getting to know cultures other than their own	27	80	30.9
Better physical conditions	14	67	25.9
Better facilities for students to develop their skills and abilities	16	66	25.5
The similar SES background of students helps avoid discrimination among students	31	60	23.2
Students finding more time to study than at home	21	58	22.4
The variety of elective courses offered to students according to their interests and aptitudes.	15	54	20.8
Positive contributions of students to the education of their brothers and sisters	30	49	18.9
Contemporary teaching materials	17	47	18.1
Positive contributions of students to their families' cultural development	29	46	17.8
Good second foreign language education	20	29	11.2
Single-sex boarding facilities	32	27	10.4
Other	33	7	2.7

The results in Table 4.80 suggest that, “the admission of selected of students” (79.2 %), “the additional score given in the UEE” (77.6 %), “the scholarship given if the graduates enter teacher training programs from among their first five choices”

(54.4%), “the guarantee of finding a job if the graduates become teachers” (51.7 %) and “the high quality English language education are the frequently stated advantages of ATHSs, according to more than half of the off-university graduates of ATHSs.

4.2.3.6 Results concerning the Disadvantages of ATHSs from the Off-University Graduates’ Points of View

The aim of the analysis presented in this section is to answer the research question: What are the disadvantages of ATHs from the off-university graduates’ points of view?

Results concerning the disadvantages of ATHSs according to the graduates who were not able to enter a university are given in Table 4.81.

Table 4.81 Disadvantages of ATHSs from the Off-University Graduates’ Points of View

Disadvantages	Item No	f	%
No chance of being employed as a semi-professional like the vocational high school graduates	10	167	64.5
Inability of school administration to offer classes in sport and art related fields due to the small class sizes	5	73	28.2
Inadequate qualifications of teachers	4	69	26.6
Non-existence of questions related to the teaching profession in the UEE	6	53	20.5
Preferring teacher training programs in the UEE due to the pressure of not being placed in a program	8	48	18.5
Inadequate quality of foods	11	46	17.8
Preferring teacher training programs in the UEE due to the pressure of not being able to find a job in the future	9	45	17.4
The location of the school in a small town	16	45	17.4
Lack of cooperation between parents and teachers	2	28	10.8
Being challenged less to study because of additional score in the UEE	7	25	9.7
Being away from the family because of boarding at school	1	24	9.3
Other	18	24	9.3
Lack of communication between the parents and the teachers	3	21	8.1
The organization of all the activities including studying according to communal rules	12	17	6.6
Higher cost than a school in our environment	14	14	5.4
Alienation to the culture I was brought up in	15	10	3.9
The similar SES background of students	13	9	3.5
The location of the school being in a big town	17	3	1.2

According to the results in Table 4.81, “having no chance of being employed as a semi-professional, like the vocational high school graduates” (64.5 %), is the most frequently stated disadvantage of ATHS from the off-university graduates’ points of view. This is an expected result. “The inadequate quality of the teachers” (26.6 %), “the inability of the school administration to offer courses for sports and art fields” (28.2 %), and “non existence of any question related to the educational courses in the UEE” (20.5 %) are the other disadvantages of ATHSs according to the off-university graduates of ATHSs.

Other than these, in the open-ended part of the related questions, off-university graduates stated some other disadvantages about the positions of the schools, the attitudes of the teachers towards the students and the relationships between students. Some of their own statements concerning the above issues are as follows:

- Are we graduates of academic high schools or vocational high schools.
- Teachers do not care enough about boarding students.
- There were adaptation problems between day-time students and boarding students.

4.2.3.7 Results concerning Different Ways of Employment for the off-University Graduates of ATHSs

How the off university graduates could be used in educational settings, what different ways of employment might be for the off-university graduates like the graduates of other high schools are some important questions that were answered through the off-university graduates suggestions. The results concerning to off-university graduates’ suggestions are given in Table 4.82.

Table 4.82 Different Ways of Employment for the Off-University Graduates

Activities	f	%
Substitute/deputy teacher	158	61.0
Trainer in Public Education Centers	156	60.2
Subject matter teacher	153	59.1
Extra Studies (Etüd) teacher	144	55.6
Other	25	9.7

According to Table 4.82, off-university graduates, most of which are not working want to be primarily preferred when substitute/deputy teachers are needed in primary schools (61.0 %). They want to be employed as educators in Public Education Centers (60.2 %). They also want to be employed as extra studies teachers (etüd öğretmeni) (55.6 %) and they want to be employed as part time subject matter teachers depending on their graduation fields in ATHS (59.1 %). In the open-ended part of the question, the graduates also stated that, they want to teach English to fourth or fifth graders in primary schools. In addition they want to be dormitory supervisors (belletmen).

4.2.3.8 Results Concerning the Off-University Graduates' Suggestions for Better Education in ATHSs

The results in this section were attained using content analysis procedures because an open-ended item was used to collect the suggestions of the subjects.

The suggestions of the off-university graduates are presented in under the following categories:

1. Suggestions related to the guidance and counseling services in ATHSs
2. Suggestions related to the teachers and administrators in ATHSs
3. Suggestions related to the curricula in ATHSs
4. Suggestions related to the cooperation with the parents.
5. Suggestions related to the Relations with the Graduates of ATHSs
6. Suggestions related to other aspects of ATHSs

Suggestion related to the Guidance and Counseling Services

1. The guidance and counseling service should include a sufficient number of experts to be able to attend to all of the students' problems.

Suggestions related to the teachers and administrators in ATHSs

1. Teachers and administrators should be selected and appointed based on objective criteria.
2. Teachers should be more empathetic.

Suggestions related to the curricula in ATHSs

1. Items related to the contents of the educational courses should be included in the UEE for the students who want to prefer teacher-training programs.
2. The additional score in the UEE should be given in accordance with the achievement rate on the education related items in the UEE.
3. Sports and Arts classes should be offered to the students who want to study in these fields.
4. The fields of study should be provided in accordance with the interests of the students.
5. The ATHS graduates should be able to continue on to teacher training programs in university, without being required to take the UEE.

Suggestion related to Cooperation with the Parents

1. The cooperation with parents should be increased.

Suggestion related to the Relations with the Graduates of ATHSs

1. ATHSs should organize social events for reunion so that the graduates can keep in touch.

Suggestions related to other aspects of ATHSs

1. The funds allocated to ATHSs should be increased.
2. The school should be located close to the city/town center.

4.3 The Overall Results Concerning the Reasons for Preferring ATHSs, the Advantages and Disadvantages of ATHSs

In this section, the comparative results of all the participants' reasons for preferring ATHSs, the advantages and disadvantages of ATHSs from different perspectives are presented. The aim of the analysis presented in this section is to compare and contrast the reasons stated by individual groups and to present the overall results gathered in the study.

4.3.1 Results Concerning the Reasons for Preferring ATHSs

The aim of the analysis presented in this section is to compare and contrast the reasons given by individual groups and to present the overall results.

Table 4.83 Reasons for Preferring ATHSs

Reasons	Subjects of the Study					Total	
	ATHS student	Teachers	Parents	Off-University Graduate	ATHS G FES.		
High achievement rate of the school in the UEE	f	879	514	745	194	98	2430
	%	85.7	84.0	84.9	74.9	65.8	83.1
Additional score given in the UEE	f	813	527	718	154	92	2304
	%	79.2	86.1	81.9	59.5	61.7	78.8
Admission of only selected students	f	731	409	681	184	118	2123
	%	71.2	66.8	77.7	71.0	79.2	72.6
Will to be a teacher	f	533	443	555	140	76	1747
	%	51.9	72.4	63.3	54.1	51.0	59.8
Social prestige of ATHSs because of the believe of higher quality education offered	f	602	356	525	116	81	1680
	%	58.7	58.2	59.9	44.8	54.4	57.5
Guarantee of finding a job as a teacher	f	582	347	517	120	78	1644
	%	56.7	56.7	59.0	46.3	52.3	56.2
Being able to prefer professions other than teaching	f	568	370	466	87	58	1549
	%	55.4	60.5	53.1	33.6	38.9	53.0
Appointment of selected teachers	f	544	311	508	102	84	1549
	%	53.0	50.8	57.9	39.4	56.4	53.0

Table 4.83 cont.

To receive a good English Language education	f	381	298	464	115	60	1318
	%	37.1	48.7	52.9	44.4	40.3	45.1
Scholarship provided during university	f	475	280	420	96	38	1309
	%	46.3	45.8	47.9	37.1	25.5	44.8
The priority provided to ATHS graduated teachers for teacher appointments to ATHSs	f	500	214	420	101	59	1294
	%	48.7	35.0	47.9	39.0	39.6	44.3
Small class size	f	383	302	449	70	45	1249
	%	37.3	49.3	51.2	27.0	30.2	42.7
Parents' wish	f	310	223	577	72	46	1228
	%	30.2	36.4	65.8	27.8	30.9	42.0
Recommendations of the teachers	f	304	239	305	69	35	952
	%	29.6	39.1	34.8	26.6	23.5	32.6
Better physical conditions	f	252	204	273	66	32	827
	%	24.6	33.3	31.1	25.5	21.5	28.3
Influence of a relative graduated from/student of ATHS	f	201	215	213	38	12	679
	%	19.6	35.1	24.3	14.7	8.1	23.2
Being able to spare more time on studying than at home	f	160	134	188	65	17	564
	%	15.6	21.9	21.4	25.1	11.4	19.3
To benefit from government sponsored boarding facilities	f	119	269	83	33	27	531
	%	11.6	44.0	9.5	12.7	18.1	18.2
Convenient location of the school	f	150	60	223	32	16	481
	%	14.6	9.8	25.4	12.4	10.7	16.5
To receive a second foreign language education	f	138	43	193	26	12	412
	%	13.5	7.0	22.0	10.0	8.1	14.1
Peer influence	f	86	113	-	27	14	240
	%	8.4	18.5	-	10.4	9.4	8.2
Unfavorable conditions for studying at home	f	80	56	48	28	10	222
	%	7.8	9.2	5.5	10.8	6.7	7.6
Its' being a single-sex school	f	49	39	47	10	9	154
	%	4.8	6.4	5.4	3.9	6.0	5.3
Other	f	66	16	41	17	7	147
	%	6.4	2.6	4.7	6.6	4.7	5.0
To be a boarding student even if the student have to support themselves	f	32	43	53	3	5	136
	%	3.1	7.0	6.0	1.2	3.4	4.7

According to the results in Table 4.83 the high achievement level of ATHSs in the UEE (83.1 %) is the most frequently stated reason that the all subjects of the study gave for preferring ATHSs, because more than half of the subjects (51.0 %) stated that they preferred ATHSs in order to become teachers (59.8 %) and wanted to prefer other professions because graduates of ATHSs can prefer professions other than teaching (53.0 %) in the UEE. The additional score given to the ATHS graduates if they prefer teacher-training programs among their first five choices, is the other most frequently stated reason (78.8 %) because 56.2 % of the subjects think that if they become teachers they would have the guarantee of finding a job. Among the factors effecting the quality of education in ATHSs, the selection of students who are going to study at ATHSs (72.6 %) and the selection of teachers who are going to teach in ATHSs (53.0 %) are the other important reasons given by all of the subjects preferring ATHSs.

The results suggest that, while choosing ATHSs the students who are studying at ATHSs and the graduates studying in the Gazi University Faculty of Education were mainly concerned with the gains such as passing the UEE and using the advantage of additional score given if the graduates prefer the teacher training programs, then getting a job easily as a teacher after their graduation from teacher training programs. The learning environment or the convenient location of the school, class sizes or the boarding facilities of the school is not their main concerns.

As opposed to the students in ATHSs and the teachers, the parents are not only concerned about the gains of their children after graduation from ATHSs, but they are also interested in what they learn in the school, where they learn, from whom they learn and with whom they learn.

4.3.2 Results Concerning the Advantages of ATHSs

In this section, the results related to the advantages of ATHSs, stated by the all subjects in the study, are presented all together. The aim of the analysis presented in this section is to compare and contrast the advantages stated by individual groups and to present the overall results.

The results concerning the advantages of ATHSs for all participants of the study are given in Table 4.84.

Table 4.84 Advantages of ATHSs

Advantages		Subjects of the Study					Total
		ATHS student	Teacher	Parents	Off-University Graduate	ATHS G FES	
Admission of only selected students	f	852	552	722	205	125	2456
	%	83.0	90.2	82.3	79.2	83.9	84.0
Additional score given to the graduates of ATHSs in the UEE	f	896	510	688	201	121	2416
	%	87.3	83.3	78.4	77.6	81.2	82.7
Graduates being able to choose professions other than teaching	f	641	377	496	120	80	1714
	%	62.5	61.6	56.6	46.3	53.7	58.6
Guarantee of finding a job as a teacher	f	631	336	524	134	81	1706
	%	61.5	54.9	59.7	51.7	54.4	58.4
Good foreign language (English) education	f	583	360	531	134	80	1688
	%	56.8	58.8	60.5	51.7	53.7	57.7
Scholarship provided during university	f	635	299	454	141	73	1602
	%	61.9	48.9	51.8	54.4	49.0	54.8
Small class size	f	504	430	488	96	73	1591
	%	49.1	70.3	55.6	37.1	49.0	54.4
Motivation for students to enter to university on a continuous bases	f	534	333	473	129	88	1557
	%	52.0	54.4	53.9	49.8	59.1	53.3
The majority of students who prefer ATHSs want to become teacher	f	555	324	425	133	61	1498
	%	54.1	52.9	48.5	51.4	40.9	51.2
The school atmosphere that prepare the students for the teaching profession	f	521	279	436	112	90	1438
	%	50.8	45.6	49.7	43.2	60.4	49.2
The priority provided to ATHS graduated teachers for teacher appointments to ATHSs	f	626	278	306	128	71	1409
	%	61.0	45.4	34.9	49.4	47.7	48.2
Students mingle with students with different cultural background	f	545	286	379	106	84	1400
	%	53.1	46.7	43.2	40.9	56.4	47.9
Close student-teacher relationships	f	476	313	386	125	88	1388
	%	46.4	51.1	44.0	48.3	59.1	47.5
Conditions that render students to learn to become self-sufficient	f	494	275	368	98	77	1312
	%	48.1	44.9	42.0	37.8	51.7	44.9
Appointment of selected teachers and administrators	f	449	292	417	94	56	1308
	%	43.8	47.7	47.5	36.3	37.6	44.7

Table 4.84 cont.

More opportunities provided to the students to know the teaching profession	f	465	239	390	104	74	1272
	%	45.3	39.1	44.5	40.2	49.7	43.5
Conditions that render students to learn to live within a community	f	434	271	352	90	77	1224
	%	42.3	44.3	40.1	34.7	51.7	41.9
Conditions that provide students with various experience in interpersonal relations	f	465	219	327	95	70	1176
	%	45.3	35.8	37.3	36.7	47.0	40.2
Opportunities of government sponsored education provided to children of low income families	f	372	320	290	92	69	1143
	%	36.3	52.3	33.1	35.5	46.3	39.1
Fewer discipline problems	f	323	315	314	80	63	1095
	%	31.5	51.5	35.8	30.9	42.3	37.5
It makes students to like the teaching profession better	f	334	247	336	93	56	1066
	%	32.6	40.4	38.3	35.9	37.6	36.5
Students get to know other cultures than they were brought up	f	382	197	291	80	68	1018
	%	37.2	32.2	33.2	30.9	45.6	34.8
Better physical conditions	f	307	263	289	67	41	967
	%	29.9	43.0	33.0	25.9	27.5	33.1
The similar SES background of students	f	287	212	229	60	52	840
	%	28.0	34.6	26.1	23.2	34.9	28.7
Better facilities for students to develop their skills and abilities	f	270	177	244	66	33	790
	%	26.3	28.9	27.8	25.5	22.1	27.0
Good second foreign language (German) education	f	308	108	260	29	14	719
	%	30.0	17.6	29.6	11.2	9.4	24.6
Students finding more time to study than at home	f	240	159	192	58	44	693
	%	23.4	26.0	21.9	22.4	29.5	23.7
Positive contributions of students to the education of their brothers and sisters	f	203	103	182	49	36	573
	%	19.8	16.8	20.8	18.9	24.2	19.6
A variety of elective courses offered to the students according to their interests and aptitudes.	f	198	94	197	54	28	571
	%	19.3	15.4	22.5	20.8	18.8	19.5
Positive contributions of students to their families' cultural development	f	173	126	166	46	39	550
	%	16.9	20.6	18.9	17.8	26.2	18.8
Contemporary teaching materials	f	136	126	157	47	18	484
	%	13.3	20.6	17.9	18.1	12.1	16.6
Its' being a single-sex school for boarding students	f	98	72	76	27	21	294
	%	9.6	11.8	8.7	10.4	14.1	10.1
Other	f	25	10	18	7	2	62
	%	2.4	1.6	2.1	2.7	1.3	2.1

According to the results in Table 4.84, “the admission of only selected students into ATHSs” (84.0 %), “the additional score given in the UEE” (82.7 %), “the opportunity of choosing professions other than teaching in the UEE” (58.6 %), “the guarantee of finding a job as a teacher if the graduates became teachers” (58.4 %), “the quality English language Teaching” (57.7 %), “the scholarship given to the graduates who enter teacher training programs from among their first five choices” (54.6 %), “smaller class sizes” (54.4 %) and “the continuous motivation given to students toward the UEE” (53.3 %) are the advantages of ATHSs stated by more than half of the subjects. However, depending on the type of group participants, not only the agreement rate to the above advantages varies, but also, the number of the advantages that are stated by more than half of them varies. For example, while there are eleven advantages stated by more than half of the students and teachers in ATHSs and the graduates who are studying in the Gazi University Faculty of Education, there are eight advantages stated by the parents and six advantages by the off-university graduates.

“The admission of students after a selection exam” is the most important advantage of ATHSs for all of the participants but mainly for the teachers in these schools. Some of the teachers explained this situation in their own statements in the open-ended part of the question:

- It is very rewarding to teach university-oriented students who want to become teachers. I enjoy my profession much more with them

“The additional score given in the UEE” is the other most frequently stated advantage of ATHSs by all participants, but it is the most frequently stated advantage by the students, who are currently studying at ATHSs (87.3 %).

“The opportunity to prefer professions other than teaching, without any decrease in their UEE scores” is another advantage of ATHSs, stated by more than half of all the subjects. However, this was stated by less than half of the graduates of ATHSs who could not enter to the university (46.3 %). This might be due to their negative experience in the UEE.

“The guarantee of finding a job if the graduates become teachers” is the another advantage of ATHSs, which is stated by all participants of the study, however, it is a more important advantage for the students currently studying at ATHSs (61.5 %) and for their parents (59.7 %), as compared to the other groups of subjects.

“The high quality of English Language Education” is another advantage of ATHSs stated by more than half of the participants, however, the percentages of the parents and the teachers is higher than the students.

“The scholarship given if the graduates enter a teacher-training program among their first five choices” is another advantage of ATHSs, however, it is interesting that the agreement rate of the graduates studying in the Gazi University Faculty of Education on this item is lower than those of the other participants in the study. During the administration of the questionnaires, they stated that the amount of the scholarship is not enough for them and that they are not paid the due amount regularly by the Ministry of National Education.

“The small class sizes in ATHSs” is another advantage of ATHSs, mainly stated by the teachers and the parents. Surprisingly, this is not an advantage stated by more than half of the students.

In addition, “continuous motivation for the UEE” is another advantage of ATHSs, shared by more than half of the subjects in the study except for the off-university graduates.

In addition to above advantages, which are common for most of the participants there are other advantages of ATHSs stated by one or two groups of the subjects, depending on the characteristics or priorities. For example, more than half of the students in ATHSs (50.8 %) and the graduates studying in the Faculty of Education (60.4 %) stated that “the school atmosphere has a positive effect on preparing the students for the teaching profession”. However, the percentages of other groups are lower than the percentages of these two groups, in this respect.

“The priority given to the graduates, who become teachers, in teacher appointments to ATHSs”, was stated as an advantage of ATHSs by 61.0 % of the students in ATHSs. However, the percentage of graduates studying in the Faculty of Education, who see this as an advantage is not high because according to their explanations in the open-ended part of the question, this is priority is valid for only the graduates studying at teacher training programs that train teacher candidates for secondary education.

“Fewer discipline problems” are stated only by the teachers (51.5 %) as an advantage of ATHSs. This is not a main concern of the students and the parents.

“Warm student-teacher relationships” are stated as an advantage by the teachers (51.1 %) and graduates studying in the Faculty of Education (59.1 %). This is not unexpected, because both groups have more experience in this subject, as compared to other groups. In the open-ended part of the question, some prospective teachers stated that:

There is good rapport between students and teachers and their relationship is built on sincerity and respect. For this reason, I want to teach in a ATHS when I graduate from the faculty of education.

“The development of life skills in these schools” (51.7 %), “learning to live together with other people” (51.7 %) and “students mingling with students with different cultural backgrounds” (53.1 %) are the other advantages of ATHSs, according to the graduates studying in the Faculty of Education. These graduates might have had the chance of making comparisons between themselves and their classmates, who graduated from other high schools.

An interesting point in Table 4.84 is that, while more than half of the teachers stated boarding facilities of some ATHSs as an advantage of ATHSs, only one third of the students and their parents stated them as an advantage of these schools.

4.3.3 Results Concerning the Disadvantages of ATHSs

In this section, the results related to the disadvantages of ATHSs stated by all of the subjects, are presented. The aim of the analysis presented in this section is to compare and contrast the disadvantages stated by individual groups and to present the overall results.

Table 4.85 Disadvantages of ATHSs

Disadvantages		Subjects of the Study					Total
		ATHS student	Teacher	Parents	Off-University Graduate	ATHS G FES.	
Inability of school administration to offer classes in sport and art related fields	f	259	212	158	73	41	743
	%	25.2	34.6	18.0	28.2	27.5	25.4
Lack of collaboration between parents and teachers	f	165	321	144	28	41	699
	%	16.1	52.5	16.4	10.8	27.5	23.9
No questions related to teaching profession in the UEE	f	157	231	187	53	47	675
	%	15.3	37.7	21.3	20.5	31.5	23.1
Preferring teacher training programs in the UEE under the pressure of not being placed in a program	f	218	163	206	48	29	664
	%	21.2	26.6	23.5	18.5	19.5	22.7
Lack of communication between the parents and the teachers	f	198	268	135	21	35	657
	%	19.3	43.8	15.4	8.1	23.5	22.5
Inadequate quality of foods	f	265	106	158	46	40	615
	%	25.8	17.3	18.0	17.8	26.8	21.0
Location of school in a small town	f	282	124	125	45	35	611
	%	27.5	20.3	14.3	17.4	23.5	20.9
Being away from the family	f	183	252	93	24	37	589
	%	17.8	41.2	10.6	9.3	24.8	20.2
Preferring teacher training programs in the UEE under the pressure of not being able to find a job in the future	f	198	144	167	45	26	580
	%	19.3	23.5	19.0	17.4	17.4	19.8
Inadequate qualifications of teachers	f	251	93	121	69	24	558
	%	24.5	15.2	13.8	26.6	16.1	19.1

Table 4.85 cont.

No chance of being employed as a semi-professional like the vocational high school graduates	f	102	74	95	167	14	452
	%	9.9	12.1	10.8	64.5	9.4	15.5
Being challenged less because of additional score in the UEE	f	89	84	84	25	25	307
	%	8.7	13.7	9.6	9.7	16.8	10.5
Organization of all the activities including studying according to communal rules	f	112	64	48	17	22	263
	%	10.9	10.5	5.5	6.6	14.8	9.0
Other	f	90	69	43	24	17	243
	%	8.8	11.3	4.9	9.3	11.4	8.3
Higher cost than a school in our environment	f	119	17	74	14	10	234
	%	11.6	2.8	8.4	5.4	6.7	8.0
Alienation to the culture students were brought up	f	63	21	36	10	6	136
	%	6.1	3.4	4.1	3.9	4.0	4.7
Similar SES background of students	f	32	30	27	9	4	102
	%	3.1	4.9	3.1	3.5	2.7	3.5
Location of school in a small town	f	12	11	17	3		43
	%	1.2	1.8	1.9	1.2		1.5
Not being given equal status in terms of pay and personnel rights (özlük hakları) as Anatolian High School teachers although the school is Anatolian high school	f	-	172	-	-	-	172
	%	-	28.1	-	-	-	28.1
Being assigned to proctoring duties/ to supervise boarding students in the evenings	f		142	-	-	-	142
	%		23.2	-	-	-	23.2

According to Table 4.85, there are nine more frequently stated disadvantages of ATHSs. Although most of these disadvantages were stated by all of the subjects in almost equal percentages, some of them were stated in lower or higher percentages by some of the subjects depending on their groups' priorities.

In this respect, “the inability of the school administrations to offer courses for the sports and arts fields” (25.4 %) and “the inadequacy of cooperation between the teachers and parents” (23.9 %) are two main issues in ATHSs. The inadequacy of

cooperation between the teachers and the parents was mainly stated by teachers (43.8 %) however; this is not an issue for the parents in the same proportion (15.4 %).

“Non existence of questions about the content of the educational courses in the UEE” (23.1 %) is another disadvantage of ATHSs. However among the subjects of the study, the students who are currently studying in ATHSs was the group who stated this issue as a disadvantage of ATHSs.

“Preferring teacher-training programs not because of the desire to become a teacher but because of fear of not being able to enter university” (22.7 %), is another main disadvantage stated by the all groups of participants in close proportions.

In addition, “students preferring teacher training programs under the pressure of not being able to find a job if they prefer other professions” (19.8 %) is the other disadvantage of ATHSs. However, it was stated mainly by the teachers (23.5 %).

“The schools being located in small towns” (20.9 %) is the other disadvantage of ATHSs mainly stated by students, teachers in ATHSs, and the graduates studying in teacher training programs, but not by the parents and the off-university graduates.

“The low quality of the foods” (21.0 %) is another disadvantage stated mainly by the students still studying in or who have studied in these schools.

“Living far from the families in boarding schools” (20.2 %) is another disadvantage stated by mainly the teachers and the students, but not by the parents and off-university graduates. This is probably because most of the parents in the study were the parents of day-time students and most of the off-university graduates were day-time students when they were studying at ATHSs (See Table 4.69).

Other than these, according to data gathered in the open-ended parts of the question asking the disadvantages of ATHSs, the following issues were stated as the other disadvantages of ATHSs.

- We can't meet some of our needs because we are in a small town
- The town's people see us as strangers.
- The buildings are old.
- The school has no gymnasium
- Technical equipments are too few
- There is more number of lessons a week than in the other high schools
- Class hours are longer than other schools'
- Especially recently the teacher quality has gone down because of teachers appointed by the mayor's approval.
- Young and inexperienced teachers and even teachers who are not trained to be teacher are being recruited.
- Subordinate staffs (cook, drivers, janitors etc.) are few and not qualified enough.
- **Being a teacher in a boarding school means additional duties and responsibilities but there is no financial benefits offered for compensation.**
- The dormitories are not clean enough.
- The suppressive traditional disciplinary approach troubles the students.
- Students could not perform social activities, but they spend their spare time to study.
- **The meals are not prepared in hygienic condition.**

4.3.4 The Overall Results Concerning the Participants' Suggestions for better Education in ATHSs

Although the agreement rate of the participants related to the suggestions for improving education in ATHSs is not high these suggestions have been considered valuable and have been evaluated in the study because they have come from the stakeholders of these schools.

The overall results related to better education in ATHSs were attained using content analysis procedures since an open-ended item was used to collect the suggestions of the subjects. Consequently, the suggestions have been presented without statistical details. The suggestions collected from all participants are presented under the following categories:

1. Suggestions related to the teachers in ATHSs.
2. Suggestions related to the administrators and the administration of ATHSs.

3. Suggestions related to the students in ATHSs.
4. Suggestions related to the subordinate staff members (janitors, cooks, cleaners. etc.) in ATHSs.
5. Suggestions related to the curricula in ATHSs.
6. Suggestions related to the boarding facilities in ATHSs.
7. Suggestions related to the extra studies sessions in ATHSs
8. Suggestions related to the guidance and counseling services in ATHSs.
9. Suggestions related to the cooperation with the parents.
10. Suggestions related to the services that should be offered to the graduates.
11. Suggestions related to other aspects of ATHSs.

Suggestions related to the teachers in ATHSs

1. Teachers should be selected and appointed based on objective criteria. The selection of the teachers should be made by GDTTE.
2. ATHS graduate teachers should be given priority in teacher appointments to ATHSs.
3. The ATHS graduate teachers who are appointed to ATHSs should have at least three years of experience.
4. Experienced but young teachers should be appointed to ATHSs.
5. Teachers should not be appointed temporally with the approval of the local governor.
6. Teachers should give importance to personal professional development through in-service trainings and post graduate studies.
7. Teachers should be subjected to periodical (once every two or four years) proficiency exams and the results of these exams should determine whether or no they continue to teach in ATHSs.
8. In order to attract higher quality teachers the status of the teachers in ATHSs should be improved.
9. The status of teachers in ATHSs should be increased to the level of the teachers in Anatolian High Schools.

10. The differences in overtime pay between the subject areas should be aborted because this is a demobilizing factor for some teachers.
11. Teachers should not be responsible for supervising the students in the dormitories in the evenings, instead this job should be given to a more appropriate person who is not a teacher but only responsible for this job. If someone else cannot be allocated for this job then the teachers should be paid overtime.

Suggestions related to the administrators and the administration of ATHSs

1. The school administrators should be appointed selectively.
2. The school administrators should be graduates of educational administration.
3. The school administrators should run the school with a contemporary administrative approach.
4. The school administrators should receive extra pay for the additional responsibilities they have to carry in ATHSs. This would make this job more attractive.
5. The requirements for opening classes in sports and arts fields should be more flexible.

Suggestions related to the students in ATHSs

1. The students should be selected with greater care; the students who want to become teachers should be admitted in to ATHSs.
2. The students should be encouraged to prefer the local ATHSs in order to reduce the problems stemming from being away from home.
3. Students should be advised not to select the teaching profession due to the anxiety of not being able to find a job. They should be encouraged to prefer professions according to their interests.
4. ATHSs should be placed in the category of vocational high schools. So that if the graduates prefer professions other than teaching their high school achievement score should be multiplied by only 0.3.

Suggestions related to the Subordinate Staff (Driver, cooks, etc.) of in ATHSs

1. More subordinate staff should be hired in ATHSs.
2. The subordinate staff should be hired selectively like the teachers, administrators and the students.
3. Especially in boarding ATHSs there should be a doctor and a nurse.

Suggestions related to the curricula in ATHSs

1. The curricula should be revised so as to help student develop a liking for the teaching profession.
2. The topics related to the teaching profession should not only be thought in the educational courses but should be included in other courses as well.
3. The textbooks should also be improved in line with the revised curriculum.
4. The program of ATHSs should be revised so as to provide the opportunity for graduates to enter teacher-training programs at university level without having to take the UEE.
5. The weekly class hours should be reduced.
6. The length of the class hours should be reduced to 40 minutes.
7. Students should be given to the opportunity to do practice teaching in educational courses.
8. The content of the curricula be made parallel to the content of the UEE.
9. Items related to the contents of the educational courses should be included in the UEE for the students who want to prefer teacher-training programs.
10. The additional score in the UEE should be given in accordance with the achievement rate on the education related items in the UEE.
11. Students who prefer guidance and counseling and computer teaching should also be given additional score in the UEE.
12. The students should not only be oriented toward the teaching profession but also other professions.

Suggestions related to the boarding facilities in ATHSs

1. The students should prefer the local ATHSs in order to reduce the problems stemming from being away from home.
2. The boarding facilities should be improved:
3. The cafeteria and dormitory budgets should be increased.
4. The foods should be more appropriate for young people in both quantity and quality.
5. The meals should be nutritious and balanced.
6. The foods should be prepared in hygienic conditions.
7. The operation rights of the dormitories and cafeterias should be transferred to private enterprises.
8. The current criteria for allocating the government sponsored boarding opportunities are not sufficient; they should be revised so that these opportunities are provided for only low SES students.

Suggestions related to the extra studies sessions in ATHSs

1. The extra studies sessions and facilities should not be rigid.
2. Appropriate facilities should be made available for students who want to study individually during the extra studies sessions.
3. Practice rooms and sports facilities should be made available for the students with special abilities in music, arts and sports.

Suggestions related to the Guidance and Counseling Services

1. There should be at least one, guidance and counseling expert in ATHSs especially those with boarding facilities.
2. The guidance and counseling service should include a sufficient number of experts to be able to attend to all of the students' problems.

Suggestions related to Cooperation with the Parents

The cooperation with parents should be increased through the following:

1. It should be made compulsory for the parents of boarding students to attend the parent-teacher meetings.
2. Parents should be educated about participating in the educational process of their children.
3. Parents should be encouraged to participate in the decision making process in ATHSs.

Suggestions related to services that should be offered to the Graduates

1. ATHSs should organize social events for reunion so that the graduates can keep in touch.

Suggestions related to other aspects of ATHSs

1. The goals and the advantages of ATHSs and their differences from the other high schools should be well announced, specifically to parents and students.
2. The physical conditions of ATHSs should be improved.
3. There should be more social activities offered to the students and students should be provided with time to participate in these activities.
4. The school should be located close to the city/town center.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND IMPLICATIONS

This chapter covers discussion of the results, conclusions and implications of the present study.

5.1 Discussion of Results and Conclusions

The research results are discussed in line with the research questions. Therefore in this chapter, the discussion and conclusions on the inputs first and then the discussion and conclusions on the outputs of ATHSs are presented. At the end of each discussion section, conclusions drawn from the results are presented.

5.1.1 Discussion and Conclusions on Inputs

5.1.1.1 Discussion and Conclusions on Students Studying at ATHSs

Characteristics of Students Studying at ATHSs

Results related to characteristics of students currently studying at Anatolian Teacher High Schools (ATHSs) showed that both male and female students prefer these schools. However the percentage of the male students (52.0 %) is slightly higher than those of the female students. A similar difference in the percentage of male and female students in all secondary education institutions is reported in statistics of the Ministry of National Education (MONE) (MONE, 2002). In addition, the distribution of male (50.66 %) and female (49.34 %) population in Turkey supports this difference (SIS, 2003). Although the percentage of female students is lower than the percentage of male students, the percentage of female students in ATHSs is greater than the percentage of female students (42.39 %) in all high schools in Turkey.

The majority of the students are day-time students (63.8 %). The 33.6 % of the boarding students are sponsored by the government. The percentages students in the sample of the present study are parallel to the percentages of the students (boarding (41.2 %) and non-boarding (58.8 %)) in population of students currently studying at ATHSs (GDTTE, 2003). While the majority of male students are government sponsored boarding students, majority of female students are day-time students. Male students are more likely to be sponsored by the government, because there are more ATHSs providing boarding facilities for male students. This situation is not only related to financial power of parents, but also related to traditions that favor male students to receive education when the educational opportunities are scarce (Su et al., 2002).

The majority of students are attending ATHSs that is in the same city as their parents live. However, both types of boarding students -government or self sponsored- are more likely to study at an ATHS in a city other than their families live. More than half of the boarding students sponsored by their families are studying at an ATHS that is not in the same city as their families live. This means, families prefer their children to attend an ATHS whether it is in the same city they live in or not, and whether their children are sponsored by the government or not.

The ages of the students range from 13 to 22, however the preparatory class students are mainly 15 years old and senior students are mainly 18 years old. The majority of ATHS students living with their mothers and fathers but most of the students who are children of separated or single parents live with their mothers.

In order to enter ATHSs, primary school graduates who were nominated as a candidate by a Selection Committee in their primary schools (See chapter 2, section 2.3.2.4) have to take the Secondary Education Institutions Entrance Exam (SEIEE). In order to pass this exam, the majority of the students took private courses offered by private institutions. They even received tutoring. This means, students spend extra effort and their parents pay extra money for success in SEIEE because every year the number of candidates who want to enter ATHSs is increasing (Figure 2.1). These findings suggest that there is a competition among the students for entering ATHSs.

Conclusions on Students Reasons for Preferring ATHSs

Students' and teachers' views on reasons for preferring ATHSs showed that there are eight main reasons for preferring ATHSs. These are as follows: 1) The high achievement rate of ATHS graduates in the UEE, 2) The additional score allocated to the graduates who prefer teacher-training programs in the UEE, 3) The admission of only selected students 4) Social prestige of ATHSs because of the common belief of higher quality of education offered in these schools, 5) Guarantee of finding a job if the graduates prefer the teaching profession as a career, 6) Students' will to become teachers, 7) Appointment of the selected teachers, and 8) Being able to prefer professions other than teaching without any decrease in their UEE score.

The above mentioned eight most frequently stated reasons clearly shows that while deciding on whether to study at an ATHS, students who are currently studying at ATHSs or who graduated from ATHSs first considered the high achievement rate of these schools in the UEE. This finding is congruent with the finding of the study on the factors affecting high school preferences of students. In that study, Çakar (2000) reported that UEE is the major determinant factor for the students while they are deciding on which high school they are going to study at.

After high achievement rate in UEE comes students' gains. Students considered the gains that are provided to the graduates of ATHSs in UEE if they prefer 'teacher training programs' or 'other programs'. Therefore, the additional score given in UEE is the second most important reason of students for preferring ATHSs. In addition, if the graduates become teachers they would have the guarantee of finding a job.

In addition to the factors above, the present study revealed that students also consider the high quality of education offered in these schools in terms of social prestige of these schools and quality of student and teachers in these schools.

However, interestingly, they stated "will to become teacher" as a reason for preferring ATHSs after all reasons mentioned above, though they enter ATHSs with

positive attitudes toward the teaching profession (See section 4.2.1.1). When the goals of ATHSs are considered, students are expected to have preferred ATHSs primarily because they want to become teachers. However, this is not the case in reality. They preferred ATHSs to become teachers, but more than this, they preferred ATHSs in order to “guarantee entering university programs” for a profession to have guarantee of finding a job by receiving a quality education and by receiving other “gains” -additional score, or no decrease in their UEE score- provided only for the “graduates of ATHSs”. This controversial situation may be related to low socio-economic status of the teaching profession as stated by Başkan (2001). These findings are very important in the sense that it brings question marks about the efficiency of vocational guidance services in primary schools and efficiency of the selection of the students eligible for ATHSs, besides positive and negative effects of gains provided to the graduates of ATHS in UEE. Students’ explanations in the open-ended part of the related question asking the reasons for preferring ATHSs make this picture clearer. In the open-ended part of the related question some of the students currently studying at ATHSs stated that they preferred ATHS because they were the second best after Science high schools. This means they entered ATHSs as a result of the rank order they did in SEIEE. In addition, they stated that they have friends who do not actually want to become teachers but preferred ATHSs in order to guarantee university by the help of the additional score given in UEE.

When the teachers’ opinions about students’ reasons for preferring ATHSs are examined, it was seen that they share the same reasons with the students. However, it is very interesting that, although the “will to become teacher” is stated by 51.9 % of the students, majority of the teachers (72.4 %) stated the same item as students’ reasons for preferring ATHSs. They think that their students preferred ATHSs mainly because they want to become teachers. “Will to become teacher” is the third most important reason stated by teachers after “the high achievement rate of ATHSs in the UEE” and “the additional score give in the UEE”. These findings support the students’ views related to inefficient guidance services to reveal the students’ interests, abilities and needs.

Small class size, better physical conditions, convenient location of the school and boarding facilities provided to the students are not the main reasons of the students for preferring ATHSs. However, it is interesting that, while, majority of teachers think that boarding facilities are one of the students' important reasons for preferring ATHSs, only a small number of students think that this is a reason for preferring ATHSs. This finding is not congruent with the finding of Karamustafa (1996), who reported that benefiting from boarding facilities is an important reason of students for preferring ATHSs. The inconsistency between the students' and teachers' opinions may stem from the higher number of daytime students who participated in the present study.

The appointment of selected teachers is the other reason for students to prefer ATHSs. However this finding is not congruent with the findings related to the advantages of ATHSs. The participants do not see appointment of selected teachers as an advantage of ATHSs. In addition, according to results in Table 4.19 only one fifth of the teachers were subjected to a selection exam before they were appointed to ATHSs. These findings indicate that, although the appointment of selected teachers is an attractive feature of ATHSs for the students before they come to ATHS, their opinions about the teachers have changed after they came to ATHSs.

From the findings above, it can be drawn that, students preferred ATHSs for the advantages that they provide to their graduates in UEE and in finding a job rather than for their advantages provided to the students while they are studying at ATHSs. Actually, a statement of one of the students explains this situation clearly; he stated "I preferred ATHS because I see it as a safe step for my future life". Nonetheless, this would not mean that ATHSs are not serving to their intended purposes because this situation may be linked to other phenomena as well, such as current state of Turkey's economy and the prestige of the teaching profession in general. In fact, a great many studies in Turkey have suggested that SES of this profession should be better in order to attract students with more capacity and interest in the teaching profession (Başkan, 2001; İsmailoğulları, 1998; Kaplan and Ipek, 2002; Karamustafa, 1996). The picture drawn from the evidence from the present study

shows that ATHSs are regarded as the safest way to enter university because they offer two-way options: 1) Graduates can enter a teacher training program –additional score is provided for this and scholarships are granted as an incentive, 2) Graduates can prefer other professions because they are not forced to choose the teaching profession on the contrary; they are encouraged to do so since their UEE scores do not lower for doing so.

Conclusions on Attitudes of Students Studying at ATHSs toward the Teaching Profession

Results related to attitudes of students currently studying at ATHSs show that the students came to ATHSs with positive attitudes toward the teaching profession. This finding is congruent with the finding related to students' reasons for preferring ATHSs because 51.2 % of the students stated that they preferred ATHSs because they want to become teachers. In addition, during the four years in ATHSs attitudes of students had developed positively (See section 4.2.1.1). In this sense, it can be concluded that ATHSs served for their goals. This finding is congruent with the findings of the studies conducted by Çubukçu, (1997); Sahin, (1992); Ismailoğulları, (1998); who reported positive development in attitudes of students towards the end of education in ATHSs.

5.1.1.2 Conclusions on Teachers and Administrators in ATHSs

Conclusions on Characteristics of Teachers and Administrators in ATHSs

Majority of teachers in ATHS are male. This finding is congruent with the study conducted by Okçabol et al., (2003) on a large sample of teachers all over Turkey, however it is not congruent with the findings of ERDD (1999); Küçükahmet (1975, cited in Erjem, 2000); Newman (1990, cited in Erjem, 2000) which reported female dominance in the teaching profession. Fewer female teachers in ATHSs might be due to heavy work conditions in ATHSs, especially in boarding ones. The results related to teachers' complaints about the high responsibility of working at ATHSs and extra

duties that they are expected to perform in ATHSs (see chapter 4, section 4.1.2.6) support this finding.

Teachers are between ages 26 and 45. They have more than five years of experience. Only one fifth of them have five or less than five years of experience. A similar finding is also reported in a research study conducted in Educational Research and Development Directorate of Ministry of National Education in 1999. From these findings it can be concluded that most of the teachers in ATHSs are at middle ages and they are experienced. Having experienced teachers can be considered as an advantage of ATHSs.

Language teachers -Turkish and Literature and English Language teachers- are the two largest groups among the teachers as a result of more number of lesson hours allocated for these fields in the weekly schedule and as a result of English preparatory classes. On the other hand, Psychological Counselors are the smallest group although they are expected to be found more in ATHSs, especially in boarding ATHSs, because of the extra problems or needs of students that stem from living far from their families. In addition, they are the key persons who guide the students about the teaching profession and help them orient toward the teaching profession.

The educational background of the teachers who are preparing the candidates for teacher training programs is very important. In this study, it was found that, the majority of teachers in ATHSs are graduates of general high schools. Okçabol et al. (2003) who studied on a large sample of teachers (2088 teachers) in Turkey found the same result. This may be because general high schools are the main stream high schools in Turkey and hence they are the major student source of teacher training programs in Turkey (Demirel, 1995; Ergür, 2000; Erjem, 2000; Karagözoğlu, 1987; Özgür, 1994).

A great majority of teachers have a bachelor degree, however, the percentage of the teachers who have graduate degrees is very low. In addition, a great majority of the teachers are the graduates of older universities with a faculty of education or

educational sciences. Although all of them are expected to be graduates of programs related to teaching, surprisingly, 37.5 % of them are graduates of faculties that are not related to teaching. This finding is parallel to the finding of the study conducted by ERDD (1999), which reported 238 different higher education programs that the classroom teachers graduated from in Turkey. Fortunately, most of the teachers attended teaching certificate programs, during their undergraduate programs at university. However, there are few teachers who do not have teaching certificate. The background of teachers is an important issue as they directly influence the quality of education offered to candidates of tomorrow's teachers. This finding is validated by the other finding of this study on the professional development of the teachers in ATHSs: While two third of the teachers have started to or have finished some educational programs to develop themselves professionally, nearly one third of them did not report any development in their career. The findings on the strategies that are used in appointment of the teachers to ATHSs make this picture clearer. Though the appointment of the teachers after a selection exam is aimed (See Chapter 2, section 2.3.2.5) the results show that only one third of the teachers were appointed after a selection exam and two third of them were not subjected to a selection exam. These findings suggest that quality of the teachers should be questioned if the ATHS are aiming at increasing the quality of students who would prefer teacher-training programs.

Conclusions on Teachers' Reasons for Teaching at ATHSs

Results at hand show that teachers prefer teaching in ATHSs because the students to whom they are going to teach are the selected students who have high learning capacity and the students who want to enter a university program related to teaching. The reasons related to quality of students are the two most important reasons for teachers to teach in ATHSs. Next comes, the factors, such as small class size or physical conditions, which affect the quality of teaching process or facilitating the teaching process. In addition, in the open-ended part of the related question, some of them stated that they preferred teaching in ATHSs in order to contribute to the quality of the teachers of the next generations.

On the other hand, a great majority of them did not state the prestige, income or housing provided to the teachers as the main reasons for preferring teaching in ATHSs.

Another interesting finding related to teachers' reasons for teaching in ATHSs is the low agreement rate of the teachers on the item "appointment of selected teachers to ATHSs" as a reason for preferring teaching in ATHSs in spite of their high agreement rate on the item related to admission of selected students. From the remarks they made in the open-ended part of the related question, it was understood that this is because teachers do not find their colleagues qualified enough (because majority of them were appointed without any selection).

In sum, findings mentioned above suggest that teachers are teaching in ATHSs for intrinsic rewards rather than extrinsic rewards.

Conclusions on Attitudes of Teachers towards the Teaching Profession

When the differences between attitudes of teachers who teach the educational courses and the attitudes of teachers who teach other courses were examined, it was found that there was no significant difference. In other words all of the teachers in ATHSs, regardless of their specialization area, have positive attitudes toward their profession.

5.1.1.3 Conclusions on Parents Sending their Children to ATHSs

Conclusions on Characteristics of Parents

Parents who send their children to ATHSs are mainly between ages of 36 and 55. They are at middle ages. The majority of them are living in city center and in big towns. This finding is congruent with the results related to the distribution of the population in city centers, towns and villages in Turkey reported in the last Census of

Population (SIS, 2003), and the findings of other studies (Demirel, 1995; Erjem, 2000; Kılınç, 1997; Köksalan, 1999; Özgür, 1994) on high school or university students studying at teacher training programs. However, it is not congruent with the findings of the studies conducted by Su et al. (2001) and Su et al. (2002) who reported that, parents of majority of student teachers in China and in Tibet are living in rural areas.

It was found that fathers are mainly high school or university graduates, mothers are mainly primary or high school graduates, which suggests that fathers have higher educational qualifications than the mothers. The findings in the present study related to education level of parents are parallel to the findings of other studies (Coultas and Lewin, 2002; Çakar, 2000; Çelenk, 1988; Demirel, 1995; Erjem, 2000; Köksalan, 1999; Özgür, 1994; Su et al., 2001; Su et al., 2002) which also reported that fathers have higher educational qualifications than mothers. However, it is not parallel to the findings of the studies (Çakar, 2000; Çelenk, 1988; Demirel, 1995; Erjem, 2000; Köksalan, 1999; Özgür, 1994) reporting the low educational qualifications of parents, especially of mothers. Findings of the present study suggest that, the parents with children studying at ATHSs have better education level than the parents with children in other high schools or in teacher training programs in Turkey. This difference may stem from the year that the above studies were conducted and the year present study conducted, because according to data collected in the Last Census of Population conducted by State Institute of Statistics (SIS), there has been a remarkable progress in the education level of population in Turkey (SIS, 2003). This is a reflection of the overall increase in the education level of population in Turkey (SIS, 2003).

Most of the mothers are teachers, housewives or civil servants. Similarly, majority of fathers are teachers, civil servants, workers or shop-owners. Although majority of the fathers belong to the same professions as mothers, more fathers than the mothers belong to professions that require higher qualifications and are related to their higher education level. This findings are congruent with the findings of the previous studies

(Demirel, 1995; Çelenk, 1988; Çakar, 2000; Erjem, 2000; Koksalan,1999; Özgür,1994;).

While the fathers are employed in a regular job in public sector, majority of the mothers do not work. Results related to income of parents suggest that, fathers earn more money than mothers. The total income of parents is around 700 million Turkish Liras. This means they do not have high income.

Parents have four or five members in their families. They have two or three children most of whom are currently attending a school. This finding validate the findings of the studies conducted by Demirel (1995) and Köksalan (1999) however, it differs from the findings of the study on prospective teachers conducted by Çelenk (1988) who reported large size of families that prospective teachers come from. This difference may stem from the year that the above study conducted in and the year present study conducted in, because according to data collected in the Last Census of Population, there has been a remarkable decrease (48.0 %) in the number of children per women in the last 40 years in Turkey (SIS, 2003). Furthermore, it may also stem from the sample of the above study, which includes prospective teachers studying at classroom teacher-training two-year university programs (eğitim yüksek okulu).

Parents are living in their own flat or in a detached house with three bedrooms and a living room, heated by stove. More than half of the parents own a car and a house. In addition, the majority of them have a refrigerator, a washing machine, a television and a telephone at home. However, only less than one fifth of the parents have information technology instruments.

In sum, the findings mentioned above suggest that parents sending their children to ATHSs are in the middle in terms of their SES, according to the definition of parents who have high or low SES, made by Bacanlı (1997).

Conclusions on Parents' Reasons for Sending their Children to ATHSs

Similar to their children, parents send their children to ATHSs because of the high achievement rate of ATHSs in UEE, the additional score given in UEE, and the admission of only selected students to these schools. These are the parents' three top reasons for sending their children to ATHSs. Other than these, they send their children to ATHSs because their children want to become teachers. In spite of this motive of parent, their children's wish to study at these schools is more important reason for them to send their children to ATHSs. This finding confirms the finding of the study conducted by Demirel (1995) who reported democratic behaviors of parents about their children's preferences about the high school that they want to study at.

Parents want their children to study at ATHSs because the majority of them think that their children would thus have guarantee of finding a job if they become teachers. Moreover, if their children do not want to become teachers, the opportunity that enables their children to prefer professions other than teaching without any decrease in their score in UEE is the other reason that made ATHSs attractive for parents to send their children.

High quality education offered in ATHSs and the quality of teachers are the other important reasons for the parents sending their children to ATHSs because most of them want their children to enter the university.

Other than the reasons stated above, Good English Language Education offered and small class sizes in ATHSs are the other important factors that attract parents. These findings show that although parents think of more factors while deciding whether to send their children to ATHSs or not their main reasons are still the same with those of their children.

In sum, parents send their children to ATHSs because they want their children to enter a university program. For this purpose ATHSS are the most appropriate schools because their graduates are offered two ways to enter university:

1. They can enter teacher-training programs easily, by the help of the additional score they are given in UEE.
2. They can also prefer any profession other than teaching and in this case their UEE score is not decreased.

Although, the major goal of ATHSs is to prepare students for teacher training programs, students are free to choose other programs if they wish to do so. In the latter case, their UEE score is not lowered as that of other vocational high school graduates, and they are treated as general high school graduates, who are always more advantageous than vocational high school graduates in this respect.

5.1.2 Conclusions on Outputs of ATHSs

5.1.2.1 Conclusions on the Placement Rate of the ATHS Graduates to Higher Education

Present study revealed that, ATHSs are successful schools in terms of number of the graduates that entered tertiary education. Between the years 1998 and 2001 more than half their graduates and in 2001 half of their graduates entered university. On the basis of their achievement rate in the UEE in 2001 they were the second most successful schools after science high schools (See Chapter 3, section 2.3.210). This finding was also validated by the students studying at ATHSs (See Chapter 4, section 4.1.1.2). In addition, a great majority of the graduates who entered university (75.3 %) entered to teacher training programs or other programs related to education in popular universities in Turkey. In other words 40.77 % of the graduates in 2001 entered teaching related higher education programs. This finding suggests that ATHSs serve their intended main purpose, however but not to extend that they are expected.

5.1.2.2 Conclusions on ATHSs Graduates Studying in Teacher Training Programs

Conclusions on Characteristics of the Graduates Studying in Teacher Training Programs

The present study revealed that, more than half of the prospective teachers in the Gazi Faculty of Education are male. This finding is congruent with the findings of some studies (Çelenk, 1988; Demirel, 1995; Kılınç, 1997), however it is not congruent with the findings of some other studies (Abişeva, 1997; Brookhart and Freeman, 1992; Erjem, 2000; Okçabol et al., 2003; Özgür, 1994; Su et al., 2001; Su et al., 2002; Su, 1996). It does not support the concept of “feminization of the teaching profession” proposed by Newman (1990, cited in Erjem, 2000).

While the graduates of ATHSs are at ages between 18 and 23, their classmates graduated from other high schools are at ages between 17 and 22. When the mean of the age of the graduates of ATHSs was compared with the mean of the age of the graduates of other high schools, it was found that ATHS graduates are younger than their classmates because the majority of the ATHS graduates entered university in their first trial of UEE (Table 4.51).

More than half of the other high school graduates are the graduates of general high schools. This is the most common finding related to high school background of the prospective teachers in the studies related to students who preferred or would prefer teacher training programs (Demirel, 1995; Erjem, 2000; Karagözoğlu, 1987; Okçabol et al., 2003). This is an expected result because the majority of the students studying at general secondary education institutions are studying at general high schools (MONE, 2002).

In order to enter the departments that they are currently studying at, most of the prospective teachers attended UEE preparation programs offered by private institutions. Okçabol et al. (2003) also reported a similar finding in a study on

teacher training. This is because, as opposed to the increasing number of high school graduates who want to enter university, there is a limited capacity of universities to meet this demand. This makes the competition in the UEE harder for the students every successive year. Consequently, in order to receive high scores students attend additional UEE preparation programs offered by various private institutions. Findings of the study conducted by Morgil et al., (2001) revealed that the achievement rate of the students in the UEE who attended the additional courses in these institutions increases.

In addition, compared to the graduates of ATHSs, more graduates of other high schools attended additional UEE preparation programs. The finding related to number of UEE that the student teachers took supports this finding. While majority of the graduates of ATHSs entered teacher-training programs in their first trial of UEE, more than half of the graduates of other high schools entered university in their first trial and one fifth of them succeeded in their second trial. These findings show that, the graduates of other high schools have to spend more effort in terms of time and money than the graduates of ATHSs to enter teacher-training programs. This might be related to the additional score given to the graduates of ATHSs in the UEE if they prefer teacher-training programs, which increases their scores by 10-24 points, giving them an advantage over the graduates of other high schools.

When the rank orders with which prospective teachers, regardless of the high school they graduated from, entered teacher-training programs were examined, it was found that teacher-training programs are among “the first five choices” of more than half of the prospective teachers. This finding is not congruent with the findings of the studies conducted by Karagözoğlu, 1987; Demirel (1995), who reported that teacher-training programs were among the last choices of majority of the high school graduates, and findings of the study conducted by Kütük (1992) who reported that teacher training programs were among the more than tenth choices of majority of ATHS graduates. However, it validates the results of the study conducted by Okçabol et al. (2003) who reported that teacher-training programs were among the 1-5th choices of majority of the high school graduates and prospective teachers. While

the teacher training programs were among 7-18th choices of high school graduates who preferred teacher training programs in 1980s (Kargözoğlu,), they were among 1-10th in 1990s (Demirel, 1995) versus they were among 1-5th choices in 2000s (Okçabol et al, 2003). The last study was validated in this study. All the findings related to the rank orders with which teacher-training programs are preferred suggest that, the popularity of teacher training programs among the high school graduates has increased in recent years. This may be linked to the guaranteed job opportunity for the teaching profession as opposed to unemployment rate of 8.9 % in Turkey (SIS, 2003).

When the differences between ATHS graduates and other high school graduates in this respect were examined, it was found that while 80.4 % of ATHS graduates prospective teachers preferred their current departments among their first five choices in the UEE, and 60.0 % of the other high school graduates preferred them among their first five choices. This finding suggests that, ATHS graduates gave more priority to teacher training programs that the other high school graduates did. This might be related to ATHS graduates' will to receive additional score in the UEE and the scholarship allocated for them (if they enter teacher-training programs among their first five choices). This finding indicates the role of the incentives –additional score and the scholarships- that are provided to students in order to make teacher-training programs attractive for them.

When the graduates of ATHSs were compared with the graduates of other high schools in terms of UEE scores, it was found that, ATHS graduates have relatively higher entrance scores than the graduates of other high schools. However, the additional score ranging between 10 to 24 given to the graduates of ATHSs in UEE may have an important role in this difference. Consequently, it is very difficult to make a conclusion about the higher achievement of ATHS graduates on the basis of their UEE scores. However, on the basis of results in Table 4.54 and Table 4.55, it can be concluded that ATHS graduates have higher commitment to the teaching profession than the graduates of other high school graduates. Besides, almost all of the ATHS graduates want to teach after they graduate from the faculty of education.

Another difference of the graduates of ATHSs than the graduates of other high schools is their higher commitment to teacher training programs in university. The majority of the students in teacher training programs in the Gazi University Faculty of Education are determined to study at their current departments. Demirel (1995) reported a similar finding about the commitment of the prospective teachers to the teacher training departments that they were studying in. However, ATHS graduates seem more determined than the graduates of other high schools because, 1. The percentage of ATHS graduates who want to change their current department is less than the percentage of graduates of other high schools who want to change their current departments, 2. While majority of the ATHS graduates who do not want to study at their current departments want to enter any other program related to teaching, the majority of the other high school graduates want to enter departments that are not related to teaching. These findings suggest that ATHS graduates have higher commitment to the teacher-training program that they are currently studying at than the graduates of other high school. However, these findings do not support the findings of Demirel (1995) who reported that one fifth of the prospective teachers want to study at any other departments other than the teacher training. The difference between the findings of Demirel (1995) and the findings of this study support the idea of increasing popularity of teaching profession among the teachers in time as it was mentioned before.

In addition, supporting to findings related to the commitment to the teacher training programs ATHS graduates have higher commitment to teaching as a lifelong career than the graduates of other high schools. Commitment to teaching as a lifelong career depends on the socio-economic status of the teaching profession in different countries (Su et al., 2001). In some countries such as Japan and Germany teachers devoted themselves to teach for the entire length of their careers (Su, 1993 cited in Su et al., 2002) but in some countries such as China teachers do not want to stay in teaching for a long time because of the low status, poor compensations and working conditions for teachers. The teaching profession is seen as “springboard” to another prestigious career (Brookhart and Freeman, 1992). Since the teaching profession has problems related to its socio-economic status (Başkan, 2001; ERDD, 1999) it is one

of the professions that have high vocational mobility (Erjem, 2000). Consequently, the prospective teachers' commitment to the teaching profession negatively affected from this situation. Findings of the studies reporting that students' main reason for not preferring the teaching profession is the low socio economic status of the teaching profession make this situation more clear (Karamustafa, 1996; Kütük, 1992).

Other characteristic that makes ATHS graduates different than the graduates of other high schools is the sector that they want to work in. While majority of the ATHS graduates want to work in public sector (public schools) or both in public and private sectors (public and private schools together), the other high schools graduates want to work in private sector besides public sector.

Conclusions on the Prospective Teachers' Reasons for Preferring Teaching as a Profession

The results related to reasons for preferring teaching as a profession revealed that regardless of the high school they graduated from, guarantee of finding a job and love of the teaching profession are the two main reasons of prospective teachers for preferring the teaching as a career. They considered both intrinsic and extrinsic rewards for the teaching profession. However it was noticed that ATHS graduates give more importance to intrinsic rewards for the teaching profession than the extrinsic rewards as compared to the graduates of other high schools. The findings related to ATHS graduates reasons for preferring the teaching profession are congruent with the findings of the study conducted by Karamustafa (1996), who reported that ATHS graduates who were going to prefer the teaching profession would prefer the teaching profession because it is the ideal profession for them, because it is a respected and sacred profession and because it is easy to find a job. However, they are not congruent with the findings of the studies conducted by Karamustafa, (1996) and Kütük (1992) who reported that the actual reason of ATHS graduates for preferring the teaching profession is to guarantee entering a university. In a similar vein, Karagözoğlu (1987) reported that, high school graduates preferred

teacher training programs in case they could not enter a university program for a more prestigious profession.

From the findings mentioned above, it can be concluded that ATHS graduates preferred the teaching profession not only for its job guarantee, but also because they like it. This seems a significant finding because the reasons of the ATHS graduates in the past that were mainly extrinsic but the reasons of the graduates today are not only extrinsic but also intrinsic. In addition, it is a significant finding to show the difference between the graduates of ATHSs and the graduates of other high school graduates. ATHS graduates considered intrinsic rewards for the profession more than the graduates of other high schools when they preferred the teaching as a career. This difference is an important finding in the sense that they indicate the effectiveness of ATHSs in terms of serving their intended purposes.

Moreover, the findings related to ATHS graduates' reasons for preferring their current department support these findings. It was found that they preferred their current departments because they have guarantee of finding a job if they graduated from that department (extrinsic rewards) and because they like teaching in that content area (intrinsic reward). In other words, they preferred their current departments for extrinsic and intrinsic rewards that are provided to the graduates of those departments.

Conclusions on Academic Achievement and UEE Scores

When the results related to the UEE scores and academic achievement of the graduates studying at teacher training programs were examined, it was observed that, although the graduates of ATHSs entered their current departments with higher scores than their classmates graduated from other high schools, their academic achievement is not higher than those of the graduates of other high schools. This inconsistency between the entrance scores and academic achievement of the ATHS graduates may result from the additional score given in the UEE. This finding is very important because it helps us understand the effects of additional score given in the

UEE; it increases the quality of the students who want to study at teacher training programs. In other words, ATHS graduates who entered teacher-training programs with high entrance scores cause an increase in entrance scores of teacher training programs. This increase allows only the entrance of other high school graduates who received high score in UEE. This is the actual contribution of the additional score to the quality of students who prefer teacher-training program. The findings of the present study related to higher academic achievement of the other high school graduates as compared to the graduates of ATHSs support this finding.

Conclusions on Attitudes toward the Teaching Profession

It was found that, in terms of attitudes toward the teaching profession, graduates of ATHSs and the graduates of other high schools in the Gazi University Faculty of Education do not differ. This finding is not congruent with the finding of the study conducted by Çelenk (1988), who reported more positive attitudes of Teacher High School students than the graduates of other high schools in Education High School (Eğitim Yüksek Okulu) toward the teaching profession. That there is no difference between the attitudes of ATHS graduates and the other high school graduates toward the teaching profession may result from the fact that the Gazi University Faculty of Education is one of the big and well-known faculty of education that accept students from the successful candidates in the UEE. In this way, the students are more likely to be standardized by the exam. ATHS graduates come to teacher training programs with positive attitudes toward the teaching profession; however they entered those programs with the aid of the additional score. On the other hand, graduates of other high schools entered those programs without any additional score. These results showed that the graduates of other high schools who entered the Gazi University Faculty of Education were those who want to become teacher at least as much as ATHS graduates want. For this reason, the subjects of the study may not be representing the other high school graduates who are average in terms of attitudes towards the teaching profession in Turkey.

5.1.2.3 Conclusions on Off-University Graduates of ATHSs

Conclusions on Characteristics of Off-University Graduates of ATHSs

The majority of the ATHS Graduates who could not enter a university are male and they are between ages 18 and 20. They live mainly in city centers. The majority of their mothers are graduates of primary or high schools. On the other hand their fathers are graduates of a primary school, high school or university. This means their fathers have higher education level than their mothers. These results are very similar to those of students currently studying at ATHSs in section 5.1.1.1.

The majority of the off-university graduates were day-time students in ATHSs. This means, ATHS graduates who could not enter university are mainly day-time students. They took the UEE only once. Some of them did not go university although they passed the UEE but they constitute very low percentage of all off-university graduates.

Although some of the off-university graduates benefit from the services offered to the graduates by the ATHS that they graduated from, the majority of them stated that they could not receive any services.

Conclusions on Reasons for not being able to enter a University

The off-university graduates have three main reasons for not being able to enter a university program: These are 1) They could not prepare well for the university entrance exam, 2) They preferred the higher education programs that are irrelevant to teaching, and 3) They could not receive efficient vocational guidance in ATHSs. When these three main reasons are examined it is seen that failure of the off-university graduates in UEE is not related to the quality of education offered in ATHSs but is related to graduates themselves. Therefore, it appears that the only negative effect of ATHSs is the inefficiency of vocational guidance offered to the students. In this sense, these findings are parallel to the findings related to the disadvantages of ATHSs (See Chapter 4, section 4.3.3).

Conclusions on the Current Situation of Off-university Graduates of ATHSs

If the graduates could not enter a higher education program what do they do at present then? Results in section 4.2.3.3 show that a great the majority of the off-university graduates are not working but they are studying for the next university entrance exam. On the other hand, only 10 % of them are employed, mainly in private sector. Compared to the graduates of vocational high schools, nearly half of whom are employed; the employment rate of off-university graduates is very low. This is because since ATHSs are not categorized in vocational high schools, their graduates are not considered as semi-professionals.

The off-university graduates are working in order to contribute to their families' income. The jobs that they are working at are their first job. They found their jobs by their own efforts or via the help of their acquaintances or friends. The average time they spend to find a job is two years but it is eight months or less for the graduates of vocational high schools (VTERC, 1995). Being a graduate of ATHSs did not particularly help them in finding a job, however it, did positively affect their performances in their jobs. They are working for a low amount of money; the average salary they earn is 280 million Turkish Liras (TL) as opposed to the minimum Wage (226 000 000 TL) in 2003. Unfortunately, half of the working off-university graduates do not have any social insurance.

These findings suggest that the majority of the off-university graduates are preparing for the next UEE, because it is very difficult for them to find a job that is related to their education since ATHS graduates are not considered to be semi-professionals, there is no specific employment area available for these people. This implies that it is necessary to create new employment areas for the graduates of ATHSs who could not enter university but received an education related to teaching.

Conclusions on Alternative Ways of Employment for Off-University Graduates of ATHSS

Findings related to employed off-university graduates indicate that off-university graduates of ATHSSs do not have many job opportunities. They demand some employment areas, which are available for them. The results in Table 4.82 reveal some alternative ways of employment for the off-university graduates. According to these findings, ATHS graduates can be primarily preferred when the deputy teachers are needed in primary schools. They can be employed as educators in Public Education Centers. In addition, they can be employed as extra studies teachers or they can even be employed as part-time subject matter teachers who are paid based on the class hours they teach. In this respect, they think that, they can teach English to fourth and fifth graders in primary schools. This suggestion can be taken into account by the ministry officials.

Alternatively, the off-university graduates can be dormitory supervisors in boarding ATHSSs. It is another feasible suggestion because teachers indicated that teachers' having to supervise the dormitories is a disadvantage of ATHSSs. They suggested that this job should be given to someone else, not to the teachers. For this job it would be better to employ the graduates of ATHS because they have experience in ATHSSs that would make them approach emphatically toward the students in ATHSSs.

5.1.3 Conclusions on Advantages of ATHSSs

The results show that ATHSSs are advantageous schools as secondary education institutions. For all groups in the study, on the items that investigate the advantages of ATHSSs, the highest agreement rate of the participants was 84 %. On the other hand, the highest agreement rate of the participants on items that investigate the disadvantages of ATHSSs was only 25 %. While for the disadvantages of ATHSSs, participants did not mention any disadvantages in the open-ended part of the related question, many participants stated that ATHSSs are ideal schools for students who want to enter university and/or become teachers.

According to data gathered from the participants, although the agreement rate of groups slightly differs, the most important advantage of ATHSs is the admission of only the selected students to these schools. The participants believe that, the students in these schools were selected from among the students who passed Secondary Education Institutions Entrance Exam (SEIEE), which is a standardized exam. For this reason, it is believed that these students have a high learning capacity; they scored relatively higher than their peers. The results also showed that students currently studying at ATHSs have a high opinion of their capacity. For example, in the open-ended part of the related question they stated that they nearly won a science high school, which is regarded the best schools by many. Likewise, teachers reported that they enjoy teaching because of high student quality.

As for the students, it is clear that, they see themselves as students who aim for “higher education” in addition to having high learning capacity. For these reasons, the fact that students have been subjected to selection for admission is the most important advantage of ATHSs.

The second most important advantage of ATHSs is the additional score. It is known that the slightest difference in scores can determine whether the candidate can enter the program he wants or not. However, ATHS graduates are given an additional score that ranges form 10 to 24. Therefore, it is obvious that additional score provides the ATHS graduates with a great advantage compared to other high school graduates. This score enables ATHS graduates not only to enter the best teacher training programs but also to enter any higher education program that they might not enter under normal conditions. Undoubtedly, the additional score was meant to be an incentive to attract ATHS graduates to teacher training programs. However, as this present study showed some unanticipated problems have occurred. One of these problems is that the students who could not enter their preferred higher education program with his UEE score choose to enter teacher-training programs, just because they want to enter university, not because they want to become teachers. As shown in Chapter 4, section 4.3.1 the major reason of students and their parents for preferring ATHSs is to guarantee a university program. This suggests that additional score has

the risk of serving a totally unintended purpose. In a similar vein, Kütük (1996) reported that ATHS graduates prefer ATHSs for the additional score in case they cannot enter university. Nevertheless, many researchers have pointed out, how important the affective characteristics are in teacher training in terms of quality (Chapter 2, section 3.2.3). Another risk is students' motivation for preparation for UEE can be negatively affected during their education in ATHS. Some students underperform, with the idea that "this additional score will enable/help me enter a teacher training program anyway" in mind. These findings of the present study suggest that we need to reconsider the additional score in terms of the way it is given and its amount.

Another advantage of ATHSs in connection with additional score is the guarantee of finding a job if the graduates become teachers because these scores are very important not only in the sense they facilitate university entrance, but also in the sense that they facilitate taking up a career with the guarantee of finding a job. Therefore, ATHSs are seen as the first and safe step to enter a profession that guarantees of finding a job. If we consider that the unemployment rate is 8.9 % in Turkey (SIS; 2003) it is no wonder that students and their parents prefer ATHSs.

The other important advantage of ATHSs is the opportunity provided to the graduates if they prefer professions other than teaching. Their UEE scores are calculated in the way general high school graduates' are calculated. This situation is advantageous for ATHS graduates in choosing programs for high prestige professions. In other words, they can choose the programs that they want to enter without losing any points in UEE. Normally, the graduates of vocational high schools are not provided with any privilege if they prefer a profession other than their vocation, in this case their UEE scores are always multiplied by 0.3 unlike ATHS graduates' whose scores are multiplied by 0,8 for some programs or by 0.3 for some other programs. The disadvantageous situation of vocational high school graduates has been on the agenda lately, and obviously, the privileged status of ATHS graduates did not escape the notice of students and their parents. This awareness may account for the latest increase in the demand for ATHSs.

The fifth most important advantage of ATHSs is a Good English Language Education. This may be related to the fact that, ATHS graduates who entered English Language Teaching departments of popular universities are many in number. For example in the English Language Teaching Departments of METU and Boğaziçi Universities almost all of the students are ATHS graduates.

While a good English Language Education was not stated to be a reason for preferring ATHSs by the students, this began to be seen as an advantage after they entered ATHSs. This finding is significant because it shows that students did not know enough about the nature of education in ATHSs before coming to ATHSs.

Another advantage of ATHSs is that graduates are provided with a scholarship if they prefer teacher-training programs among their first five choices in UEE. But this is not perceived as an advantage by the graduates studying at teacher training programs and the teachers in ATHS because the grantees (ATHS graduates) of this scholarship have reported that the allocated amount was not sufficient and paid regularly. The problems concerning scholarships have a negative effect on the opinions of graduates studying at teacher training programs on scholarships. This particular finding is parallel to what Karamustafa (1996) found. These scholarships are vitally important in the sense that they may be turned into the main incentive for attracting the students to teacher training programs, as in the case of Chinese teacher education reported by Su et al., 2001; 2002). The number and quality of students who prefer teacher-training programs have increased as a result of allocation of larger amount of scholarship money to prospective teachers in China.

Small class size is another advantage for parents and teachers who have worked in different kinds of schools with different class sizes. The class size cannot be increased because each ATHS has to admit pre-specified number of students with the entrance exam. Besides, the capacity of the dormitories in boarding ATHSs is limited.

Encouragement of the students for UEE is the other advantage of ATHSs that was stated by all groups, except for off-university graduates, participated in present study. Negative opinion of the off-university graduates about this advantage is an expected result because of their negative experience in UEE.

Another interesting finding is that the majority of students have chosen ATHSs because they want to become teachers is the “last” of the advantages indicated by more than half of the all groups in the study. It is also interesting that, although the agreement rates of the students and teachers in ATHSs are high, the agreement rates of the parents and the ATHS graduates studying at teacher training programs are low. This means students and teachers agree with this item, while parents and ATHS graduates studying at teacher training programs do not. The graduates who have studied in ATHSs do not think that the majority of students come to ATHSs because they want to become teachers.

As mentioned before, the results related to reasons for preferring ATHSs show that, “will to become teacher” is not among the first reasons for preferring ATHSs. The finding above supports this one. All these suggest that the goals of its stakeholders and goals of ATHSs as education institutions do not match. However, for total quality in education the correct match between the goals of stakeholders and those of the institutions is crucial. Furthermore, it seems necessary to evaluate the current student selection procedure in primary schools to spot students eligible for ATHSs.

In connection with the finding above, another advantage stated by students in ATHSs and by ATHSs graduates studying at teacher training programs is the school atmosphere in which students are prepared for teaching profession. This positive perception of ATHS graduates studying at teacher training programs is linked to the difference of ATHS graduates from the other high school graduates. However, none of the groups choose the items; the opportunity provided to learn about the teaching profession better and enable students to like the teaching profession better. It is worrying that students and teachers do not see these points as advantages of ATHSs to prepare the students for teacher training programs. Çubukçu (1997) and

Karamustafa (1996) found similar findings concerning the functions of ATHSs. Therefore the activities that develop a liking for the teaching profession in these schools should be revised.

The fact that low percentage of parents sees these advantages may stem from the poor participation of parents in formal education in Turkey (ERDD, 2000). This is more evident in boarding ATHSs. The one of the top disadvantages stated in this study is the lack of collaboration and communication between teachers and parents, which supports this finding. Therefore, there is a need to inform parents better about participation in education in ATHSs.

Another interesting finding is that although government sponsored boarding education is regarded as an advantage by teachers, it is not seen as an advantage from the viewpoint of students and their parents because most of the parents participated to study are parents of day time students. Contrary to the finding mentioned above, some of the studies related to ATHSs reported the importance of boarding facilities for the students coming from families with low SES (Pehlivan, 1993). In addition, the findings related to SES of parents show that the majority of students come from middle class families, who can afford their children's school expenses.

In conclusion, the participants' reasons for preferring ATHSs correspond to their views about the advantages of these schools. In other words, ATHSs are preferred mainly because they guarantee entering the university or a career that offer guaranteed job (the teaching profession). Besides, for students who want to prefer the professions other than the teaching profession can do so, since the students are not forced to prefer the teaching profession. In their list of preferences and advantages, the most determinant factor is the UEE and additional score allocated to ATHS graduates rather than educational nature of these schools.

All above findings suggest that ATHSs serve their intended purpose but not to the extent that they should.

5.1.4 Conclusions on Disadvantages of ATHSs

The results at hand show that, ATHSs are not disadvantageous schools. While the agreement rates of the participants on the items that investigate the advantages of ATHSs are high, their agreements on the items that investigate the disadvantages of ATHSs are low. This is a significant finding with respect to the current status of ATHSs. However, if the present situation of ATHSs was taken for granted, it would not be possible to contribute to the quality of education in these schools. For this reason, in this section, the disadvantages that have relatively high agreement rate are discussed with the purpose of assisting the studies to increase the quality of education in ATHSs.

According to data gathered from the participants of the study, although the agreement rate of the groups differs, one of the disadvantages of ATHSs is the inability of the school administrations to offer classes for sport and art (music and drawing) fields. This is an important finding, since not being offered classes for the fields that they want to study in is one of the important reasons of the off-university graduates for not being able to enter a university program. In order to meet the demands for these fields, GDTTE has started to collect ATHS students in any one of these fields in an ATHS that has appropriate or better facilities for the education, in each of these specific fields. The music class opened in Hasan Ali Yücel ATHS in 2003 is an example for the developments in this respect. However, the results related to students' demands for these fields, draw attention to the need for more classes, to meet the needs of the students in ATHSs.

The inadequacy of cooperation and communication between teachers and the parents is the other disadvantage of ATHSs. Although, it is an issue in all types of schools in Turkey (ERDD, 2000), it is seen as an important issue especially in boarding schools. The results gathered from teachers support this finding. Almost half of the teachers in ATHSs students that are away from their families in boarding ATHSs are the other disadvantage of ATHSs. Consequently, it is a significant finding related to

the construction of effective school-family cooperation which can also increase the quality of education in ATHSs.

Another reported disadvantage of ATHSs is that UEE does not include questions related to the contents of educational courses offered in ATHSs. Last graders (seniors) in particular, complain about the time that is required for preparing assignments in these courses. They believe they have little time left for preparing for the UEE and thus at a disadvantageous positions compared to their peers in other schools because the students in general high schools, science high schools and Anatolian high schools do not have to take these extra courses, they have more time to study for the UEE. Some students stated that they see these courses as useless since no relevant questions come up in the UEE. Statements of this kind suggest that the most important factor that shapes their attitudes toward the courses related to teaching profession is UEE. Teachers are the group that complains most about this ironic situation. The teachers pointed out that an important reason the students maintain their interest in these courses, is the fact that their achievement in these courses will influence their graduation GPA. This is important since their graduation GPA is used in the calculation of their graduation score, which is used in the calculation of the extra points specifically granted to ATHSs in the UEE. Therefore, the high grades of senior students in these courses do not necessarily imply that students have developed a genuine interest in the courses related to teaching profession. This information is important because it can assist in increasing the students' interests towards the teaching profession courses, which serve to fulfill the aims of these schools.

The fact that some graduates only select teacher-training programs with the aim of not being outside of the tertiary education is another disadvantage of these schools. This situation is directly related to the extra points given to ATHS graduates in the UEE.

Other than above negative aspects of ATHSs, low quality of foods that are not appropriate for a balanced diet and the location of the schools in small towns are the other disadvantages of ATHSs. Students do not find the quality and quantity of foods beneficial for their physical development. They stated that since ATHSs are given limited amount of money, school administration tend to buy cheap foods like grains. According to data in GDTTE (2003) still five ATHSs are in villages and six are in small towns. Students studying at ATHSs, stated that living in a small town is a disadvantage for their social development. Some students reported that they could not meet some of their social needs and they feel they are deprived of these. Also, they feel that in small towns, they are less accepted socially and are regarded as outsiders. These suggest that the residential areas ATHSs are located should be reexamined and bigger towns should be selected for the establishment of new ATHSs from now on.

In addition, according to off-university graduates' the graduates not being considered as semiprofessionals is the other important disadvantage of ATHSs, because it is very difficult to find a job for off-university graduates because there is no defined employment area for them.

Moreover, teachers' having to supervise the dormitories is a disadvantage of ATHSs. Teachers are reluctant to be dormitory supervisors at nights in boarding ATHSs because it is a very tiring job that negatively affects their teaching performance throughout the following day. Furthermore, they are not paid for his job. For this reason, many of the teachers suggest that this job should be given to someone who is not a teacher but has sufficient qualifications to on take the responsibility.

All these findings indicate that ATHSs are not seen as disadvantageous schools however they have some negative aspects that should be reconsidered to increase the quality of education they offer.

5.1.5 Conclusion on Suggestions for Better Education in ATHSs

The fact that the ATHSs provide high quality education was expressed by all of the groups in the study, both among their reasons for preferring ATHSs and in the advantages of ATHSs. However, in order for improvement to be continuous and in order to maintain a high quality standard, the suggestions of the stakeholders of these schools are very important.

During the analysis of the answers given by the different groups, it was found that the most detailed suggestions came from the groups who were still in the schools: the teachers and the students. The suggestions of all of the groups have been accumulated under eight categories. These are:

- The suggestions related to the teachers in ATHSs
- The suggestions related to the administration and administrators in ATHSs
- The suggestions related to the students in ATHSs
- The suggestions related to the curriculum of ATHSs
- The suggestions related to the guidance and counseling services in ATHSs
- The suggestions related to the boarding facilities of ATHSs
- The suggestions related to the subordinate staff in ATHSs
- The suggestions related to other aspects of ATHSs

The Suggestions Related to the Teachers in ATHSs

According to the analysis of the suggestions attained from all of the groups in the study, the quality of the teachers is one of the most important issues. Consequently, one of the most important suggestions related to the quality of education in ATHSs was that the teachers to be appointed to the ATHSs be selected based on objective criteria. However, according to Table 4.19, only one-third of the teacher in ATHSs are selectively appointed, making this suggestion even more relevant.

According to the participants of this study, the teachers to be appointed to ATHSs should be subjected to a selective examination, including items related to subject

matter, educational sciences, experience and some affective characteristics that a teacher should possess. The importance of teachers' affective characteristics, as opposed to other professions, has been pointed out by many researchers (see Chapter 2). It has also been suggested by the participants of this study that young and experienced teachers be appointed to these schools, that even ATHS graduate teachers should be required to have a certain amount of experience and that the selection of the teachers should be made by the GDTTE. These suggestions are also important, in that they not only, shed light onto the improvements that may be made in the selection exam, applied by the GDTTE, for the appointment of the teachers to the ATHSs, but also because they criticize the appointments made through the governor's approval.

The participants also suggested that the teachers working in ATHSs should continue to develop themselves professionally, either by attending in-service training courses or through postgraduate studies. It was also pointed out that the teachers' professional development and the quality of education can be maintained above a certain standard by subjecting teachers to periodical proficiency examinations, through which, whether or not they continue to work in these schools would be determined. Pehlivan (1993) also suggested that teachers attend in service training courses at regular intervals.

Another suggestion made by the participants, in relation to the quality of the teachers in ATHSs was that the status of the teachers in these schools should be raised, through, for example, improvements in their professional rights and salaries, so as to attract teachers with higher qualifications. Hence, the teachers in ATHSs want to have an equal status to the teachers in Anatolian High Schools.

Meanwhile, applications such as dormitory supervision duties and different over time payments for teachers of different subject areas, which have a negative effect on the performance of the teachers, should be aborted. The teachers have pointed out that if they are to be given dormitory supervision duties, they should receive extra pay for them. Moreover, they suggest that this duty be given to someone specific, who would

be more appropriate for the job, as is the case in the dormitories run by the Credit and Dormitories Organization. For example, the graduates of ATHSs, who have not been able to enter a university program, would be very appropriate for this job.

The Suggestions Related to the Administration and Administrators in ATHSs

It was suggested by the participants of the study that, like the teachers, the administrators should also be selectively appointed and should be educational administration graduates. In order to attract more qualified administrators to ATHSs and to increase the motivation of the current administrators, they should be given extra economic incentives because as the administrators currently working in these schools pointed out, the responsibility and work load in these schools is far more than in other schools and they do not get paid any over time for the extra duties they are obligated to fulfill. This was also expressed as being a disadvantage of ATHSs (Chapter 4 section 4.1.2.6).

It was also pointed out that the administrators of the ATHSs should employ a contemporary approach to administration, rather than an oppressive discipline oriented approach.

The Suggestions Related to the Students in ATHSs

According to both the teachers and the students who are currently in ATHSs, only students who want to become teachers should be admitted into these schools. For this purpose, the current selection system should be revised, so as to include items, which can measure the students' attitudes toward the teaching profession. This suggestion coincides with the suggestions reported in the study conducted by Pehlivan (1993). According to the participants, ATHS graduates should only be able to prefer teacher-training programs in the UEE. As is the case for vocational high school graduates, their secondary school achievement scores of the ATHS graduates should also be multiplied by 0,3 points in the UEE, if they prefer an occupation other than teaching. This suggestion is important because the extra score given to AHTS graduates in the UEE if they prefer teacher-training programs has a negative effect on the students' preferences.

Another suggestion related to the students' preferences in the UEE was that the students should be strongly motivated to choose professions according to their interests, rather than choosing the teaching profession with the anxiety of not being able to find a job after graduation. The findings of this study related to the inefficient guidance and counseling services in ATHSs support this suggestion. In addition to this, the teachers in ATHSs have suggested that in order to prevent students from preferring the teaching profession for reasons other than wanting to become a teacher, the students who can prefer teacher-training programs in the UEE, should be decided upon by the teachers in the ATHSs.

The Suggestions Related to the Curricula of ATHSs

The most commonly agreed upon suggestion by all the groups, related to the curricula of the ATHSs, was that the sports and art fields should be provided for the students who are interested in these fields and that the prerequisites for offering these fields should be revised so that the facilities can be provided with more ease. Thus, students will also be prevented from choosing fields that they are not actually interested in.

Another common suggestion was that the weekly class hours should be decreased and the duration of the class hour be reduced. The students, parents and teachers, all agreed that the students spent too much time in class and that they did not have enough spare time for social activities and for preparation for the UEE (Chapter 4.3.3).

The inclusion of items related to the contents of the educational courses in the UEE, was also a common suggestion. It is believed that such an application would increase the motivation of the students towards the educational courses. Parallel to this, was a suggestion that the extra score given to students, who prefer teacher training programs in the UEE, should be based on the students achievement in the items related to the contents of the educational courses. This suggestion is important because it holds a light to the current debate related to the additional score given to

the ATHS graduates in the UEE. Moreover, such an application would also provide motivation for the students, related to the educational courses, since some students see these courses as irrelevant and time consuming because there are currently no items related to these courses in the UEE. It was also suggested that the graduates of ATHSs be admitted into teacher training programs without having to take the UEE. However, such an application could have a more negative effect on the quality of education in the UEE than the extra score given at present.

Other suggestions include revision of the curricula and the textbooks, inclusion of the topics related to the teaching profession in all courses and the provision of the practice teaching opportunities in the educational courses.

The Suggestions Related to the Guidance and Counseling Service in ATHSs

According to the participants of this study an adequate guidance and counseling service provided by experts is a must for improving the quality of the education in these schools. This is especially important in the ATHSs with boarding facilities.

The Suggestions Related to the Boarding Facilities of ATHSs

According to the teachers, the selection of students who are to be provided with government sponsored boarding opportunities, should not only be based on their entrance scores and the income of their parents because the teachers believe that there are students who take advantage of these opportunities, although they do not need to. There should be more detailed criteria for selecting the students to be given these opportunities.

Some of the most important suggestions made by the participants were related to the food provided for the boarding students. It has been emphasized that the food should be of high quality and should be prepared in hygienic conditions by professional chefs.

It was also pointed out that the budgets allocated to the boarding facilities and the cafeterias in ATHSs be increased. Another important suggestion was that the students, should be encouraged to choose ATHSs within their own provinces or in neighboring provinces. This is expected to overcome some of the problems students experience due to being too far away from their families.

The duty of supervising the dormitories is a factor that negatively affects teachers' performances (See Chapter 4, section 4.1.2.7). Therefore, someone other than the teachers should be given these duties or if they have to be carried out by the teachers, they should be paid over time for doing so. As a matter of fact, the teachers suggested that the dormitories and the cafeterias should be privatized so that they would not have to deal with issues other than teaching.

The Suggestions Related to the Subordinate Staff in ATHSs

The suggestions related to the subordinate staff were generally related to those responsible for the dormitories and the cafeterias. According to the teachers and students in ATHSs, priority should be given to overcoming the lack of subordinate staff. Just as the teachers and administrators, the subordinate staff should also be hired selectively because in the open ended part of the related question, some of the students pointed out that the food was prepared by people who were not professional chefs. Another important suggestion related to the subordinate staff was that a doctor and a nurse were required, especially in boarding ATHSs and those which are far from the city centers.

The Suggestions Related to Other Aspects of ATHSs

In addition to all of the above suggestions, there were also some general suggestions made which may be considered. One suggestion was that the goals of ATHSs and their differences from the vocational high schools should be well announced. Another was related to the improvement of the physical conditions of the ATHSs. It was also suggested that the social activities in these schools be increased. Finally, the requirement for improving the cooperation between the teachers and the parents was also pointed out.

5.2 Implications

The implications of the present study are presented in two sections. First the educational implications will be listed, followed by implications for further research.

5.2.1. Educational Implications

1. The results have shown that the status of ATHSs need to be clarified because it is not clear whether they are in the category of general secondary education institutions or vocational institutions in minds of the stakeholders. They fall under the category of Anatolian high schools but they are not English-medium high schools; they are defined as foreign language-weighted high schools. They are considered as vocational high schools in the UEE, however their graduates are not considered as semi-professionals like the graduates of other vocational high schools. In the project of “Reconstruction of Secondary Education” which is being conducted by the ministry of National Education these findings need to be taken into consideration.
2. The present study revealed that ATHSs are preferred by the students and their parents because they are regarded as the safest way to enter university. Besides the quality education, they offer two-way options to their students in UEE: 1) graduates can enter a teacher-training program or 2) can prefer other professions. In both cases the graduates are provided with advantages over other high school graduates in UEE. If they choose the first option, they are granted the additional score and scholarships in addition to the guarantee of finding a job. If they choose the second, their UEE score is not decreased. In other words, they are not forced to choose the teaching profession. These findings of the present study suggest that ATHSs are the privileged schools in terms of the gains provided to their graduates in UEE. However, the results also revealed that the additional score and no decrease in their UEE score has the risk of serving a totally unintended purpose in terms of orienting students to the teaching profession and develop an interest toward the teaching-related courses in ATHSs. For this reason, the officials in the Ministry of National

Education and Higher Education Council need to reconsider these incentives, particularly the additional score in terms of the way it is given and its amount. In this respect, an noteworthy suggestion put forward by students and teachers was that items related to the contents of the educational courses should be included in the UEE for the students who want to prefer teacher-training programs and thus the additional score in the UEE should be given in accordance with the achievement rate on the education related items in the UEE. This would make the additional score given in UEE meaningful for the graduates.

3. The results also suggest that in order to orient more number of students toward the teaching profession, the purposes of the ATHSs need to be revised. It is better for ATHSs to prepare students not for all higher education programs but only for “teacher training programs”. By this way, the students who do not want to become teachers will not be encouraged to prefer these schools.
4. The goals and the advantages of ATHSs and their differences from other high schools should be well specified, clarified and announced to the stakeholders, especially to parents and students. Parents and students should be well-informed about the purpose of ATHSs and the education offered in ATHSs so that they will acknowledge that ATHSs are not only the safest way of entering university, but also the safest way of entering teacher training programs.
5. The suggestions gathered from the participants of the study implied that the students who are going to be admitted to ATHSs should be selected with greater care. Besides their academic achievement, their affective characteristics, which are important in terms of teacher training, should also be criteria for evaluation in the selection exam.
6. Another suggestion put forward by the participants of the present study was that all teachers and administrators should be selected and appointed based on objective criteria. In the selection exam teachers and administrators should be evaluated in terms of not only subject specialization area but also in terms of educational formation, teaching experience and their affective characteristics. In addition, the school administrators should be graduates of departments of “educational administration” in educational faculties. The selection of the

teachers and administrators should be made by General Directorate of Teacher Training and Education.

7. The quality of teachers is an important issue in ATHSs. For this reason, participants of the present study think that teachers and administrators should give importance to their own professional development through in-service training. In addition, they should be encouraged to attend postgraduate studies.
8. Another suggestion by the students and parents was that teachers and administrators should be subjected to proficiency exams periodically (once every two or four years), and according to the results of these exams, whether or not they continue to work at ATHSs should be determined.
9. Teachers and administrators also suggested that, in order to attract higher quality teachers to ATHSs, the status of teachers and administrators in terms of their salaries and personnel rights should be increased, because according to them, being an educator in ATHS requires undertaking many additional responsibilities without any pay.
10. The scarcity of subordinate staff is the other issue in ATHs. For this reason, teachers and students suggested that more subordinate staff should be hired selectively just like the teachers, administrators and students are. They should not be unqualified people, but should be trained in the field that they are hired. Among the subordinate staff, doctors, nurses and qualified cooks are immediately needed in boarding ATHSs. The ministry of national education is expected to give priority to these professionals during the recruitment and appointment process.
11. The present study revealed that the school atmosphere rather than the courses related to teaching is the effective factor in orienting students toward the teaching profession. For this reason, the program of ATHSs needs to be revised so as to help students develop more liking for the teaching profession.
12. The topics related to the teaching profession should not only be treated within the scope of pedagogic courses, but should also be incorporated into the other courses as well. There should be an interdisciplinary approach in teaching and teaching related topics.

13. The weekly schedule is found overloaded by the students, parents and teachers. They suggest that the weekly class hours should be reduced in order leave time for social activities and preparation for UEE.
14. For social developments of the students, there should be more social activities offered to the students and students need to be provided with time to participate in these activities.
15. The results related to the additional score suggest that the students who prefer guidance and counseling, educational technology departments and the programs that train teachers who are going to teach in primary schools need to be given additional score in the UEE.
16. The results related to achievement rate of individual ATHSs in the UEE suggest that the difference between ATHSs should be decreased.
17. The teachers and administrators suggested that, the dormitory and the cafeterias should be privatized so that they would not have to deal with issues other than teaching.
18. If boarding facilities were to be kept in ATHSs, due attention must be paid to the improvement of boarding facilities.
 - a. The funds allocated to dormitory and cafeteria expenses need to be increased.
 - b. The current criteria for allocating the government sponsored boarding opportunities are not found sufficient. For this reason, the criteria should be revised so that these opportunities are provided only to low SES students.
 - c. The foods should be nutritious and balanced for physical development of students and they should be prepared in hygienic conditions.
 - d. More attention should be paid to the hygiene of dormitories.
 - e. Another suggestion by students is that the extra-studies sessions should not be rigid. During these hours students with special needs or interests need to be provided with appropriate facilities such as a special study room for those who want to study individually, or practice rooms for those who have special abilities in arts and sports.
18. One of the main issues in ATHSs particularly in boarding ATHSs is the scarcity of guidance and counseling services for all students. For this reason,

guidance and counseling experts should be appointed first to ATHSs that do not have any, then the guidance and counseling services in each ATHS should be reconstructed in such a way that they include sufficient number of experts to be able to attend to all of the students' needs.

19. Suggestions gathered from the students, teachers, parents and graduates revealed that ATHSs should be administered in line with a contemporary, and a democratic administrative approach. In other words, students and parents should be encouraged to participate in the decision-making process in ATHSs.
20. The results suggest that school-family cooperation should be improved particularly in boarding ATHS. To do so, parents need to be educated in how they can participate in their children's education in ATHSs.
21. Two of the main advantages of ATHSs were the mingling of students with students who come from different cultures and good rapport between students and teachers. However, it is difficult for them to maintain contact with their friends and teachers after they graduated from ATHSs. The graduates suggested that ATHSs should organize social events for reunion so that the graduates can keep in touch with their friends and teachers.
22. The residential areas that the present ATHss are located need to be reexamined and bigger towns should be selected for the establishment of new ATHSs.
23. Regarding off-university graduates, the present study reveals that the graduates of ATHSs are not considered as semi-professionals although they receive vocational education in ATHSs. For this reason, they demand to be defined as semiprofessionals and demand some employment areas. They suggested that they could be employed as 1) deputy teachers in primary schools, 2) educators in Public Education Centers, 3) extra studies teachers. In addition, they can be employed as dormitory supervisors in boarding ATHSs because the teachers are reluctant to take on the responsibility of supervising the students in the dormitories in the evenings, instead, they suggest that this job should be given to a more "appropriate" person who is not a teacher, but would approach students empathetically.

24. The results have shown that ATHSs serve their main intended purpose but not to the extent that they should. Therefore, the opinions of their stakeholders need to be valued in the decision-making process about the future of ATHSs.
25. Another suggestion made by the students was that the fields of study offered to students should be provided in accordance with the interests of the students. In this respect, students need to be offered more classes in sports and arts fields. Therefore, the requirements for opening classes in these fields should be revised and made flexible by the ministry officials.
26. Inadequate physical conditions in some ATHSs point to the fact that the funds allocated to ATHSs should be increased. For instance, each ATHS should have a sports center, laboratories, etc.
27. Other than the issues above, the most important issue that should be considered for the quality in teacher training in long term is the improvement of socio-economic status of the teaching profession.
28. As an important way of attracting high quality students into teacher training programs, larger amount of scholarships should be allocated to prospective teachers and they should be paid regularly by the Ministry of National Education.

5.2.2. Implications for Further Research

1. The present study has many implications for further research mainly because ATHSs are the high schools that are always on the agenda of people who are interested in quality in teacher training in Turkey. Some major research implications are pointed out below:
2. The differences between the graduates of ATHSs and the graduates of other high schools in terms of life skills (problem solving, etc.) and social skills (interpersonal relations, etc.) need to be investigated. (The present study was limited to demographic characteristics, academic achievement and attitudes toward the teaching profession).
3. The teaching performance of the ATHS graduate teachers and that of other teachers who graduated from other high schools need to be investigated in

order to reveal the differences between ATHS graduates and other high school graduates.

4. Effectiveness of the student selection procedures in primary schools in order to determine the candidates who can apply for Secondary Education Institutions Entrance Exam should be explored.
5. What characteristics of the school atmosphere help students develop a liking for the teaching profession should be explored by qualitative studies. This would help to describe the hidden curricula that provide the development or a liking for the teaching profession.
6. The description differences between the graduates of ATHSs and the graduates of ATHSs should be replicated in all teacher-training programs in Turkey.
7. The description of the differences between the graduates of ATHSs and the graduates of ATHSs should be replicated in longitudinal studies.
8. The drawbacks of the additional score given in the UEE should be examined more comprehensively.
9. The differences between ATHS graduates and other high school graduates in terms of their UEE need to be examined in terms of their raw scores for a more accurate comparison.
10. The perceptions of the academicians in teacher training programs about the differences between the ATHS graduates and the graduates of other high schools also need to be explored.
11. Objective criteria for the selection of teachers, administrations, subordinate staff and the students for ATHSs need to be developed.
12. The reasons for differences in UEE achievement of ATHSs need to be explored.
13. An education program for the education of the parents about their participation in their children's education awaits development too.

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APPENDICES

APPENDIX A

ATHSS ACCORDING TO THEIR OPENING YEARS

No	Name of the School	Opening Year
1.	Afyon	1989-1990
2.	Ankara Hasanođlan Atatürk	
3.	Antalya Aksu	
4.	Aydın Germencik Ortaklar	
5.	Diyarbakır Ergani	
6.	Edirne	
7.	Gümüşhane Mareşal Çakmak	
8.	Isparta Gönen	
9.	Kastamonu Göl	
10.	Kayseri Pınarbaşı Mimar Sinan	
11.	Kilis	
12.	Konya Eređli İvriz *	
13.	Muş	
14.	Nevşehir	
15.	Osmaniye Düziçi	
16.	Sinop	
17.	Trabzon Beşikdüzü	
18.	Yozgat Erdoğan Akdađ	
19.	Bitlis	1990-1991
20.	Adana Ayşe Atıl	
21.	Amasya	
22.	Artvin	
23.	Balıkesir Savaştepe	
24.	Bayburt Rekabet Kurumu	
25.	Bilecik Bozüyük	
26.	Bingöl	
27.	Bolu	
28.	Bolu Düzce	
29.	Burdur	
30.	Bursa A.Hamdi Gökbayrak *	
31.	Çanakkale Gökçeada Atatürk	
32.	Erzincan Milliyet	
33.	Eskişehir Mahmudiye Y.Emre *	
34.	İçel 75 .Yıl	1991-1992
35.	Kars Susuz Kazım Karabekir	
36.	Kahramanmaraş	
37.	Kırıkkale	
38.	Kırklareli Lüleburgaz Kepirtepe	
39.	Kütahya	
40.	Malatya Akçadađ *	
41.	Ordu	
42.	Sakarya Arifiye	
43.	Samsun Ladik Akpınar	
44.	Uşak Ş.Abdulkadir Kılavuz	
45.	Van Muradiye Alparslan *	

* These schools are in villages.

(APPENDIX A Cont.)

46.	Adıyaman	1992-1993
47.	Aksaray	
48.	Aydın Nazilli	
49.	Bursa M. Kemalpaşa	
50.	Çankırı Nevzat Ayaz	
51.	Giresun	
52.	İstanbul yapa	
53.	Kırşehir	
54.	Manisa	
55.	Niğde	
56.	Ordu Ünye Mehmet Refik Güven	
57.	Tokat	
58.	Zonguldak	
59.	Çorum	
60.	Kütahya Simav	1993-1994
61.	Sivas Prof. Dr. Necati Erşen	
62.	Hatay Yahya Turan	1994-1995
63.	Isparta Mürside Ermumcu	
64.	Rize	1995-1996
65.	Trabzon Araklı	
66.	Tokat Zile	
67.	Ankara Hasan Ali-Yücel	
68.	Elazığ Ahmet Kabaklı	1996-1997
69.	İzmir	
70.	Konya Beyşehir	
71.	Kütahya Tavşanlı	
72.	Afyon Bolvadin M. Hüsnü Gemici	1997-1998
73.	Diyarbakır Merkez	
74.	Erzurum Nevzat Karabağ	
75.	Hatay Nihal Turgut Anlar	
76.	Uşak Eşme Ahmet Avcı	
77.	Şanlıurfa Mehmet Güneş	1998-1999
78.	Tekirdağ	
79.	Tunceli	
80.	Karabük	1999-2000
81.	Konya Selçuklu	
82.	Konya Akşehir	
83.	Denizli Çivril	
84.	Muğla	
85.	Kayseri Mustafa Koyuncu	2000-2001
86.	Samsun Balta Kızılırmak	
87.	Bartın	
88.	İzmir Bergama	
89.	Ankara Polatlı	
90.	Afyon Emirdağ	
91.	Manisa Salihli	2001-2002
92.	Manisa Soma	
93.	Manisa Akhisar	
94.	Bilecik Merkez	2002-2003
95.	İzmir Ödemiş	
96.	Yalova	
97.	Isparta Yalvaç	
98.	Kastamonu Tosya	
99.	Osmaniye	
100.	Kocaeli Acısu 16 Mart	
101.	İzmir Tire	
102.	Hakkari	
103.	Denizli	
104.	Balıkesir	
105.	Kayseri Develi	
106.	Tokat Turhal	
107.	Manisa Demirci	
108.	Mardin	

APPENDIX B

WEEKLY SCHEDULE in ATHSS ACCORDING to FIELDS

(Yabancı Dil Alanı)

Ders kategorileri	Hazırlık Sınıfı	Haf. Ders Saati	IX. Sınıf	Haf. Ders Saati	X. Sınıf	Haf. Ders Saati	XI. Sınıf	Haf. Ders Saati
ORTAK GENEL KÜLTÜR DERSLERİ	Türkçe	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4
	Yabancı Dil	24	Din Kültürü ve Ahlak Bilgisi	1	Din Kültürü ve Ahlak Bilgisi	1	Din Kültürü ve Ahlak Bilgisi	1
	Beden Eğitimi	2	Tarih	2	Tarih	2	T.C. İnkılap Tarihi ve Atatürkçülük	3
			Coğrafya	2	Milli Güvenlik Bil.	1	Felsefe	2
			Matematik	5				
			Biyoloji	2				
			Fizik	2				
			Kimya	2				
			Sağlık Bilgisi	2				
			Yabancı Dil	8				
		Beden Eğitimi	2					
TOPLAM		30		32		8		10
ALAN DERSLERİ			Eğitim Bilimine Giriş	2	Yabancı Dil	10	Yabancı Dil	10
			Psikoloji	2	Dil Bilim	2	Dil Bilim	2
					İkinci Yabancı Dil	4	İkinci Yabancı Dil	4
					Eğitim Yönetimi	2	Ölçme ve Değerlendirme	2
					Eğitim Psikolojisi	2	Öğretim İlke ve Yöntemleri	2
TOPLAM				4		20		20
ALAN SEÇMELİ DERSLERİ					Edebi Metinler	3	Edebi Metinler	3
					Takviyeli Yabancı Dil	4	Takviyeli yabancı Dil	4
					Türkiye Coğrafyası (Fiziki)	3	Türkiye Beşeri ve Ekonomik Coğrafyası	3
					Güzel konuşma ve Yazma	2	Osmanlı Tarihi	3
					İnsan İlişkileri	1	Sosyoloji	2
					Genel Türk Tarihi	2	Mantık	2
					Bilgisayar	2	Bilim ve teknoloji	1
					Grupla Çalışma Teknikleri	2	Bilgisayar	2
					Çocuk Edebiyatı	2	Eğitim Sosyolojisi	2
							Halk Eğitimi ve Toplum Kalkınması	2
Alınabilecek Ders Saati Sayısı						8		6
SEÇMELİ DERSLER	Resim	2	Resim	2	Resim	2	Resim	2
	Müzik	2	Müzik	2	Müzik	2	Müzik	2
	Bilgisayar	2	Çevre ve İnsan	2	Beden Eğitimi	2	Beden Eğitimi	2
			İnsan İlişkileri	1	Turizm	2	Turizm	2
			Standardizasyon ve Kalite	1	Halk Bilim	2	Çevre ve İnsan	2
			İkinci yabancı Dil	2	Kütüphanecilik	2	Demokrasi ve İnsan Hakları	1
			Takviyeli yabancı Dil	2	Hızlı Okuma Teknikleri	1	Halk Bilim	2
			Hızlı Okuma Teknikleri	1	İkinci Yabancı Dil	2	Kütüphanecilik	2
			Bilgisayar	2	Takviyeli yabancı Dil	2	İkinci Yabancı Dil	2
			Trafik Bilgisi	1		1	Takviyeli yabancı Dil	2
Alınabilecek Ders Saati Sayısı	4			4		4		4
TOPLAM		34		40		40		40
			Rehberlik	1	Rehberlik	1	Rehberlik	1

(APPENDIX B Cont.)

(Türkçe-Matematik Alanı)

Ders kategorileri	Hazırlık Sınıfı	Haf. Ders Saati	IX. Sınıf	Haf. Ders Saati	X. Sınıf	Haf. Ders Saati	XI. Sınıf	Haf. Ders Saati
ORTAK GENEL KÜL. DERSLERİ	Türkçe	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4
	Yabancı Dil	24	Din Kültürü ve Ahlak Bilgisi	1	Din Kültürü ve Ahlak Bilgisi	1	Din Kültürü ve Ahlak Bilgisi	1
	Beden Eğitimi	2	Tarih	2	Tarih	2	T.C. İnkılap Tarihi ve Atatürkçülük	3
			Coğrafya	2	Milli Güvenlik Bil.	1	Felsefe	2
			Matematik	5	Yabancı Dil	4	Yabancı Dil	4
			Biyoloji	2				
			Fizik	2				
			Kimya	2				
			Sağlık Bilgisi	2				
			Yabancı Dil	8				
		Beden Eğitimi	2					
TOPLAM		30		32		12		14
ALAN DERSLERİ			Eğitim Bilimine Giriş	2	Edebi Metinler	3	Edebi Metinler	3
			Psikoloji	2	Eğitim Psikolojisi	2	Türkiye beşeri ve Ekonomik Coğrafyası	3
					Türkiye Coğrafyası (Fiziki)	2	Matematik	5
					Matematik	5	Geometri	2
					Geometri	2	Ölçme ve Değerlendirme	2
					Eğitim Yönetimi	2	Öğretim ilke ve Yöntemleri	2
TOPLAM				4		14		17
ALAN SEÇMELİ DERSLERİ					Türk Edebiyatı Tarihi	2	Türk Edebiyatı Tarihi	2
					Analitik Geometri	2	Geometri	2
					Genel Türk Tarihi	3	Güzel Konuşma ve Yazma	1
					Güzel Konuşma ve Yazma	2	Hızlı Okuma teknikleri	2
					Hızlı Okuma teknikleri	1	Mantık	2
					Dil Bilim	2	Sosyoloji	2
					Bilgisayar	2	Osmanlı Tarihi	3
					Grupla Çalışma Teknikleri:	2	Bilgisayar	2
				Çocuk Edebiyatı	2	Eğitim Sosyolojisi	2	
				Türk Eğitim Tarihi	2	Halk Eğitimi ve Toplum Kalkınması	2	
Almabilecek Ders Saati Sayısı						10		6
SEÇMELİ DERSLER	Resim	2	Müzik	2	Resim	2	Resim	2
	Müzik	2	Çevre ve İnsan	2	Müzik	2	Müzik	2
	Bilgisayar	2	İnsan İlişkileri	1	Beden Eğitimi	2	Beden Eğitimi	2
			Standardizasyon ve Kalite	1	Bilim Tarihi	2	Demokrasi ve İnsan Hakları	1
			İkinci yabancı Dil	2	Turizm	2	Kütüphanecilik	1
			Takviyeli yabancı Dil	2	Bilgi Teknolojisi	2	İnsan İlişkileri	1
			Hızlı Okuma Teknikleri	1	İkinci Yabancı Dil	2	Çevre ve İnsan	2
			Bilgisayar	2	Takviyeli Yabancı Dil	2	Hukuk	2
			Trafik Bilgisi	1			İstatistik	2
							Bilgi teknolojisi	2
						İkinci Yabancı Dil	2	
						Takviyeli yabancı Dil	2	
Almabilecek Ders Saati Sayısı	4			4		4		3
TOPLAM		34		40		40		40
			Rehberlik	1	Rehberlik	1	Rehberlik	1

(APPENDIX B Cont.)

(Spor Alanı)

Ders kategorileri	Hazırlık Sınıfı	Haf. Ders Saati	IX. Sınıf	Haf. Ders Saati	X. Sınıf	Haf. Ders Saati	XI. Sınıf	Haf. Ders Saati
ORTAK GENEL KÜLTÜR DERSLERİ	Türkçe	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4
	Yabancı Dil	2	Din Kül. ve Ahlak Bil.	1	Din Kül. ve Ahlak Bil	1	Din Kül. ve Ahlak Bil	1
	Beden Eğitimi	2	Tarih	2	Tarih	2	T.C. İnkılap Tarihi ve Atatürkçülük	3
			Coğrafya	2	Milli Güvenlik Bilgisi	1	Felsefe	2
			Matematik	5	Yabancı Dil	4	Yabancı Dil	4
			Biyoloji	2				
			Fizik	2				
			Kimya	2				
			Sağlık Bilgisi	2				
			Yabancı Dil	8				
		Beden Eğitimi	2					
TOPLAM		30		32		12		14
ALAN DERSLERİ			Eğitim Bilimine Giriş	2	Beden Eğitimi	2	Beden Eğitimi	2
			Psikoloji	2	Spor	6	Spor	6
					Biyoloji	2	Ölçme ve Değerlen.	2
					Türk Eğitim Tarihi	2	Öğretim İlke ve Yönt.	2
					Eğitim Yönetimi	2		
				Eğitim Psikolojisi	2			
TOPLAM				4		16		12
ALAN SEÇMELİ DERSLERİ					İnsan Anatomisi	2	Antrenman Bilgisi	2
					Spor ve Beslenme	1	Spor Yönetimi ve Organizasyon	2
					Spor Psikolojisi	2	Türkiye Beşeri ve Ekonomik Coğrafyası	3
					Türkiye Coğrafyası (Fiziki)	3	Sanat Tarihi	2
					Sanat Tarihi	2	Edebi Metinler	3
					Matematik	2	Matematik	2
					Geometri	2	Müzik	2
					Müzik	2	Geometri	2
					Genel Türk Tarihi	2	Halk Oyunları	2
					Psikoloji	2	Osmanlı Tarihi	3
					Edebi Metinler	2	İnsan İlişkileri	2
					Yabancı Dil	4	Mantık	2
					Bilgisayar	2	Sosyoloji	2
					Çocuk Edebiyatı	2	Yabancı Dil	4
				Grupla Çalışma Tekn.	2	Bilgisayar	2	
						Eğitim Sosyolojisi	2	
						Halk Eğitimi ve Toplum Kalkınması	2	
Alınabilecek Ders Saati Sayısı						8		10
SEÇMELİ DERSLER	Resim	2	Resim	2	Resim	2	Resim	2
	Müzik	2	Müzik	2	Turizm	2	Turizm	2
	Bilgisayar	2	Çevre ve İnsan	2	Güzel Konuşma ve Yazma	2	Demokrasi ve İnsan Hakları	1
			İnsan İlişkileri	1	İkinci Yabancı Dil	2	Fotografi	2
			Standardizasyon ve Kalite	1	Takviyeli yabancı Dil	2	Çevre ve İnsan	2
			İkinci yabancı Dil	2	Trafik Bilgisi	1	İkinci Yabancı Dil	2
			Takviyeli yabancı Dil	2			Takviyeli yabancı Dil	2
			Hızlı Okuma Teknik.	1			İlk Yardım	1
		Bilgisayar	2					
Alınabilecek Ders Saati Sayısı	4		4		4		4	
TOPLAM	34		40		40		40	
			Rehberlik	1	Rehberlik	1	Rehberlik	1

(APPENDIX B Cont.)

(Sosyal Bilimler Alanı)

Ders kategorileri	Hazırlık Sınıfı	Haf. Ders Saati	IX. Sınıf	Haf. Ders Saati	X. Sınıf	Haf. Ders Saati	XI. Sınıf	Haf. Ders Saati
ORTAK GENEL KÜLTÜR DERSLERİ	Türkçe	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4
	Yabancı Dil	24	Din Kültürü ve Ahlak Bilgisi	1	Din Kültürü ve Ahlak Bilgisi	1	Din Kültürü ve Ahlak Bilgisi	1
	Beden Eğitimi	2	Tarih	2	Tarih	2	T.C. İnkılap Tarihi ve Atatürkçülük	3
			Coğrafya	2	Milli Güvenlik Bilgisi	1	Felsefe	2
			Matematik	5	Yabancı Dil	4	Yabancı Dil	4
			Biyoloji	2				
			Fizik	2				
			Kimya	2				
			Sağlık Bilgisi	2				
			Yabancı Dil	8				
		Beden Eğitimi	2					
TOPLAM		30		32		12		14
ALAN DERSLERİ			Eğitim Bilimine Giriş	2	Edebi Metinler	3	Edebi Metinler	3
			Psikoloji	2	Genel Türk tarihi	3	Osmanlı Tarihi	3
					Türkiye Coğrafyası (Fiziki)	3	Türkiye beşeri ve Ekonomik Coğrafyası	3
					Ülkeler Coğrafyası	3	Mantık	2
					Eğitim Psikolojisi	2	Sosyoloji	2
				Eğitim Yönetimi	2	Ölçme ve Değerlendirme	2	
						Öğretim ilke ve Yöntemleri	2	
TOPLAM				4		16		17
ALAN SEÇMELİ DERSLERİ					Türk Edebiyatı Tarihi	2	Dil Bilimi	2
					İslam tarihi	2	Turizm	2
					Matematik	4	Felsefe tarihi	2
					Geometri	2	Sanat tarihi	2
					Bilgisayar	2	Matematik	4
					Çocuk Edebiyatı	2	Geometri	2
					Türk Eğitim tarihi	2	Türk Edebiyatı Tarihi	2
						2	Bilgisayar	2
					2	Eğitim Sosyolojisi	2	
Alınabilecek Ders Saati Sayısı						8		6
SEÇMELİ DERSLER	Resim	2	Resim	2	Resim	2	Resim	2
	Müzik	2	Müzik	2	Müzik	2	Müzik	2
	Bilgisayar	2	Çevre ve İnsan	2	Beden Eğitimi	2	Beden Eğitimi	2
			İnsan İlişkileri	1	Araştırma teknikleri	2	Demokrasi ve İnsan Hakları	1
			Standardizasyon ve Kalite	1	Bilgi Teknolojisi	2	İnsan İlişkileri	1
			İkinci yabancı Dil	2	Çevre ve İnsan	2	Bilgi teknolojisi	2
			Takviyeli yabancı Dil	2	Jeoloji	2	Kütüphanecilik	1
			Hızlı Okuma Teknikleri	1	Astronomi ve Uzay Bilimleri	2	İkinci Yabancı Dil	2
			Bilgisayar	2	Bilim Tarihi	2	Takviyeli yabancı Dil	2
			Trafik Bilgisi	1	İkinci Yabancı Dil	2	Halk Eğitimi ve Toplum Kalkınması	2
				Takviyeli yabancı Dil	2	Güzel Koşuşma ve Yazma	2	
Alınabilecek Ders Saati Sayısı	4			4		4		3
TOPLAM		34		40		40		40
			Rehberlik	1	Rehberlik	1	Rehberlik	1

(APPENDIX B Cont.)

(Sanat -Resim Alanı)

Ders kategorileri	Hazırlık Sınıfı	Haf. Ders Saati	IX. Sınıf	Haf. Ders Saati	X. Sınıf	Haf. Ders Saati	XI. Sınıf	Haf. Ders Saati
ORTAK GENEL KÜLTÜR DERSLERİ	Türkçe	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4
	Yabancı Dil	2	Din Kültürü ve Ahlak Bilgisi	1	Din Kültürü ve Ahlak Bilgisi	1	Din Kültürü ve Ahlak Bilgisi	1
	Beden Eğitimi	2	Tarih	2	Tarih	2	T.C. İnkılap Tarihi ve Atatürkçülük	3
			Coğrafya	2	Milli Güvenlik Bilgisi	1	Felsefe	2
			Matematik	5	Yabancı Dil	4	Yabancı Dil	4
			Biyoloji	2				
			Fizik	2				
			Kimya	2				
			Sağlık Bilgisi	2				
			Yabancı Dil	8				
		Beden Eğitimi	2					
TOPLAM		30		32		12		14
ALAN DERSLERİ			Eğitim Bilimine Giriş	2	Resim	6	Resim	6
			Psikoloji	2	Sanat Tarihi	2	Sanat Tarihi	2
					Eğitim Yönetimi	2	Ölçme ve Değerlendirme	2
					Eğitim Psikolojisi	2	Öğretim İlke ve Yöntemleri	2
TOPLAM			4		12		12	
ALAN SEÇMELİ DERSLERİ					Matematik	2	Sanat Etkinliklerini İzleme	1
					Geometri	2	Yazı Sanatı	2
					Edebi Metinler	3	Halk Bilim	2
					Halı Deseni Tasarımı	2	Edebi Metinler	3
					Fotoğrafi	2	Türkiye Beşeri ve Ekonomik Coğrafyası	3
					Psikoloji	2	Matematik	2
					Türkiye Coğrafyası (Fiziki)	3	Osmanlı Tarihi	3
					Yazı Sanatı	2	Sosyoloji	2
					Kütüphanecilik	1	Mantık	2
					Bilgisayar	2	Bilgisayar	2
				Genel Türk Tarihi	3	Eğitim Sosyolojisi	2	
				Türk Eğitim Tarihi	2	Halk Eğitimi ve Toplum Kalkınması	2	
				Çocuk Edebiyatı	2			
				Grupla Çalışma Teknikleri	2			
Alınabilecek Ders Saati Sayısı						12		10
SEÇMELİ DERSLER	Resim	2	Resim	2	Müzik	2	Müzik	2
	Müzik	2	Müzik	2	Beden Eğitimi	2	Beden Eğitimi	2
	Bilgisayar	2	Çevre ve İnsan	2	Bilgi teknolojisi	2	Güzel konuşma ve Yazma	2
			İnsan İlişkileri	1	Turizm	2	Ülkeler Coğrafyası	3
			Standardizasyon ve Kalite	1	İnsan İlişkileri	1	Demokrasi ve İnsan Hakları	1
			İkinci yabancı Dil	2	Hızlı Okuma Teknikleri	1	Turizm	2
			Takviyeli yabancı Dil	2	Takviyeli yabancı Dil	2	Takviyeli yabancı Dil	2
			Hızlı Okuma Teknikleri	1	İkinci Yabancı Dil	2	İkinci Yabancı Dil	2
		Bilgisayar	2					
		Trafik Bilgisi	1					
Alınabilecek Ders Saati Sayısı	4		4		4		4	
TOPLAM	34		40		40		40	
			Rehberlik	1	Rehberlik	1	Rehberlik	1

APPENDIX B Continued

(Sanat -Müzik Alanı)

Ders kategorileri	Hazırlık Sınıfı	Haf. Ders Saati	IX. Sınıf	Haf. Ders Saati	X. Sınıf	Haf. Ders Saati	XI. Sınıf	Haf. Ders Saati
ORTAK GENEL KÜLTÜR DERSLERİ	Türkçe	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4
	Yabancı Dil	2	Din Kültürü ve Ahlak Bilgisi	1	Din Kültürü ve Ahlak Bilgisi	1	Din Kültürü ve Ahlak Bilgisi	1
	Beden Eğitimi	2	Tarih	2	Tarih	2	T.C. İnkılap Tarihi ve Atatürkçülük	3
			Coğrafya	2	Milli Güvenlik Bilgisi	1	Felsefe	2
			Matematik	5	Yabancı Dil	4	Yabancı Dil	4
			Biyoloji	2				
			Fizik	2				
			Kimya	2				
			Sağlık Bilgisi	2				
			Yabancı Dil	8				
		Beden Eğitimi	2					
TOPLAM		30		32		12		14
ALAN DERSLERİ			Eğitim Bilimine Giriş	2	Müzik	6	Müzik	6
			Psikoloji	2	Edebi Metinler	3	Edebi Metinler	3
					Eğitim Yönetimi	2	Öğretim İlke ve Yöntemleri	2
					Eğitim Psikolojisi	2		
TOPLAM			4		13		11	
ALAN SEÇMELİ DERSLERİ					Müzik Tarihi	2	Müzik Tarihi	2
					Halk Bilim	2	Türkiye Beşeri ve Ekonomik Coğrafyası	2
					Grupla Çalışma teknikleri	2	Osmanlı Tarihi	3
					Edebi Sanatlar	3	Sanat Etkinliklerini İzleme	2
					Psikoloji	2	Matematik	2
					Türkiye Coğrafyası (Fiziki)	3	Sosyoloji	2
					Genel Türk Tarihi	3	Mantık	2
					Matematik	2	Kütüphanecilik	1
					Kütüphanecilik	1	Bilim ve Teknoloji	1
					Bilim ve Teknoloji	1	Bilgisayar	2
					Bilgisayar	2	Eğitim Sosyolojisi	2
					Çocuk Edebiyatı	2	Halk Eğitimi ve Toplum Kalkınması	2
					Türk Eğitim Tarihi	2	Ölçme ve değerlendirme	2
Alınabilecek Ders Saati Sayısı						11		11
SEÇMELİ DERSLER	Resim	2	Resim	2	Resim	2	Resim	2
	Müzik	2	Müzik	2	Beden Eğitimi	2	Beden Eğitimi	2
	Bilgisayar	2	Çevre ve İnsan	2	Çevre ve İnsan	2	Güzel konuşma ve Yazma	2
			İnsan İlişkileri	1	Fotoğrafi	2	Ülkeler Coğrafyası	3
			Standardizasyon ve Kalite	1	Güzel konuşma ve Yazma	2	Demokrasi ve İnsan Hakları	1
			İkinci yabancı Dil	2	Turizm	2	İnsan İlişkileri	1
			Takviyeli yabancı Dil	2	İkinci Yabancı Dil	2	Turizm	2
			Hızlı Okuma Teknikleri	1	Takviyeli yabancı Dil	2	İkinci Yabancı Dil	2
		Bilgisayar	2			Takviyeli yabancı Dil	2	
		Trafik Bilgisi	1					
Alınabilecek Ders Saati Sayısı	4		4		4		4	
TOPLAM	34		40		40		40	
			Rehberlik	1	Rehberlik	1	Rehberlik	1

(APPENDIX B Cont.)

(Fen Bilimleri Alanı)

Ders kategorileri	Hazırlık Sınıfı	Haf. Ders Saati	IX. Sınıf	Haf. Ders Saati	X. Sınıf	Haf. Ders Saati	XI. Sınıf	Haf. Ders Saati
ORTAK GENEL KÜLTÜR DERSLERİ	Türkçe	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4	Türk Dili ve Edebiyatı	4
	Yabancı Dil	24	Din Kültürü ve Ahlak Bilgisi	1	Din Kültürü ve Ahlak Bilgisi	1	Din Kültürü ve Ahlak Bilgisi	1
	Beden Eğitimi	2	Tarih	2	Tarih	2	T.C. İnkılap Tarihi ve Atatürkçülük	3
			Coğrafya	2	Milli Güvenlik Bilgisi	1	Felsefe	2
			Matematik	5	Yabancı Dil	4	Yabancı Dil	4
			Biyoloji	2				
			Fizik	2				
			Kimya	2				
			Sağlık Bilgisi	2				
			Yabancı Dil	8				
		Beden Eğitimi	2					
TOPLAM		30		32		12		14
ALAN DERSLERİ			Eğitim Bilimine Giriş	2	Biyoloji	2	Biyoloji	3
			Psikoloji	2	Fizik	4	Fizik	4
					Kimya	3	Kimya	3
					Matematik	5	Matematik	5
					Geometri	2	Öğretim İlke ve Yöntemleri	2
TOPLAM				4	18		17	
ALAN SEÇMELİ DERSLERİ					Eğitim Psikolojisi	2		4
					Biyoloji Uygulamaları	2	Analitik Geometri	2
					Fizik Uygulamaları	2	Biyoloji Uygulamaları	2
					Kimya Uygulamaları	2	Fizik Uygulamaları	2
					Analitik Geometri	2	Kimya Uygulamaları	2
					Güzel Konuşma ve Yazma	2	Eğitim Sosyolojisi	2
					Grupla Çalışma teknikleri	2	Halk Eğitimi ve Toplum Kalkınması	2
					Çocuk Edebiyatı	2	Ölçme ve Değerlendirme	2
					Türk Eğitim tarihi	2	Sosyoloji	2
					Eğitim Yönetimi	2	Mantık	2
				Bilgisayar	2	Bilgisayar	2	
Alınabilecek Ders Saati Sayısı						6		6
SEÇMELİ DERSLER	Resim	2	Resim	2	Resim	2	Resim	2
	Müzik	2	Müzik	2	Müzik	2	Müzik	2
	Bilgisayar	2	Çevre ve İnsan	2	Beden Eğitimi	2	Beden Eğitimi	2
			İnsan İlişkileri	1	Araştırma teknikleri	2	Demokrasi ve İnsan	1
			Standardizasyon ve Kalite	1	Bilgi Teknolojisi	2	İnsan İlişkileri	1
			İkinci yabancı Dil	2	Çevre ve İnsan	2	Jeoloji	2
			Takviyeli yabancı Dil	2	Jeoloji	2	Astronomi ve Uzay Bilimleri	2
			Hızlı Okuma Teknikleri	1	Astronomi ve Uzay Bilimleri	2	Bilgi Teknolojisi	2
			Bilgisayar	2	Bilim Tarihi	2	İkinci Yabancı Dil	2
			Trafik Bilgisi	1	İkinci Yabancı Dil	2	Takviyeli yabancı Dil	2
				Takviyeli yabancı Dil	2	Güzel Konuşma ve Yazma	2	
Alınabilecek Ders Saati Sayısı	4		4		4		3	
TOPLAM		34		40		40		40
			Rehberlik	1	Rehberlik	1	Rehberlik	1

APPENDIX C

**The EDUCATIONAL COURSES in ATHSS
BASED on the GRADES and the FIELDS**

	FIELDS																		
	Science		Social Sciences			Turkish-Math			Foreign Language			Art (Drawing)			Art (Music)			Sports	
	GRADES		GRADES			GRADES			GRADES			GRADES			GRADES			GRADES	
Courses	IX	X	XI	IX	X	XI	IX	X	XI	IX	X	XI	IX	X	XI	IX	X	XI	
Introduction to Ed.	MC			MC			MC			MC			MC			MC			
History of Turkish Ed. Sys.		TE			TE						TE						MC		
Educational Psychology		MC			MC			MC			MC			MC			MC		
Educational Sociology			TE			TE			TE			TE			TE				TE
Teaching Methods.			MC			MC				MC				MC					M
Educational Administration		TE									MC			MC			MC		
Measurement and Evaluation			TE							MC						MC			M
Working with Group		TE			S			TE				TE						TE	
Public Ed. And Comm. Ed..			TE						TE						TE				TE
Child Literature		TE				TE					TE					TE			TE
Research Methods			E																

TE: Technical Elective E: Elective Reference: Official Gazette dated August 19, 1998 and numbered 174

APPENDIX D

PERCENTAGES OF ATHS GRADUATES WHO ENTERED UNIVERSITY

Okul	İl/İlçe	1998	1999	2000	2001	\bar{X}
Kütahya	Kütahya	79.17	90.11	90.48	83.33	85.78
Niğde	Niğde	72.073	82.50	87.50	87.32	82.51
İbrahim Önal	Bursa M. Kemal Paşa	72.22	80.00	88.10	86.27	81.65
Aksaray	Aksaray	86.84	74.36	82.28	78.57	80.51
Afyon	Afyon	73.28	83.01	81.48	81.25	79.76
Nevşehir	Nevşehir	74.39	80.90	80.39	83.33	79.75
Burdur	Burdur	74.68	75.00	86.73	81.51	79.48
Simav	Kütahya/Simav	74.42	90.91	67.74	84.00	79.27
Ordu	Ordu	54.55	78.08	89.74	79.07	77.61
Kırşehir	Kırşehir	66.67	85.00	72.97	84.62	77.32
Zonguldak	Zonguldak0	67.65	63.83	81.08	72.73	76.73
Çorum	Çorum	64.62	84.93	73.03	83.33	76.48
Tavşanlı	Kütahya/Tavşanlı		75.86	74.07	76.40	75.44
Kahramanmaraş	K.Maraş	67.65	77.27	82.05	70.59	74.37
Manisa	Manisa	60.00	82.86	77.22	76.83	74.23
Tosya	Kastamonu/Tosya	75.00	78.13	65.79	75.49	73.60
Nazilli	Aydın/Nazilli	85.00	66.67	78.75	60.53	72.74
Kırıkkale	Kırıkkale	57.14	75.61	81.36	76.36	72.62
Zile	Tokat/Zile	68.57	81.82	75.68	63.89	72.49
Edirne	Edirne	59.75	73.91	76.67	79.27	72.40
İzmir	İzmir/Çiğli		71.43	80.00	65.00	72.14
Nevzat Ayaz	Çankırı	69.70	59.38	88.89	67.61	71.40
Mürşide Ermumcu	Isparta	60.27	63.03	77.78	84.35	71.36
Sinop	Sinop	50.00	74.03	77.94	81.91	70.97
Çapa	İstanbul/Fatih	58.11	76.92	74.85	73.49	70.84
Giresun	Giresun	50.00	82.86	74.24	72.50	69.9
75.Yıl	İçel	55.70	65.71	81.82	75.00	69.56
Adıyaman	Adıyaman	61.11	61.54	79.10	75.76	69.38
Şehit A. Kılavuz	Uşak	62.50	65.90	75.16	73.81	69.34
Savaştepe	Balıkesir/Savaştepe	49.49	70.59	73.66	73.72	66.87
Beşikdüzü	Trabzon/Beşikdüzü	65.54	73.61	66.47	61.47	66.78
Ayşe Atıl	Adana/Seyhan	60.00	72.73	60.19	72.52	66.36
Göl	Kastamonu	56.92	66.18	65.82	75.49	66.10
Mustafa Hüsnü Gemici	Afyon/Bolvadin				65.57	65.57
Mehmet Refik Güven	Ordu/Ünye	61.67	66.67	64.52	67.82	65.17
Ortaklar	Aydın/Germencik	55.71	62.60	71.43	67.63	64.34

(APPENDIX D Cont.)

Tokat	Tokat	53.66	60.47	75.00	67.44	64.14
Bozüyük	Bilecik/Bozüyük	45.16	64.10	80.28	65.56	63.78
Amasya	Amasya	61.76	72.50	60.76	59.49	63.63
Araklı	Trabzon/Araklı	59.09	77.42	48.57	69.23	63.58
A. Hamdi Gökbayrak	Bursa/Osmangazi	63.08	58.11	62.50	68.25	62.99
Gönen	Isparta/Gönen	47.79	59.26	74.07	70.64	62.94
Prof.Dr.Necati Erşen	Sivas	64.36	48.54	69.37	68.18	62.61
Mareşal Çakmak	Gümüşhane	52.94	68.63	55.74	72.46	62.45
Milliyet	Erzincan	52.94	69.51	54.13	70.41	61.75
Alparslan	Van/Muradiye	51.04	71.62	66.67	56.25	61.40
Ergani	Diyarbakır/Ergani	49.18	70.00	64.91	61.29	61.35
Aksu	Antalya/Aksu	58.49	58.94	58.13	64.52	60.02
Düziçi	Osmaniye/Düziçi	50.00	61.18	63.04	64.54	59.69
Yahya Turan	Hatay/Reyhanlı	45.83	53.13	73.33	65.85	59.54
Erdoğan Akdağ	Yozgat	55.77	53.61	71.43	57.14	59.49
Bingöl	Bingöl	45.00	56.60	81.33	54.55	59.37
Rekabet Kurumu	Bayburt	35.29	73.33	66.04	61.90	59.14
Akpınar	Samsun/Ladik	46.81	53.49	69.05	65.93	58.82
Akçadağ	Malatya/Akçadağ	56.52	44.29	68.89	64.44	58.54
Ahmet Kabaklı	Elazığ		50.00	76.47	48.28	58.25
Nihal-Turgut Anlar	Hatay				58.18	58.18
Artvin	Artvin	50.00	50.00	65.71	66.67	57.96
Kilis	Kilis	52.44	44.07	68.75	64.96	57.56
Kepirtepe	Kırklareli/Lüleburgaz	41.88	57.14	52.38	77.03	57.11
Düzce	Düzce	66.67	62.20	51.28	48.19	57.09
Bitlis	Bitlis	39.29	70.59	64.29	53.52	56.92
Nevzat Karabağ	Erzurum	39.71	67.50	55.00	62.50	56.18
İvriz	Konya/Ereğli	44.26	59.46	50.49	70.51	56.18
Diyarbakır	Diyarbakır				54.76	54.76
Bolu	Bolu	41.94	74.36	45.45	57.14	54.72
Beyşehir	Konya/Beyşehir		46.38	50.85	66.28	54.50
Kazım Karabekir	Kars/Susuz	39.71	61.90	56.52	55.17	53.33
Yunus Emre	Eskişehir/Mahmudiye	44.94	49.63	54.46	51.69	50.18
Hasanoğlu	Ankara/Elmadağ	45.28	52.21	46.50	51.10	48.77
Hasan Ali Yücel	Ankara/Çankaya		33.33	44.00	67.65	48.33
Arifiye	Sakarya/Arifiye	43.70	56.20	41.77	50.86	48.13
Rize	Rize	16.67	62.16	48.48	62.86	47.54
Mimar Sinan	Kayseri/Pınarbaşı	37.14	39.74	48.53	45.68	42.78
Muş	Muş	41.67	60.29	66.00	50.00	40.99
Gökçeada Atatürk	Çanakkale/Gökçe	15.38	31.51	34.25	39.73	30.22

 $\bar{X} = 64.42$

APPENDIX E

TABLE of SPECIFICATION for DATA COLLECTION INSTRUMENTS

Data Sources	ATHS ¹ Students		ATHS Teachers and Administrators		Parents	Off-University Graduates	Faculty of Education Students (FESs) (ATHS Graduates)		FESs (Other High School Graduates)		Document Analysis
	SQ	SAS	T-AQ	ATHS TAS			PQ	GQ	ATHSG FESQ	ASPT	
Data Collection Instruments											
Demographic background	1-9 ²		1-15		1-25	1-13	1-5,7-11,17		1-5,7-11,17		
Reasons for preferring ATHS	10		17		27	28	18				
Perceptions about ATHSs	11, 12		18, 19		28, 29	29, 30	19, 20		-		
Suggestions for better education in ATHSs	13		20		30	31	21				
Academic achievement							6		6		
Placement to University											*
Placement to Faculty of Education											*
Placement to teacher training programs											*
Reasons for choosing teaching as a profession							15, 16		15, 16		
Career expectations							12-14		12-14		
Occupation						14-25					
Reasons for not entering the university						26					
Suggestions for better occupation						32					
Attitudes toward teaching profession		All items		All items				All items		All items	

1. For the abbreviations please see the List of Abbreviations.

2. The numbers in the table indicates the item numbers in each instrument

* The variables examined through document analysis

APPENDIX F
POPULATION and SAMPLE of the STUDY

UEE Placement Scores of the 2001 Graduates of ATHSS												
	Low			Average			High			T - Adm.	Senior	T - Adm.
	Prep C	Senior	T - Adm.	Prep C	Senior	T - Adm.	Prep C	Senior	T - Adm.			
Low	1. M. Hüsnü G.	27	65	11-2	1. Aksu ²	55	218	39-4	1. Ahmet Kabaklı	38	33	9-4
	2. Savaştepe ³	46	238	46-5	2. Çorum ²	42	132	18-4	2. Nihal-Turgut Anlar	18	104	19-3
	3. Bingöl ¹	71	84	18-4	3. Maresal Çakmak ²	43	101	21-4	3. Yahya Turan ³	22	55	11-3
	4. Beyşehir ²	28	91	15-2	4. Kazım Karabekir ³	29	69	9-2	4. Küttahya ¹	45	128	22-3
	5. Ordu ²	41	112	17-3	5. Akpınar ²	61	115	27-5	5. Rize	64	44	15-2
	6. Beşiküzü ¹	48	205	40-5	6. Prof. Dr. Necati Erişen ³	31	109	13-6				
	7. Ahmet Avcı ³	32	68	12-2	7. Şehit Abdülkadir ¹	53	244	40-5				
				8. Erdoğan Akdağ ¹	50	113	17-4					
				9. Zonguldak ²	20	50	12-4					
Average	1. Bolu ¹	41	58	9-3	1. Hasanoğlu ³	82	210	41-5	1. Reket Kurumu ²	18	43	8-3
	2. Gökçeada ²	53	70	16-3	2. Artvin ¹	48	51	14-4	2. Ergani ²	28	60	11-5
	3. Yunus Emre ²	45	83	15-5	3. Bitlis ²	39	66	18-3	3. Giresun ²	36	77	23-5
	4. Izmir	62	55	16-4	4. Ahmet H. Gökbayrak ¹	14	69	11-5	4. Ortaklar ³	62	172	36-6
	5. Kastamonu ¹	89	153	32-8	5. Nevzat Ayaz ¹	68	68	10-8	5. Nevşehir ¹	32	98	31-4
	6. Mimar Sinan ²	43	83	12-3	6. Edirne ¹	74	222	35-5	6. Müşşide Ermümcü	31	157	
	7. Manisa ²	45	99	22-6	7. Nevzat Karabağ	43	124	19-4				
				8. Gönen ²	48	188	27-7					
				9. Keçiözümlü ²	57	119	24-6					
				10. Tavşanlı	28	99	20-3					
				11. Sinop ¹	39	151	31-4					
				12. Araklı ³	57	39	14-2					
High	1. Kilis ¹	65	91	26-3	1. Aksaray ¹	32	118	25-4	1. Aysel Atlı ¹	48	128	21-3
	2. Akçadağ ²	75	92	26-5	2. Amasya ²	29	104	18-4	2. Adıyaman ²	41	71	17-3
				3. Diyarbakır ¹	45	67	9-3	3. Afyon ¹	41	274	33-4	
				4. Düzce ²	31	88	14-8	4. Çapa ³	75	185	31-4	
				5. Milliyet ²	31	122	27-4	5. Kurşehir ²	27	46	13-4	
				6. Kırıkkale ²	37	124	27-3	6. Nigde ²	48	75	14-4	
				7. Ivriz ²	66	85	15-3	7. Mehmet R. Güven ²	41	128	20-5	
			8. Simav ²	32	113	13-5	8. Tokat ²	34	74	21-4		
			9. Düzüçü ²	44	196	39-2						
			10. Zile	14	47	12-5						
			11. Alparslan ²	60	117	12-4						
TOPLAM	811	1647	333-64		1402	3738	661-139		718	1795	355-69	

- Boarding Facilities for: 1= Girls, 2= Boys, 3= Both,
Schools without number have no boarding facilities
- TOTAL: 2931 Prep class**
7180 Senior students
1349 Teachers
272 Administrators

APPENDIX G

**MEAN OF ATHS GRADUATES' RAW AND PLACEMENT SCORES
in UEE in 2002**

School	Mean of Raw Scores	Mean of Placement Scores
Ayşe Atıl	138.13	195.41
Adıyaman	142.81	189.29
Afyon	138.79	191.16
Mustafa Hüsnü Gemici	118.53	175.83
Aksaray	138.72	184.13
Amasya	140.09	186.40
Hasan Âli Yücel	127.09	-
Hasanoğlu	123.61	186.35
Aksu	113.59	184.16
Artvin	126.45	186.26
Ortaklar	125.50	-
Nazilli	138.77	-
Savaştepe	108.26	182.57
Rekabet Kurumu	130.13	188.07
Bilecik	128.30	
19	-	186.92
Bingöl	121.30	182.26
Bitlis	124.23	186.47
Bolu	125.62	182.05
Burdur	141.67	
Ahmet Hamdi Gökbayrak	126.88	183.54
Gökçeada Atatürk	126.92	171.53
Nevzat Ayaz	125.65	183.93
Çorum	118.31	185.57
Şevkiye Özel	127.48	
Diyarbakır	132.53	186.87
Ergani	128.66	193.41
Düzce	134.31	187.34
Edirne	128.89	187.87
Ahmet Kabaklı	122.43	188.15
Milliyet	133.49	186.03
Nevzat Karadağ	128.68	183.68
Yunus Emre	123.59	181.48
Giresun	131.80	190.45
Mareşal Çakmak	121.09	184.25
Niha-Turgut Anlar	107.32	189.86
Yahya Turan	109.02	190.39
Mürşide Ermumcu	131.09	189.03

(APPENDIX G Cont.)

Gönen	127.93	183.09
75. Yıl	135.03	
Çapa	137.47	194.32
İzmir	129.37	179.96
Kazım Karabekir	116.88	186.56
Kastamonu Göl	126.57	182.57
Mimar Sinan	127.43	5330.93
Kahraman Maraş	130.53	
Kırıkkale	136.39	186.22
Kepirtepe	124.23	186.87
Kırşehir	143.94	195.56
Kilis	133.55	182.07
Selçuklu	118.29	
Beyşehir	118.37	179.7
İvriz	135.37	185.49
Kütahya	82.34	191.32
Simav	137.42	183.28
Tavşanlı	123.83	184.18
Akçadağ	140.99	181.83
Manisa	123.32	181.77
Muş	130.27	
Nevşehir	129.42	189.94
Niğde	137.17	190.05
Ordu	114.30	143.18
Mehmet Refik Güven	134.84	188.17
Düziçi	136.80	185.02
Rize	116.89	190.98
Arifiye	-	182.74
Akpınar	113.04	185.64
Sinop	131.96	184.88
Prof. Dr. Necati Erşen	117.80	183.74
Mehmet Güneş	117.58	-
Tekirdağ	123.57	-
Tokat	137.12	192.83
Zile	146.62	185.21
Araklı	125.98	185.64
Beşikdüzür	119.50	182.30
Tunceli	124.69	
Şehit Abdülkadir Kılavuz	121.20	185.55
Ahmet Avcı	122.20	181.98
Alparslan	135.15	187.15
Erdoğan Akdağ	119.31	185.49
Zonguldak	115.83	183.06
	Min: 92.34 Max: 146.62 Mean: 126.95 Std Deviation: 10.08	Min: 143.18 Max: 195.58 Mean: 185.08 Std Deviation: 6.71

APPENDIX I

THE SPECIALISTS WHO GAVE FEEDBACK

on

DATA COLLECTION INSTRUMENTS

Specialists

Prof. Dr. Meral AKSU
 Prof. Dr. Ömer GEBAN
 Assist. Prof. Dr. Ahmet OK
 Prof. Dr. Özcan DEMİREL
 Prof. Dr. İnyet PEHLİVAN
 Prof. Dr. Ali YILDIRIM
 Assoc. Prof. Dr. Şener BÜYÜKÖZTÜRK
 Assist. Prof. Dr. Jale ÇAKIROĞLU
 Assist. Prof. Dr. Erdinç ÇAKIROĞLU
 Fatma MIZIKACI
 Aydın Özyar
 Selahattin Dikmen
 Fatma Atılğan
 Necdet Şibik
 Research Proposal Evaluation Committee

Institutions

Middle East Technical University
 Middle East Technical University
 Middle East Technical University
 Hacettepe University
 Ankara University
 Middle East Technical University
 Ankara University
 Middle East Technical University
 Middle East Technical University
 Başkent University
 General Director of GDTTE
 Assist. Director of GDTTE
 Director in GDTTE
 Head of Statistics Section in GDTTE
 Research Support Section of
 Educational Research and
 Development Directorate of Ministry
 of National Education

APPENDIX J

ANADOLU ÖĞRETMEN LİSESİ ÖĞRENCİSİ ANKETİ

Sevgili Öğrenci,

Anadolu Öğretmen Liseleri (AÖL) öğretmenlik mesleğinin öğrenciler tarafından daha iyi tanınmasını ve sevilmesini sağlamak, üniversitelerin öğretmen yetiştiren bölümlerine öğrenci hazırlamak gibi önemli sorumlulukları üstlenmiş orta öğretim kurumlarıdır.

Bu kurumların hedeflerini gerçekleştirme durumlarının değerlendirilmesi öğretmen yetiştirme sürecinde kalitenin artırılması açısından büyük önem taşımaktadır. Bu nedenle Anadolu Öğretmen Liselerini tercih eden öğrencilerin özellikleri ile bu okullardan mezun olan öğrencilerin mezuniyet sonrası durumlarının incelenmesini kapsayan bir araştırma yürütmekteyim.

Araştırma kapsamında AÖL'de okuyan öğrenciler olarak sizlerin görüşlerine ihtiyaç duyulmaktadır.

Sizden, Kişisel Bilgiler, AÖL'ye İlişkin Görüşler ve Öğretmenlik Mesleğine Yönelik Tutum bölümlerinden oluşan ankette yer alan sorularda size uygun gelen seçeneğin yanındaki parantezin içine (X) işareti koymanız, ve boş bırakılan yerleri yazı ile doldurmanız istenmektedir. Ankete lütfen isminizi yazmayınız, vereceğiniz cevaplar sadece bu araştırma için kullanılacak başka kişi ve kuruma verilmeyecektir.

Her maddeyi dikkatlice okuyup anketi eksiksiz ve içtenlikle cevaplamanızı rica ediyorum.

Katkılarınız için teşekkür eder, başarılar dilerim

Semra TİCAN BAŞARAN
Orta Doğu Teknik Üniversitesi
Eğitim Bilimleri Bölümü
Doktora Öğrencisi

BÖLÜM I: KİŞİSEL BİGİLER

1. Yaşınız:.....

2. Cinsiyetiniz: () 1. K () 2. E

3. Devam ettiğiniz Anadolu Öğretmen Lisesi:.....

4. Sınıfınız:.....

5. Öğrenim Şekliniz: () 1. Paralı Yatılı () 2. Parasız Yatılı () 3. Gündüzlü

Eğer paralı yatılı okuyorsanız paralı yatılı okumayı tercih etmenizin sebebi nedir? (Lütfen boşluğa yazınız)

6. Bu okula giriş sınavına ne şekilde hazırlandınız? (Birden fazla seçenek işaretleyebilirsiniz)

- () 1. Özel ders aldım
() 2. Dershaneye gittim
() 3. Okulda açılan kurslara katıldım
() 4. Kurs almadım, kendim hazırlandım
() 5. Diğer (lütfen belirtiniz).....

7. Devam ettiğiniz Anadolu Öğretmen Lisesi ailenizin oturduğu ilde mi?

() 1. Evet () 2. Hayır

8. Anne ve babanızın durumu?

() 1. Birlikte yaşıyorlar () 2. Ayrı yaşıyorlar () 3. Annem hayatta değil () 4. Babam hayatta değil

9. Ailenizden kiminle birlikte yaşıyorsunuz?

() 1. Anne ve Babamla () 2. Annemle () 3. Babamla () 4. Diğer (Lütfen belirtiniz).....

BÖLÜM II: ANADOLU ÖĞRETMEN LİSELERİNE İLİŞKİN GÖRÜŞLER

10. AÖL'yi tercih etmenizin başlıca sebepleri nelerdir? (Birden fazla seçenek işaretleyebilirsiniz)

- 1. Öğretmen olmayı istemem
- 2. Parasız yatılılık imkânından yararlanmayı istemem
- 3. Paralı da olsa yatılı okumayı istemem
- 4. İyi bir yabancı dil (İngilizce) eğitimi almayı istemem
- 5. İkinci yabancı dil eğitimi almayı istemem
- 6. Öğrencilerin seçilerek alınması
- 7. Seçilmiş öğretmenlerin görev yapması
- 8. Ders çalışmaya evimde olduğundan daha çok vakit kalması
- 9. Evimde ders çalışabileceğim bir ortamın olmaması
- 10. Fizikî koşulların (derslikler, spor salonu, laboratuvar vb.) daha iyi olması
- 11. Sınıf mevcutlarının daha az olması
- 12. Okulun merkezi bir yerde olması
- 13. ÖSS'de başarı oranının yüksek olması
- 14. ÖSS'de eğitim fakültesini tercih etmem durumunda ek puan verilmesi
- 15. ÖSS'de öğretmenlik bölümlerini ilk beş sırada tercih etmem durumunda üniversitede burs verilmesi
- 16. ÖSS'de öğretmenlik dışındaki bölümleri de tercih edebilmem
- 17. Öğretmen olduğum taktirde iş garantisinin olması
- 18. Öğretmen lisesi mezunu öğretmenlerin öncelikle ihtiyaç bulunan Anadolu Öğretmen Liselerine atanması
- 19. Toplumda bu okullarda verilen eğitimin daha kaliteli olduğuna dair genel bir görüşün olması
- 20. Ailemin AÖL'de okumamı istemesi
- 21. Arkadaşlarımdan etkilenmem
- 22. AÖL'de okuyan/mezun bir yakınımızdan etkilenmem
- 23. Öğretmenimin tavsiyeleri
- 24. Okulun yatılı bölümünün sadece kız ya da sadece erkek öğrencilere yönelik olması
- 25. Diğer (Lütfen belirtiniz).....

11. Öğrenci olarak, sizce AÖL'nin başlıca avantajları (olumlu yanları) nelerdir?

(Birden fazla seçenek işaretleyebilirsiniz)

- 1. Öğrencilerin seçilerek alınması
- 2. Gelir düzeyi düşük olan ailelerin çocuklarına parasız yatılı olarak okuma imkânı sağlanması
- 3. Büyük oranda öğretmen olmak isteyen öğrencilerin bu okulları tercih etmesi
- 4. Okul ortamının öğrencileri öğretmenlik mesleğine hazırlayıcı nitelikte olması
- 5. Öğrencilere öğretmenlik mesleğini daha fazla tanıma fırsatı verilmesi
- 6. Öğrencilerin öğretmenlik mesleğini sevmelerinin sağlanması
- 7. Mezunların üniversite sınavında ek puanla öğretmen yetiştiren bölümlere girme şansının daha yüksek olması
- 8. Mezunların üniversite sınavında öğretmenlik bölümleri dışındaki bölümleri de tercih edebilmesi
- 9. Mezunların öğretmenlik bölümlerini ilk beş sırada tercih ederek kazanmaları durumunda üniversitede burs verilmesi
- 10. Mezunların öğretmen olması durumunda iş garantisinin olması
- 11. Öğretmen lisesi mezunu öğretmenlerin ihtiyaç bulunan öğretmen liselerine öncelikli olarak atanması
- 12. Yönetici ve öğretmenlerin seçilerek atanması
- 13. Disiplin sorunlarının daha az olması
- 14. Fizikî koşulların (bina, ve tesislerin) daha iyi olması
- 15. Öğrencilere ilgi ve yetenekleri doğrultusunda sağladığı seçmeli derslerin çeşitli olması
- 16. Öğrencilerin ilgi ve yeteneklerini geliştirmeleri için sağladığı imkânların (spor salonu, çok amaçlı salon, müzik odası vb.) daha iyi olması
- 17. Derslerde kullanılan öğretim materyallerinin güncel olması
- 18. Sınıf mevcutlarının daha az olması
- 19. İyi bir yabancı dil (İngilizce) eğitimi verilmesi
- 20. İkinci yabancı dil (Almanca) eğitimi verilmesi
- 21. Öğrencinin ders çalışmaya evde olduğundan daha çok vakit bulabilmesi

- 22. Öğrencilerin üniversiteye girme konusunda sürekli olarak motive edilmesi
- 23. Öğretmen öğrenci ilişkilerinin daha samimi olması
- 24. Öğrencilerin kendi ayakları üzerinde durmayı öğrenmeleri
- 25. Öğrencilerin toplu yaşama kültürü kazanmaları
- 26. Öğrencilerin insan ilişkilerinde çeşitli deneyimler kazanmaları
- 27. Öğrencilerin büyüdüğü çevreden başka çevre ve kültürleri tanımaları
- 28. Öğrencilerin farklı kültürlerden gelen öğrencilerle kaynaşmaları
- 29. Öğrencilerin ailelerinin kültürel gelişimine de olumlu yönde katkı sağlaması
- 30. Öğrencilerin kardeşlerinin eğitimi konusunda olumlu katkılar sağlaması
- 31. Öğrencilerin orta gelirli ailelerden olması nedeniyle maddî ve kültürel açıdan ezilmemeleri
- 32. Okulun yatılı bölümünün sadece kız ya da erkek öğrencilere yönelik olması
- 33. Diğer (lütfen belirtiniz).....

**12. Öğrenci olarak, sizce AÖL'nin başlıca dezavantajları (olumsuz yanları) nelerdir?
(Birden fazla seçenek işaretleyebilirsiniz)**

- 1. Okulun yatılı olması nedeniyle ailemden uzakta okumam
- 2. Ailemle öğretmenlerimin yeterince iş birliği yapamaması
- 3. Ailemle öğretmenlerimin yeterince iletişim kuramaması
- 4. Öğretmenlerin istenilen yeterlikte olmaması
- 5. Sınıf mevcudu yetersizliğinden bazı alanlarda (resim, müzik, spor vb.) sınıf açılmaması
- 6. Üniversite sınavında öğretmenlik meslek dersleri konularında soru sorulmaması
- 7. Üniversite sınavında ek puan verilmesinden dolayı kapasitemi zorlamamam
- 8. Açıkta kalma endişesi ile ÖSS'de öğretmenlik bölümlerini tercih etmek durumunda kalmam
- 9. İleride iş bulamama endişesiyle ÖSS'de öğretmenlik bölümlerini tercih etmek durumunda kalmam
- 10. AÖL mezunlarının diğer meslek lisesi mezunları gibi ara eleman olarak değerlendirilmemesi
- 11. Yemeklerin ihtiyaçlarıma cevap verecek yeterlikte olmaması
- 12. Ders çalışma da dahil her türlü faaliyetin toplu yaşama kurallarına göre plânlanması
- 13. Ekonomik ve kültürel açıdan genellikle orta düzey ailelerin çocuklarının bir arada olması
- 14. Maddî olarak yakınımızdaki bir okulda okumamdan daha pahalıya mal olması
- 15. Kültürel açıdan büyüdüğüm kültüre yabancılaşmam
- 16. Okulun küçük bir yerleşim biriminde olması
- 17. Okulun büyük bir yerleşim biriminde olması
- 18. Diğer (Lütfen belirtiniz).....

**13. Bu olumsuzlukları gidermek için çözüm önerileriniz nelerdir?
(Lütfen aşağıdaki boşluğa yazınız)**

14. Anadolu Öğretmen Liseleri ile ilgili olarak paylaşmak istediğiniz olumlu-olumsuz gözlem veya deneyimleriniz varsa lütfen aşağıdaki boşluğa yazınız.

APPENDIX K

AÖL'de GÖREV YAPMAKTA OLAN ÖĞRETMEN ANKETİ

Değerli Meslektaşım,

Anadolu Öğretmen Liseleri (AÖL) öğretmenlik mesleğinin öğrenciler tarafından daha iyi tanınmasını ve sevilmesini sağlamak, üniversitelerin öğretmen yetiştiren bölümlerine öğrenci hazırlamak gibi önemli sorumlulukları üstlenmiş orta öğretim kurumlarıdır.

Bu kurumların hedeflerini gerçekleştirme durumlarının değerlendirilmesi öğretmen yetiştirme sürecinde kalitenin artırılması açısından büyük önem taşımaktadır. Bu nedenle Anadolu Öğretmen Liselerini tercih eden öğrencilerin özellikleri ile bu okullardan mezun olan öğrencilerin mezuniyet sonrası durumlarının incelenmesini kapsayan bir araştırma yürütmekteyim.

Araştırma kapsamında AÖL'de görev yapan öğretmenler olarak sizlerin görüşlerine ihtiyaç duyulmaktadır.

Sizden, Kişisel Bilgiler, AÖL'ye İlişkin Görüşler ve Öğretmenlik Mesleğine Yönelik Tutum bölümlerinden oluşan ankette yer alan sorularda size uygun gelen seçeneğin yanındaki içine (X) işareti koymanız ve boş bırakılan yerleri yazı ile doldurmanız istenmektedir. Ankete lütfen isminizi yazmayınız, vereceğiniz cevaplar sadece bu araştırma için kullanılacak başka kişi ve kuruma verilmeyecektir.

Her maddeyi dikkatlice okuyup anketi eksiksiz ve içtenlikle cevaplamanızı rica ediyorum.

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Doktora Öğrencisi

BÖLÜM I. KİŞİSEL BİGİLER

1. Görev yaptığınız il:.....

2. Görev yaptığınız okul:.....Anadolu Öğretmen Lisesi

3. Göreviniz: () 1. Yönetici () 2. Öğretmen

4. Cinsiyetiniz: () 1. K () 2. E

5. Yaşınız:

() 25 ve altı

() 26-35

() 36-45

() 46-55

() 55 ve üzeri

5a Kıdeminiz:

() 1-5 yıl

() 6-10 yıl

() 11-15 yıl

() 16-20 yıl

() 21 ve üzeri

6 Branşınız:.....

7. Haftalık ders yükünüz

() 1. Kendi branşınızda:.....saat

() 2. Diğer branşlarda:.....saat

8. Mezun olduğunuz lisenin türü:

() 1. Öğretmen Lisesi

() 2. Genel lise

() 3. Anadolu Lisesi

() 4. Fen Lisesi

() 5. Kız Meslek Lisesi

() 6. Endüstri Meslek Lisesi

() 7. İmam Hatip Lisesi

() 8. Diğer (Lütfen belirtiniz).....

9. Eğitim durumunuz:

() 1. Lisans

() 2. Yüksek lisans

() 3. Doktora

() 4. Diğer (Lütfen belirtiniz).....

10. En son mezun olduğunuz üniversite vb.yüksek öğretim kurumunun açık adı:

.....

11. En son mezun olduğunuz yüksek öğretim kurumu?

- () 1. Eğitim Fakültesi () 3. Fen Edebiyat Fakültesi
 () 2. Eğitim Bilimleri Fakültesi () 4. Diğer (Lütfen belirtiniz).....

12. Öğretmen yetiştiren bir yüksek öğretim kurumu mezunu değilseniz Öğretmenlik Eğitimi'ni nerede aldınız? (Birden fazla seçenek işaretleyebilirsiniz)

- () 1. Üniversitede lisans eğitiminde
 () 2. Üniversitede yüksek lisans eğitiminde
 () 3. Öğretmenlik sertifikası programında
 () 4. Hizmet içi eğitimlerde
 () 5. Hiç eğitim almadım
 () 6. Diğer (Lütfen belirtiniz).....

13. Son üç yıl içinde eğitim durumunuzdaki en önemli gelişme nedir?

- () 1. Yüksek lisansa başladım () 5. Eğitimle ilgili hizmet içi eğitime gittim
 () 2. Yüksek lisansı bitirdim () 6. Diğer (Lütfen belirtiniz).....
 () 3. Doktora başladım
 () 4. Doktora bitirdim () 7. Hiç gelişme olmadı

14. Eğitimle ilgili olarak yurt dışı deneyiminiz var mı?

- () 1. Evet () 2. Hayır

15. AÖL'de öğretmenliğe geçiş şekliniz:

- () 1. İlk atama
 () 2. AÖL'de öğretmenlik sınavını kazanarak
 () 3. İhtiyaca özel yayınlanan genelge ile
 () 4. Valilik oluru ile
 () 5. Diğer (Lütfen belirtiniz).....

16. Öğretmen olarak AÖL'de çalışmayı tercih etmenizin başlıca nedenleri nelerdir?**(Birden fazla seçenek işaretleyebilirsiniz)**

- () 1. Seçilmiş öğrencilerin olması
 () 2. Seçilmiş öğretmenlerin olması
 () 3. Üniversite hedefini büyük oranda belirlemiş öğrencilerin olması
 () 4. Fizikî koşulların daha iyi olması
 () 5. Sınıf mevcutlarının az olması
 () 6. Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü'nün bu okullarla özel olarak ilgilenmesi
 () 7. Bu okulda çalışmanın daha prestijli olması
 () 8. Öğretmen öğrenci ilişkilerinin daha samimi olması
 () 9. Branşınızın eğitim bilimleri (program, ölçme ve değerlendirme...) alanında olması
 () 10. Daha önce bu tür bir okulda çalışmış olmanız
 () 11. Öğretmen lisesi mezunu olmanız
 () 12. Okulun lojman vermesi
 () 13. Diğer (Lütfen belirtiniz).....

BÖLÜM II: ANADOLU ÖĞRETMEN LİSELERİNE İLİŞKİN GÖRÜŞLER**17. Öğrencilerinizin AÖL'yi tercih etmelerinin başlıca sebepleri nelerdir?****(Birden fazla seçenek işaretleyebilirsiniz)**

- () 1. Öğretmen olmayı istemeleri
 () 2. Parasız yatılılık imkânından yararlanmak istemeleri
 () 3. Paralı da olsa yatılı okumak istemeleri
 () 4. İyi bir yabancı dil (İngilizce) eğitimi almak istemeleri
 () 5. İkinci yabancı dil (Almanca) eğitimi almak istemeleri
 () 6. Öğrencilerin seçilerek alınması
 () 7. Seçilmiş öğretmenlerin görev yapması
 () 8. Öğrencinin ders çalışmaya evde olduğundan daha çok vakit bulabilmesi
 () 9. Evlerinde ders çalışabilecekleri bir ortamın olmaması
 () 10. Fizikî koşulların (derslikler, spor salonu, laboratuvar vb.) iyi olması

- () 11. Sınıf mevcutlarının az olması
- () 12. Okulun merkezî bir yerde olması
- () 13. ÖSS’de başarı oranının yüksek olması
- () 14. ÖSS’de eğitim fakültesini tercih etmeleri durumunda ek puan verilmesi
- () 15. ÖSS’de öğretmenlik bölümlerini ilk beş sırada tercih ederek kazanmaları durumunda üniversitede burs verilmesi
- () 16. Öğretmenlik dışındaki bölümleri de tercih edebilmeleri
- () 17. Öğretmen oldukları taktirde iş garantisinin olması
- () 18. Öğretmen lisesi mezunu öğretmenlerin ihtiyaç bulunan AÖL’lere öncelikli olarak atanması
- () 19. Toplumda bu okullarda verilen eğitimin daha kaliteli olduğuna dair genel bir görüşün olması
- () 20. Ailelerinin bu okulda okumalarını istemesi
- () 21. Arkadaşlarından etkilenmeleri
- () 22. AÖL’de okuyan ya da mezun yakınlarından etkilenmeleri
- () 23. Öğretmenlerinin tavsiyeleri
- () 24. Okulun yatılı bölümünün sadece kız ya da sadece erkek öğrencilere yönelik olması
- () 25. Diğer (Lütfen belirtiniz).....

18. AÖL’de görev yapan bir öğretmen olarak, sizce AÖL’lerin başlıca olumlu vanları (avantajları) nelerdir? (Birden fazla seçenek işaretleyebilirsiniz)

- () 1. Öğrencilerin seçilerek alınması
- () 2. Gelir düzeyi düşük olan ailelerin çocuklarına parasız yatılı olarak okuma imkânın sağlanması
- () 3. Büyük oranda öğretmen olmak isteyen öğrencilerin bu okulları tercih etmesi
- () 4. Okul ortamının öğrencileri, öğretmenlik mesleğine hazırlayıcı nitelikte olması
- () 5. Öğrencilere öğretmenlik mesleğini daha fazla tanıma fırsatı verilmesi
- () 6. Öğrencilerin öğretmenlik mesleğini sevmelerinin sağlanması
- () 7. Mezunların üniversite sınavında ek puanla öğretmen yetiştiren bölümlere girme şansının daha yüksek olması
- () 8. Mezunların üniversite sınavında öğretmenlik bölümleri dışındaki bölümleri de tercih edebilmesi
- () 9. Mezunların öğretmenlik bölümlerini ilk beş sırada tercih ederek kazanmaları durumunda üniversiteyi burslu okumaları
- () 10. Mezunların öğretmen olması durumunda iş garantisinin olması
- () 11. Öğretmen lisesi mezunu öğretmenlerin ihtiyaç bulunan öğretmen liselerine öncelikli olarak atanması
- () 12. Yönetici ve öğretmenlerin seçilerek atanması
- () 13. Disiplin sorunlarının daha az olması
- () 14. Fizikî koşullarının (bina, tesislerin) daha iyi olması
- () 15. Öğrencilere ilgi ve yeteneklerini geliştirici seçmeli derslerin çeşitli olması
- () 16. Öğrencilerin ilgi ve yeteneklerini geliştirmeleri için sağlanan imkânların (spor salonu, çok amaçlı salon, müzik odası vb.) daha iyi olması
- () 17. Derslerde kullanılan öğretim materyallerinin güncel olması
- () 18. Sınıf mevcutlarının daha az olması
- () 19. İyi bir yabancı dil (İngilizce) eğitimi verilmesi
- () 20. İkinci yabancı dil (Almanca) eğitimi verilmesi
- () 21. Öğrencinin ders çalışmaya evinde olduğundan daha çok vakit bulabilmesi
- () 22. Öğrencilerin üniversiteye girme konusunda sürekli olarak teşvik edilmesi
- () 23. Öğretmen öğrenci ilişkilerinin daha samimi olması
- () 24. Öğrencilerin kendi ayakları üzerinde durmayı öğrenmeleri
- () 25. Öğrencilerin toplu yaşama kültürü kazanmaları
- () 26. Öğrencilerin insan ilişkilerinde çeşitli deneyimler kazanmaları
- () 27. Öğrencilerin büyüdükleri çevreden başka çevre ve kültürleri tanımaları
- () 28. Öğrencilerin farklı kültürlerden gelen öğrencilerle kaynaşmaları
- () 29. Öğrencilerin ailelerinin kültürel gelişimine olumlu yönde katkı sağlaması
- () 30. Öğrencilerin kardeşlerinin eğitimi konusunda olumlu katkılar sağlaması
- () 31. Öğrencilerin orta gelirli ailelerden olması nedeniyle maddî ve kültürel açıdan ezilmemeleri
- () 32. Okulun yatılı bölümünün sadece kız ya da erkek öğrencilere yönelik olması
- () 33. Diğer (Lütfen belirtiniz).....

19. AÖL’de görev yapan bir öğretmen olarak, sizce AÖL’lerin başlıca olumsuz yanları (dezavantajları) nelerdir? (Birden fazla seçenek işaretleyebilirsiniz)

1. Okulun yatılı olmasından dolayı öğrencilerin ailelerinden uzakta okuması
2. Ailelerle yeterince iş birliği yapılamaması
3. Ailelerle yeterince iletişim kurulamaması
4. Öğretmenlerin istenilen yeterlikte olmaması
5. Sınıf mevcudu yetersizliğinden bazı alanlarda (resim, müzik, spor vb.) sınıf açılmaması
6. Üniversite sınavında öğretmenlik meslek dersleri konularında soru sorulmaması
7. Üniversite sınavında ek puan verilmesinden dolayı öğrencilerin kapasitelerini zorlamaması
8. Öğrencilerin ÖSS’de öğretmenlik bölümlerini açıkta kalma endişesi ile tercih etmesi
9. Öğrencilerin ÖSS’de öğretmenlik bölümlerini ileride iş bulamama endişesiyle tercih etmesi
10. AÖL mezunlarının diğer meslek lisesi mezunları gibi ara eleman olarak değerlendirilmemesi
11. Yemeklerin öğrencilerin ihtiyaçlarına cevap verecek yeterlikte olmaması
12. Ders çalışma da dahil her türlü faaliyetin toplu yaşama kurallarına göre plânlanması
13. Ekonomik ve kültürel açıdan genellikle orta düzey ailelerin çocuklarının bir arada olması
14. Ailelere maddî olarak daha pahalıya mal olması
15. Öğrencilerin büyüdüğü kültüre yabancılaşmaları
16. Okulun küçük bir yerleşim biriminde olması
17. Okulun büyük bir yerleşim biriminde olması
18. Öğretmenlere belletmenlik görevi verilmesi
19. Anadolu lisesi olmasına rağmen öğretmenlerin ders ücreti vb. özlük haklarının Anadolu lisesi öğretmenleriyle aynı olmaması
20. Diğer (Lütfen belirtiniz).....

20. Bu olumsuzlukları gidermek için çözüm önerileriniz nelerdir?

(Lütfen aşağıdaki boşluğa yazınız)

21. Anadolu Öğretmen Liseleri ile ilgili olarak paylaşmak istediğiniz olumlu-olumsuz gözlem veya deneyimleriniz varsa lütfen aşağıdaki boşluğa yazınız.

Anket bitmiştir. TEŞEKKÜR EDERİM

APPENDIX L

VELİ ANKETİ

Sayın Veli,

Anadolu Öğretmen Liseleri öğretmenlik mesleğinin öğrenciler tarafından daha iyi tanınmasını ve sevilmesini sağlamak, üniversitelerin öğretmen yetiştiren bölümlerine öğrenci hazırlamak gibi önemli sorumlulukları üstlenmiş orta öğretim kurumlarıdır.

Bu kurumların hedeflerini gerçekleştirme durumlarının değerlendirilmesi öğretmen yetiştirme sürecinde kalitenin artırılması açısından büyük önem taşımaktadır. Bu nedenle Anadolu Öğretmen Liselerini terci eden öğrencilerin özellikleri ile bu okullardan mezun olan öğrencilerin mezuniyet sonrası durumlarının incelenmesini kapsayan bir araştırma yürütmekteyim.

Araştırma kapsamında Anadolu Öğretmen Lisesinde çocuğunu okutan aileler olarak sizlerin görüşlerine ihtiyaç duyulmaktadır.

Sizden, Kişisel Bilgiler ve AÖL'ye İlişkin Görüşler olarak iki bölümden oluşan ankette yer alan sorularda size uygun gelen seçeneğin yanındaki parantezin içine (X) işareti koymanız, ve boş bırakılan yerleri yazı ile doldurmanız istenmektedir. Ankete lütfen isminizi yazmayınız, vereceğiniz cevaplar sadece bu araştırma için kullanılacak başka kişi ve kuruma verilmeyecektir.

Her maddeyi dikkatlice okuyup anketi eksiksiz ve içtenlikle cevaplamanızı rica ediyorum.

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Doktora Öğrencisi

I. BÖLÜM: KİŞİSEL BİLGİLER

1. Velisi olduğunuz Anadolu Öğretmen Lisesi öğrencisi ile yakınlık dereceniz nedir?

1. Annesiyim 2. Babasıyım 3. Diğer (Lütfen yazınız).....

2. Oturduğunuz ilin adı:.....

3. Oturduğunuz yerleşim birimi: 1. Köy 2. Belde 3. İlçe 4. İl merkezi

4. Cinsiyetiniz: 1. Kadın 2. Erkek

5. Yaşınız: 35 ve altı 36-45 46-55 56 ve üzeri

6. Öğrenim durumunuz (Lütfen en son bitirdiğiniz okulu temel alınız):

1. Okuma-yazma bilmiyorum 5. Lise
 2. Sadece okuma yazma biliyorum 6. Ön Lisans (İki yıllık yüksek okul)
 3. İlkokul 7. Lisans (Dört yıllık fakülte)
 4. Ortaokul 8. Yüksek Lisans (Master/Doktora)

7. Çalışma durumunuz:

1. Sürekli bir işte çalışıyorum 2. İş buldukça çalışıyorum 3. Emekli 4. Çalışmıyorum

Çalışmıyorsanız 8-10. soruları cevaplamayınız, 11. soruya geçiniz

8. İşiniz (Lütfen yazınız):.....

9. Çalıştığınız sektör: 1. Özel 2. Kamu 3. Kendi İşim 4. Diğer (yazınız).....

10. Aylık ortalama kazancınız:..... TL

Eşiniz yaşamıyorsa lütfen 11-15. soruları cevaplamayınız 16. soruya geçiniz.**11. Eşinizin öğrenim durumu** (lütfen en son bitirdiği okulu temel alınız):

- () 1. Okuma-yazma bilmiyor () 5. Lise
 () 2. Sadece okuma yazma biliyor () 6. Ön Lisans (İki yıllık yüksek okul)
 () 3. İlkokul () 7. Lisans (Dört yıllık fakülte)
 () 4. Ortaokul () 8. Lisans üstü (Master/Doktora)

12. Eşinizin çalışma durumu:

- () 1. Sürekli bir işte çalışıyor () 2. İş buldukça çalışıyor () 3. Emekli () 4. Çalışmıyor

Eşiniz çalışmıyorsa 13-15. soruları cevaplamayınız**13. Eşinizin İş** (Lütfen yazınız):.....**14. Eşinizin çalıştığı sektör:** () 1. Özel () 2. Kamu () 3. Kendi İş () 4. Diğer (yazınız).....**15. Eşinizin aylık ortalama kazancı:**TL**16. Aile bütçesine eşiniz veya sizden başka katkıda bulunan varsa lütfen kaynağını ve miktarını belirtir misiniz?**...../..... TL**17. Ailenizin aylık TOPLAM geliri nedir?**.....TL**18. Çocuklarınız varsa sayısını aşağıda verilen seçeneklerden uygun olanın karşısına yazınız.**

- () 1. Altı yaşından küçük ve okula gitmeyen:.... () 6. AÖL'den sonra devam etmeyen:.....
 () 2. Ana sınıfına/ Anaokuluna devam eden:..... () 7. Diğer liselere devam eden:.....
 () 3. İlköğretime devam eden:..... () 8. Liseden sonra okula devam etmeyen:.....
 () 4. İlköğretimden sonra devam etmeyen:..... () 9. Üniversiteye devam eden:
 () 5. AÖL'ye devam eden:..... () 10. Üniversiteyi bitiren:.....

19. Anadolu Öğretmen Lisesine giden çocuğunuzun öğrenim şekli:

- () 1. Paralı Yatılı () 2. Parasız Yatılı () 3. Gündüzlü

Eğer çocuğunuzun paralı yatılı okutuyorsanız nedenini lütfen aşağıdaki boşluğa yazınız.**20. Çocuğunuzun devam ettiği Anadolu Öğretmen Lisesi oturduğunuz ilde mi?**

- () 1. Evet () 2. Hayır

21. Ailenizdeki birey sayısı (siz dahil)

- () 3 kişi () 4-5 kişi () 6-7 kişi () 8 ve yukarı

22. Oturduğunuz evin türü: () 1. Gecekondu () 2. Müstakil ev () 3. Apartman daresi**23. Oturduğunuz ev kime ait?**

- () 1. Kendimize ait () 2. Lojman () 3. Kira () 4. Kendimize ait değil ama kira ödemiyoruz

24. Evinizdeki oda sayısı (mutfak hariç):

- () 1. Tek oda () 4. Üç oda ve salon
 () 2. Tek oda ve salon () 5. Dört ve daha fazla oda ve salon
 () 3. İki oda ve salon

25. Oturduğunuz evin ısıtma düzeni:

- () 1. Soba () 2. Kalorifer () 3. Kat kaloriferi/Kombi () 4. Diğer (yazınız).....

26. Ailenizin sahip olduğu eşyalar (Birden fazla seçenek işaretleyebilirsiniz. (Eğer aynı eşyadan birden fazla varsa, eşyanın adının yanındaki parantez içinde sayısını belirtiniz)

- () 1. Buzdolabı () 8. DVD/VCD
 () 2. Çamaşır makinesi () 9. Araba
 () 3. Bulaşık makinesi () 10. Ev (daire)
 () 4. Renkli TV () 11. Yazlık ev
 () 5. Telefon () 12. Diğer (lütfen belirtiniz).....
 () 6. Video
 () 7. Bilgisayar

II. BÖLÜM: ANADOLU ÖĞRETMEN LİSELERİNE İLİŞKİN GÖRÜŞLER

27. Çocuğunuzu Anadolu Öğretmen Lisesine göndermenizin başlıca sebepleri nelerdir?

(Birden fazla seçenek işaretleyebilirsiniz)

- 1. İleride çocuğumun öğretmen olmasını istiyor olmam
- 2. Gelir düzeyimin düşük olması nedeniyle çocuğumu parasız yatılı olarak okutabilmem
- 3. Gelir düzeyimin iyi olmasına rağmen çocuğumun yatılı okul deneyimi kazanmasını istemem
- 4. Çocuğumun iyi bir yabancı dil (İngilizce) eğitimi almasını istemem
- 5. Çocuğumun ikinci yabancı dil eğitimi almasını istemem
- 6. Öğrencilerin seçilerek alınması
- 7. Seçilmiş öğretmenlerin görev yapması
- 8. Öğrencinin ders çalışmaya evde olduğundan daha çok vakit bulabilmesi
- 9. Evimizde çocuğumun ders çalışabileceği bir ortamın olmaması
- 10. Fizikî koşulların (derslikler, spor salonu, laboratuvar vb.) iyi olması
- 11. Sınıf mevcutlarının az olması
- 12. Okulun merkezî bir yerde olması
- 13. Üniversite sınavında başarı oranının yüksek olması
- 14. Çocuğumun üniversite sınavında öğretmenlik bölümlerini tercih etmesi durumunda ek puan verilmesi
- 15. Çocuğumun öğretmenlik bölümlerini ilk beş sırada tercih ederek kazanması durumunda üniversitede burs verilmesi
- 16. Çocuğumun üniversite sınavında öğretmenlik dışındaki bölümleri de tercih edebilmesi
- 17. Çocuğum öğretmen olduğu takdirde iş garantisinin olması
- 18. Öğretmen lisesi mezunu öğretmenlerin ihtiyaç bulunan AÖL'lere öncelikli olarak atanması
- 19. Toplumda bu okullarda verilen eğitimin daha kaliteli olduğuna dair genel bir görüşün olması
- 20. Çocuğumun bu okulda okumak istemesi
- 21. AÖL'de okuyan/mezun olmuş bir yakınımızdan edindiğimiz olumlu izlenimler
- 22. Çocuğumun öğretmenlerinin AÖL'lerle ilgili olumlu tavsiyeleri
- 23. Okulun yatılı bölümünün sadece kız ya da sadece erkek öğrencilere yönelik olması
- 24. Diğer (Lütfen belirtiniz).....

28. Çocuğunu AÖL'de okutan bir veli olarak, sizce AÖL'nin başlıca olumlu yanları nelerdir?

(Birden fazla seçenek işaretleyebilirsiniz)

- 1. Öğrencilerin seçilerek alınması
- 2. Gelir düzeyi düşük olan ailelerin çocuklarına parasız yatılı olarak okuma imkânının sağlanması
- 3. Büyük oranda öğretmen olmak isteyen öğrencilerin bu okulları tercih etmesi
- 4. Okul ortamının öğrencileri, öğretmenlik mesleğine hazırlayıcı nitelikte olması
- 5. Öğrencilere öğretmenlik mesleğini daha fazla tanıma fırsatı verilmesi
- 6. Öğrencilerin öğretmenlik mesleğini sevmelerinin sağlanması
- 7. Mezunların üniversite sınavında ek puanla öğretmen yetiştiren bölümlere girme şansının daha yüksek olması
- 8. Mezunların üniversite sınavında öğretmenlik bölümleri dışındaki bölümleri de tercih edebilmesi
- 9. Mezunların öğretmenlik bölümlerini ilk beş sırada tercih ederek kazanmaları durumunda üniversiteyi burslu okumaları
- 10. Mezunların öğretmen olması durumunda iş garantisinin olması
- 11. Öğretmen lisesi mezunu öğretmenlerin öncelikle ihtiyaç bulunan öğretmen liselerine olarak
- 12. Yönetici ve öğretmenlerin seçilerek atanması
- 13. Disiplin sorunlarının daha az olması
- 14. Fizikî koşullarının (bina, tesislerin) daha iyi olması
- 15. Öğrencilere ilgi ve yeteneklerini geliştirici seçmeli derslerin çeşitli olması
- 16. Öğrencilerin ilgi ve yeteneklerini geliştirmeleri için sağlanan imkânların (spor salonu, çok amaçlı salon, müzik odası vb.) daha iyi olması
- 17. Derslerde kullanılan öğretim materyallerinin güncel olması
- 18. Sınıf mevcutlarının daha az olması
- 19. İyi bir yabancı dil (İngilizce) eğitimi verilmesi

- () 20. İkinci yabancı dil (Almanca) eğitimi verilmesi
- () 21. Öğrencinin ders çalışmaya evde olduğundan daha çok vakit bulabilmesi
- () 22. Öğrencilerin üniversiteye girme konusunda sürekli olarak teşvik edilmesi
- () 23. Öğretmen öğrenci ilişkilerinin daha samimi olması
- () 24. Öğrencilerin kendi ayakları üzerinde durmayı öğrenmeleri
- () 25. Öğrencilerin toplu yaşama kültürü kazanmaları
- () 26. Öğrencilerin insan ilişkilerinde çeşitli deneyimler kazanmaları
- () 27. Öğrencilerin büyüdüleri çevreden başka çevre ve kültürleri tanımaları
- () 28. Öğrencilerin farklı kültürlerden gelen öğrencilerle kaynaşmaları
- () 29. Öğrencilerin ailelerinin kültürel gelişimine olumlu yönde katkı sağlaması
- () 30. Öğrencilerin kardeşlerinin eğitimi konusunda olumlu katkılar sağlaması
- () 31. Öğrencilerin orta gelirli ailelerden olması nedeniyle maddî ve kültürel açıdan ezilmemeleri
- () 32. Okulun yatılı bölümünün sadece kız ya da erkek öğrencilere yönelik olması
- () 33. Diğer (Lütfen belirtiniz).....

29. Çocuğunu AÖL’de okutan bir veli olarak, sizce AÖL’nin başlıca olumsuz yanları nelerdir? (Birden fazla seçenek işaretleyebilirsiniz)

- () 1. Okulun yatılı olmasından dolayı çocuğumuzun bizden uzak olması
- () 2. Çocuğumuzun öğretmenleri ile yeterince iş birliği yapamamamız
- () 3. Çocuğumuzun öğretmenleri ile yeterince iletişim kuramamamız
- () 4. Öğretmenlerin istenilen yeterlikte olmaması
- () 5. Sınıf mevcudu yetersizliğinden bazı alanlarda (resim, müzik, spor vb.) sınıf açılmaması
- () 6. Üniversite sınavında öğretmenlik meslek dersleri konularında soru sorulmaması
- () 7. Üniversite sınavında ek puan verilmesinden dolayı öğrencinin kendi kapasitesini zorlamaması
- () 8. Öğrencilerin açıkta kalma endişesiyle ÖSS’de öğretmenlik bölümlerini tercih etmesi
- () 9. Öğrencilerin ileride iş bulamama endişesiyle ÖSS’de öğretmenlik bölümlerini tercih etmesi
- () 10. AÖL mezunlarının diğer meslek lisesi mezunları gibi ara eleman olarak değerlendirilememesi
- () 11. Yemeklerin öğrencilerin ihtiyaçlarına cevap verecek yeterlikte olmaması
- () 12. Ders çalışma da dahil her türlü faaliyetin toplu yaşama kurallarına göre plânlanması
- () 13. Ekonomik ve kültürel açıdan orta düzey ailelerin çocuklarının bir arada olması
- () 14. Maddî olarak yakınımızdaki bir okulda okumasından daha pahalıya mal olması
- () 15. Kültürel açıdan çocuğumuzun bize yabancılaşması
- () 16. Okulun küçük bir yerleşim biriminde olması
- () 17. Okulun büyük bir yerleşim biriminde olması
- () 18. Diğer (Lütfen belirtiniz).....

30. Bu olumsuzlukları gidermek için çözüm önerileriniz nelerdir?

(Lütfen aşağıdaki boşluğa yazınız)

31. Anadolu Öğretmen Liseleri ile ilgili olarak paylaşmak istediğiniz olumlu-olumsuz gözlem veya deneyimleriniz varsa lütfen aşağıdaki boşluğa yazınız.

APPENDIX M

MEZUN ANKETİ

Sayın Mezun,

Anadolu Öğretmen Liseleri (AÖL) öğretmenlik mesleğinin öğrenciler tarafından daha iyi tanınmasını ve sevilmesini sağlamak, üniversitelerin öğretmen yetiştiren bölümlerine öğrenci hazırlamak gibi önemli sorumlulukları üstlenmiş orta öğretim kurumlarıdır.

Bu kurumların hedeflerini gerçekleştirme durumlarının değerlendirilmesi öğretmen yetiştirme sürecinde kalitenin artırılması açısından büyük önem taşımaktadır. Bu nedenle AÖL'leri tercih eden öğrencilerin özellikleri ile bu okullardan mezun olan öğrencilerin mezuniyet sonrası durumlarının incelenmesini kapsayan bir araştırma yürütmekteyim.

Araştırma kapsamında AÖL mezunu olarak sizlerin görüşlerine ihtiyaç duyulmaktadır.

Sizden, Kişisel Bilgiler ve AÖL'den Mezuniyet Sonrası Duruma İlişkin Bilgiler ile AÖL'ye İlişkin Görüşler olarak üç bölümden oluşan ankette yer alan sorularda size uygun gelen seçeneğin yanındaki parantezin içine (X) işareti koymanız, ve boş bırakılan yerleri yazı ile doldurmanız istenmektedir. Ankete lütfen isminizi yazmayınız, vereceğiniz cevaplar sadece bu araştırma için kullanılacak başka kişi ve kuruma verilmeyecektir.

Her maddeyi dikkatlice okuyup anketi eksiksiz ve içtenlikle cevaplamanızı rica ediyorum.

Katkılarınız için teşekkür eder, başarılar dilerim

Semra TİCAN BAŞARAN
Orta Doğu Teknik Üniversitesi
Eğitim Bilimleri Bölümü
Doktora Öğrencisi

BÖLÜM I: KİŞİSEL BİLGİLER

1. Yaşınız:.....

2. Cinsiyetiniz: () 1. K () 2. E

3. Oturduğunuz il:.....

4. Oturduğunuz yerleşim birimi

() 1. Köy () 2. Belde () 3. İlçe () 4. İl merkezi

5. Anneniz yaşıyor mu?

() 1. Evet () 2. Hayır

Cevabınız HAYIR ise 6. soruyu cevaplamayınız.

6. Annenizin öğrenim durumu (lütfen en son bitirdiği okulu temel alınız)

- () 1. Okuma-yazma bilmiyor
() 2. Okul bitirmede ama okuma yazma biliyor
() 3. İlkokul
() 4. Ortaokul
() 5. Lise
() 6. Ön Lisans (İki yıllık yüksek okul)
() 7. Lisans (Dört yıllık fakülte)
() 8. Lisans üstü (Master/Doktora)

7. Babanız yaşıyor mu?

() 1. Evet () 2. Hayır

Cevabınız HAYIR ise 8. soruyu cevaplamayınız

8. Babanızın öğrenim durumu (lütfen en son bitirdiği okulu temel alınız):

1. Okuma-yazma bilmiyor
 2. Okul bitirmede ama okuma yazma biliyor
 3. İlkokul
 4. Ortaokul
 5. Lise
 6. Ön Lisans (İki yıllık yüksek okul)
 7. Lisans (Dört yıllık fakülte)
 8. Yüksek Lisans (Master/Doktora)

9. Mezun olduğunuz AÖL:.....

10. Mezuniyet yılınız:

11. Öğrenim Şekliniz: () 1. Paralı Yatılı () 2. Parasız Yatılı () 3. Gündüzlü

12. ÖYS/ÖSYS'ye kaç kez girdiniz? () Bir () İki () Üç'ten fazla

13. Üniversiteyi kazanıp gitmediğiniz oldu mu?

1. Evet (Lütfen sayısını ve nedenini belirtiniz).....
 2. Hayır

BÖLÜM II: AÖL'den MEZUNİYET SONRASI DURUMUNUZA İLİŞKİN BİLGİLER

14. Bir işte çalışıyor musunuz? (Cevabınız hayır ise lütfen 25. Soruya geçiniz)

1. Evet () 2. Hayır

15. Hangi sektörde çalışıyorsunuz?

1. Kamu () 2. Özel () 3. Kendi işimde () 4. Diğer (Lütfen belirtiniz).....

16. AÖL'den mezuniyetinizden ne kadar süre sonra bu işi buldunuz?.....yıl/.....ay

17. Bu işiniz AÖL'den mezuniyetinizden sonraki ilk işiniz mi?

1. Evet () 2. Hayır (daha önce kaç işte çalıştığınızı lütfen belirtiniz).....

18. Ücretli olarak bir işte çalışıyorsanız hangi yolla bu işi buldunuz?

(Birden fazla seçenek işaretleyebilirsiniz)

1. Eleman aramıyor ilanlarıyla () 5. Kendi kişisel çabalarım
 2. Tanıdık/arkadaş yardımıyla () 6. Yönetici ve öğretmenlerim yardımıyla
 3. İş ve işçi bulma kurumu aracılığıyla () 7. İşveren kendisi teklif etti
 4. Ailemin özel çabalarıyla () 8. Diğer (lütfen belirtiniz).....

19. Ne kadar süredir bu işte çalışıyorsunuz?yıl/.....ay

20. Çalıştığımız işinizden aylık kazancınız nedir?.....TL

21. Sigortalı mısınız?

1. Evet () 2. Hayır

22. Çalıştığımız işinizi bulmanızda AÖL mezunu olmanız ne derece etkili oldu?

1. Çok () 2. Orta () 3. Az () 4. Hiç

23. Neden bu işte çalışıyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz)

1. Sevdiğim için
 2. ÖSS'den ümidim kalmadığı için
 3. Üniversitede okumak için maddi imkânım olmadığı için
 4. Aileme maddi katkıda bulunmak zorunda olduğu için
 5. Aile mesleği olduğu için
 6. Diğer (Lütfen belirtiniz).....

24. AÖL mezunu olmanız işinizdeki başarınız açısından ne derecede önemlidir?

1. Çok () 2. Orta () 3. Az () 4. Hiç

25. Ücretli bir işte çalışmıyor iseniz başlıca uğraşınız nedir? (Birden fazla işaretleyebilirsiniz)

1. ÖSS'ye hazırlık için dershaneye gitmek () 4. Ücretli bir iş aramak
 2. ÖSS'ye evde hazırlanmak () 5. Diğer (Lütfen belirtiniz).....
 3. Ücretsiz olarak bir işte çalışmak

26. Üniversiteyi kazanamamanızın başlıca sebebi nedir? (Birden fazla işaretleyebilirsiniz)

- 1. AÖL’de verilen eğitimin niteliğinin düşük olması
- 2. Dershane, özel ders gibi okul dışı destek alamamam
- 3. Mezun olduğum AÖL’de branşlara göre yeterli öğretmen olmaması
- 4. Mezun olduğum AÖL’de öğretmenlerin yeterli olmaması
- 5. AÖL’deki meslekî yönlendirme ve rehberliğin yetersizliği
- 6. Öğretmenlik dışındaki bölümleri tercih etmiş olmam
- 7. ÖSS’ye iyi hazırlanamamış olmam
- 8. Tercih hatası yapmam
- 9. ÖSS’de cevapları işaretlerken kaydırmam
- 10. Ailemin gelirinin üniversitede okumama yeterli olmaması
- 11. Üniversiteye gitmek istememem
- 12. Diğer (Lütfen belirtiniz).....

27. Mezuniyetinizden bu yana mezun olduğunuz lisenizden hangi hizmetleri alabildiniz?

- 1. Mezunlara yönelik duyuru bültenlerinin hazırlanması
- 2. Mezunları bir araya getirmek için çeşitli törenlerin düzenlenmesi
- 3. Mezun izleme çalışmalarının yapılması
- 4. Diğer (Lütfen belirtiniz).....
- 5. Hiç bir hizmet alamıyorum

BÖLÜM III: ANADOLU ÖĞRETMEN LİSELERİNE İLİŞKİN GÖRÜŞLER

28. AÖL’yi tercih etmenizin başlıca sebepleri nelerdi?

(Birden fazla seçenek işaretleyebilirsiniz)

- 1. Öğretmen olmayı istemiş olmam
- 2. Parasız yatılılık imkânından yararlanmak
- 3. Paralı da olsa yatılı okumak
- 4. İyi bir yabancı dil (İngilizce) eğitimi almak
- 5. İkinci yabancı dil eğitimi almak
- 6. Öğrencilerin seçilerek alınması
- 7. Öğretmenlerin seçilerek alınması
- 8. Öğrencinin zamanının büyük çoğunluğunu ders çalışmaya ayırabilmesi
- 9. Evimde ders çalışabileceğim bir ortamın olmaması
- 10. Diğer okullara göre fizikî koşullarının (bina, ve tesislerin.) daha iyi olması
- 11. Sınıf mevcutlarının az olması
- 12. Okulun merkezî bir yerde olması
- 13. ÖSS’de başarı oranının yüksek olması
- 14. ÖSS’de eğitim fakültesini tercih etmem durumunda ek puan verilmesi
- 15. Öğretmenlik bölümlerini ilk beş sırada tercih etmem durumunda üniversitede burs verilmesi
- 16. Mezunların öğretmenlik dışındaki bölümleri de tercih edebilmesi
- 17. Öğretmen olduğum taktirde iş garantisinin olması
- 18. Öğretmen lisesi mezunu öğretmenlerin bu liselere, öncelikli olarak atanması
- 19. Toplumda bu okullarda verilen eğitimin daha kaliteli olduğuna dair genel bir görüşün olması
- 20. Ailemin bu okulda okumamı istemesi
- 21. Arkadaşımdan etkilenmem
- 22. AÖL’de okuyan/mezun olmuş bir yakınımızdan etkilenmem
- 23. Öğretmenimin tavsiyeleri
- 24. Okulun yatılı bölümünün sadece kız ya da sadece erkek öğrencilere yönelik olması
- 25. Diğer (Lütfen belirtiniz).....

29. Bir mezun olarak, sizce AÖL'nin başlıca olumlu yanları (avantajları) nelerdir?

(Birden fazla seçeneğe işaretleyebilirsiniz)

- 1. Öğrencilerin seçilerek alınması
- 2. Gelir düzeyi düşük olan ailelerin çocuklarına parasız yatılı olarak okuma imkânının sağlanması
- 3. Büyük oranda öğretmen olmak isteyen öğrencilerin bu okulları tercih etmesi
- 4. Okul ortamının öğrencileri, öğretmenlik mesleğine hazırlayıcı nitelikte olması
- 5. Öğrencilere öğretmenlik mesleğini daha fazla tanıma fırsatı verilmesi
- 6. Öğrencilerin öğretmenlik mesleğini sevmelerinin sağlanması
- 7. Mezunların üniversite sınavında ek puanla öğretmen yetiştiren bölümlere girme şansının daha yüksek olması
- 8. Mezunların üniversite sınavında öğretmenlik bölümleri dışındaki bölümleri de tercih edebilmesi
- 9. Mezunların öğretmenlik bölümlerini ilk beş sırada tercih ederek kazanmaları durumunda üniversiteyi burslu okumaları
- 10. Mezunların öğretmen olması durumunda iş garantisinin olması
- 11. Öğretmen lisesi mezunu öğretmenlerin ihtiyaç bulunan öğretmen liselerine öncelikli olarak atanması
- 12. Yönetici ve öğretmenlerin seçilerek atanması
- 13. Disiplin sorunlarının daha az olması
- 14. Fizikî koşullarının (bina, tesislerin) daha iyi olması
- 15. Öğrencilere ilgi ve yeteneklerini geliştirici seçmeli derslerin çeşitli olması
- 16. Öğrencilerin ilgi ve yeteneklerini geliştirmeleri için sağlanan imkânların (spor salonu, çok amaçlı salon, müzik odası vb.) daha iyi olması
- 17. Derslerde kullanılan öğretim materyallerinin güncel olması
- 18. Sınıf mevcutlarının daha az olması
- 19. İyi bir yabancı dil (İngilizce) eğitimi verilmesi
- 20. İkinci yabancı dil (Almanca) eğitimi verilmesi
- 21. Öğrencinin ders çalışmaya evinde olduğundan daha çok vakit bulabilmesi
- 22. Öğrencilerin üniversiteye girme konusunda sürekli olarak teşvik edilmesi
- 23. Öğretmen öğrenci ilişkilerinin daha samimi olması
- 24. Öğrencilerin kendi ayakları üzerinde durmayı öğrenmeleri
- 25. Öğrencilerin toplu yaşama kültürü kazanmaları
- 26. Öğrencilerin insan ilişkilerinde çeşitli deneyimler kazanmaları
- 27. Öğrencilerin büyüdükleri çevreden başka çevre ve kültürleri tanımaları
- 28. Öğrencilerin farklı kültürlerden gelen öğrencilerle kaynaşmaları
- 29. Öğrencilerin ailelerinin kültürel gelişimine olumlu yönde katkı sağlaması
- 30. Öğrencilerin kardeşlerinin eğitimi konusunda olumlu katkılar sağlaması
- 31. Öğrencilerin orta gelirli ailelerden olması nedeniyle maddî ve kültürel açıdan ezilmemeleri
- 32. Okulun yatılı bölümünün sadece kız ya da erkek öğrencilere yönelik olması
- 33. Okulun yatılı bölümünün sadece kız ya da erkek öğrencilere yönelik olması
- 34. Diğer (lütfen belirtiniz).....

30. Bir mezun olarak, sizce AÖL'nin başlıca olumsuz yanları (dezavantajları) nelerdir?

(Birden fazla seçenek işaretleyebilirsiniz)

- 1. Okulun yatılı olmasından dolayı ailemden uzakta okumam
- 2. Okulun yatılı olması nedeniyle ailemle öğretmenlerimin yeterince iş birliği yapamaması
- 3. Okulun yatılı olması nedeniyle ailemle öğretmenlerimin yeterince iletişim kuramaması
- 4. Öğretmenlerin istenilen yeterlikte olmaması
- 5. Sınıf mevcudu yetersizliğinden bazı alanlarda (resim, müzik, spor vb.) sınıf açılmaması
- 6. Üniversite sınavında öğretmenlik meslek dersleri konularında soru sorulmaması
- 7. Üniversite sınavında ek puan verilmesinden dolayı kapasitemi zorlamamam
- 8. Açıkta kalma endişesi ile ÖSS'de öğretmenlik bölümlerini tercih etmek durumunda kalmam
- 9. İleride iş bulamama endişesiyle ÖSS'de öğretmenlik bölümlerini tercih etmek durumunda kalmam
- 10. Yemeklerin ihtiyaçlarıma cevap verecek yeterlikte olmaması
- 11. Ders çalışma da dahil her türlü faaliyetin toplu yaşama kurallarına göre plânlanması
- 12. Ekonomik ve kültürel açıdan genellikle orta düzey ailelerin çocuklarının bir arada olması
- 13. Maddî olarak yakınımızdaki bir okulda okumamdan daha pahalıya mal olması
- 14. Kültürel açıdan büyüdüğüm kültüre yabancılaşmam
- 15. Okulun küçük bir yerleşim biriminde olması
- 16. Okulun büyük bir yerleşim biriminde olması
- 17. Diğer (Lütfen belirtiniz).....

31. Bu olumsuzlukları gidermek için çözüm önerileriniz nelerdir? (Aşağıdaki boşluğa yazınız)

32. Yüksek öğretim kurumlarına yerleşemeyen (üniversiteye giremeyen) AÖL mezunları daha iyi ne şekilde değerlendirilebilir? (Birden fazla seçenek işaretleyebilirsiniz)

- 1. Vekil öğretmen alınırken öncelik tanınabilir
- 2. Mezun olunan alana göre okullarda ihtiyaç duyulan branşlarda ücretli olarak ders vermeleri sağlanabilir
- 3. Çocuk kulüplerinde etüt öğretmeni olmaları sağlanabilir
- 4. Halk eğitimi merkezlerinde eğitmen olarak görev almaları sağlanabilir
- 5. Diğer (lütfen belirtiniz).....

33. Anadolu Öğretmen Liseleri ile ilgili olarak paylaşmak istediğiniz olumlu-olumsuz gözlem veya deneyimleriniz varsa lütfen aşağıdaki boşluğa yazınız.

Anket bitmiştir. TEŞEKKÜR EDERİM

APPENDIX N

AÖL MEZUNU EĞİTİM FAKÜLTESİ ÖĞRENCİSİ ANKETİ

Sevgili Öğrenci,

Anadolu Öğretmen Liseleri (AÖL) öğretmenlik mesleğinin öğrenciler tarafından daha iyi tanınmasını ve sevilmesini sağlamak, üniversitelerin öğretmen yetiştiren bölümlerine öğrenci hazırlamak gibi önemli sorumlulukları üstlenmiş orta öğretim kurumlarıdır.

Bu kurumların hedeflerini gerçekleştirme durumlarının değerlendirilmesi öğretmen yetiştirme sürecinde kalitenin artırılması açısından büyük önem taşımaktadır. Bu nedenle Anadolu Öğretmen Liselerini tercih eden öğrencilerin özellikleri ile bu okullardan mezun olan öğrencilerin mezuniyet sonrası durumlarının incelenmesini kapsayan bir araştırma yürütmekteyim.

Araştırma kapsamında AÖL’de okumuş öğrenciler olarak sizlerin görüşlerine ihtiyaç duyulmaktadır.

Sizden, Kişisel Bilgiler, AÖL’ye İlişkin Görüşler ve Öğretmenlik Mesleğine Yönelik Tutum bölümlerinden oluşan ankette yer alan sorularda size uygun gelen seçeneğin yanındaki parantezin içine (X) işareti koymanız, ve boş bırakılan yerleri yazı ile doldurmanız istenmektedir. Ankete lütfen isminizi yazmayınız, vereceğiniz cevaplar sadece bu araştırma için kullanılacak başka kişi ve kuruma verilmeyecektir.

Lütfen her maddeyi dikkatlice okuyup anketi eksiksiz ve içtenlikle cevaplayınız.

Katkılarınız için teşekkür eder, başarılar dilerim

Semra TİCAN BAŞARAN
Orta Doğu Teknik Üniversitesi
Eğitim Bilimleri Bölümü
Doktora Öğrencisi

BÖLÜM I: KİŞİSEL BİLGİLER

1. Bölümünüz:

- ()1. Fen Bilgisi Öğretmenliği
- ()2. İlköğretim Matematik Öğretmenliği
- ()3. İngilizce Öğretmenliği
- ()4. Matematik Öğretmenliği
- ()5. Sınıf Öğretmenliği
- ()6. Sosyal Bilgiler Öğretmenliği
- ()7. Türk Dili ve Edebiyatı Öğretmenliği
- ()8. Türkçe Öğretmenliği

2. Cinsiyetiniz: ()1.K ()2. E

3. Yaşınız:

4. Sınıfınız:

5. Mezun olduğunuz Anadolu Öğretmen Lisesi:

6. Üniversite genel not ortalamanız (100 üzerinden):

7. Bu bölümü üniversite sınavına kaçınıcı girişinizde kazandınız?

- ()1. İlk ()2. İkinci ()3. Üçüncü ()4. Dört ve daha fazla

8. Üniversite sınavında bu bölüm kaçınıcı tercihinizdi?

- ()1 ()2 ()3 ()4 ()5 ()Diğer.....

9. Bu bölüme giriş puanınız:

10. Bölüm değiştirmeyi düşünüyor musunuz? **(Yalnızca 1. sınıf öğrencileri cevaplayacaktır)**

- ()1. Evet (Nedenini lütfen kısaca açıklayınız)
- ()2. Hayır

11. 10. maddede cevabınız EVET ise ne tür bir bölüme geçmek istiyorsunuz?

- ()1. Öğretmenlikle ilgili bir başka bölüme
 ()2. Öğretmenlikle ilgili olmayan bir bölüme

12. Mezun olunca öğretmenlik yapmayı düşünüyor musunuz?

- ()1. Evet ()2. Henüz kararımı vermedim ()3. Hayır

Cevabınız Henüz kararımı vermedim veya Hayır ise 13 ve 14. soruları CEVAPLAMAYINIZ

13. Ne kadar süre öğretmenlik yapmayı düşünüyorsunuz?

- ()1. Geçici bir süre ()2. Tüm meslek hayatım boyunca

14. Hangi sektörde çalışmayı düşünüyorsunuz?

- ()1. Kamu (MEB okulları)
 ()2. Özel (Özel Okul/Dershane)
 ()3. Kamu-Özel her ikisi
 ()4. Kararsızım
 ()5. Diğer (Belirtiniz.....)

15. Öğretmen olmayı istemenizin başlıca sebepleri nelerdir?

(Birden fazla seçenek işaretleyebilirsiniz)

- ()1. Öğretmenliği çok sevdiğim için
 ()2. Çocukları çok sevdiğim için
 ()3. Bilgilerimi başkalarıyla paylaşmayı sevdiğim için
 ()4. Toplumda prestijli bir meslek olduğu için
 ()5. Ekonomik kazancı yüksek olduğu için
 ()6. Diğer mesleklere göre tatili daha çok olduğu için
 ()7. İş garantisi olduğu için
 ()8. Öğretmenlik mesleğinin iş alanlarının artması (özel okullar, dershaneler vb.)
 ()9. Çok sevdiğim bir alanı psikoloji ile birleştirip başkalarına aktarabilmek için
 ()10. Lisans üstü öğrenime (master/doktora) çalışarak devam edebilmek için
 ()11. Ailem istediği için
 ()12. ÖSS puanım öğretmenlik bölümlerine yettiği için
 ()13. Bilinçli bir anne-baba olabilmek için
 ()14. İşe başlarken bir sermaye gerektirmediği için
 ()15. Diğer (Lütfen belirtiniz).....

16. Neden bu bölümü tercih ettiniz? (Birden fazla seçenek işaretleyebilirsiniz)

- ()1. Mezuniyet sonrası iş garantisi olduğu için
 ()2. ÖSS puanım bu bölüme girmeye yettiği için
 ()3. Öğretmenlik mesleğini sevdiğim için
 ()4. Bu bölümdeki öğretmenlik branşını sevdiğim için
 ()5. Lisede mezun olduğum alanın devamı niteliğinde olduğu için
 ()6. Fakülte mezunu olabilmek için
 ()7. Herhangi bir bölümden üniversite diploması alabilmek için
 ()8. Bu üniversitede okumak istediğim için
 ()9. Açıkta kalmamak için
 ()10. Tercihim değildi, tercih yaparken kodlama hatası yaptığım için
 ()11. Diğer (Lütfen belirtiniz).....

17. Bu bölüme girebilmek için üniversite sınavına ne şekilde hazırlandınız?

(Birden fazla seçenek işaretleyebilirsiniz)

- ()1. Özel ders aldım
 ()2. Dershaneye gittim
 ()3. Okulda açılan kurslara katıldım
 ()4. Kurs almadım, kendim hazırladım
 ()5. Diğer (lütfen belirtiniz).....

BÖLÜM II: ANADOLU ÖĞRETMEN LİSELERİNE (AÖL) İLİŞKİN GÖRÜŞLER

18. AÖL'yi tercih etmenizin başlıca sebepleri nelerdir? (Birden fazla seçenek işaretleyebilirsiniz)

- 1. Öğretmen olmayı istemem
- 2. Parasız yatılılık imkânından yararlanmayı istemem
- 3. Paralı da olsa yatılı okumayı istemem
- 4. İyi bir yabancı dil (İngilizce) eğitimi almayı istemem
- 5. İkinci yabancı dil eğitimi almayı istemem
- 6. Öğrencilerin seçilerek alınması
- 7. Seçilmiş öğretmenlerin görev yapması
- 8. Ders çalışmaya evimde olduğundan daha çok vakit kalması
- 9. Evimde ders çalışabileceğim bir ortamın olmaması
- 10. Fizikî koşulların (derslikler, spor salonu, laboratuvar vb.) daha iyi olması
- 11. Sınıf mevcutlarının daha az olması
- 12. Okulun merkezî bir yerde olması
- 13. ÖSS'de başarı oranının yüksek olması
- 14. ÖSS'de eğitim fakültesini tercih etmem durumunda ek puan verilmesi
- 15. ÖSS'de öğretmenlik bölümlerini ilk beş sırada tercih etmem durumunda üniversitede burs verilmesi
- 16. ÖSS'de öğretmenlik dışındaki bölümleri de tercih edebilmem
- 17. Öğretmen olduğum taktirde iş garantisinin olması
- 18. Öğretmen lisesi mezunu öğretmenlerin öncelikle ihtiyaç bulunan Anadolu Öğretmen Liselerine atanması
- 19. Toplumda bu okullarda verilen eğitimin daha kaliteli olduğuna dair genel bir görüşün olması
- 20. Ailemin AÖL'de okumamı istemesi
- 21. Arkadaşlarımdan etkilenmem
- 22. AÖL'de okuyan/mezun bir yakınımızdan etkilenmem
- 23. Öğretmenimin tavsiyeleri
- 24. Okulun yatılı bölümünün sadece kız ya da sadece erkek öğrencilere yönelik olması
- 25. Diğer (Lütfen belirtiniz).....

19. AÖL'de okumuş bir öğrenci olarak, sizce AÖL'nin başlıca avantajları (olumlu yanları) nelerdir? (Birden fazla seçenek işaretleyebilirsiniz)

- 1. Öğrencilerin seçilerek alınması
- 2. Gelir düzeyi düşük olan ailelerin çocuklarına parasız yatılı olarak okuma imkânı sağlanması
- 3. Büyük oranda öğretmen olmak isteyen öğrencilerin bu okulları tercih etmesi
- 4. Okul ortamının öğrencileri öğretmenlik mesleğine hazırlayıcı nitelikte olması
- 5. Öğrencilere öğretmenlik mesleğini daha fazla tanıma fırsatı verilmesi
- 6. Öğrencilerin öğretmenlik mesleğini sevmelerinin sağlanması
- 7. Mezunların üniversite sınavında ek puanla öğretmen yetiştiren bölümlere girme şansının daha yüksek olması
- 8. Mezunların üniversite sınavında öğretmenlik bölümleri dışındaki bölümleri de tercih edebilmesi
- 9. Mezunların öğretmenlik bölümlerini ilk beş sırada tercih ederek kazanmaları durumunda üniversitede burs verilmesi
- 10. Mezunların öğretmen olması durumunda iş garantisinin olması
- 11. Öğretmen lisesi mezunu öğretmenlerin ihtiyaç bulunan öğretmen liselerine öncelikli olarak atanması
- 12. Yönetici ve öğretmenlerin seçilerek atanması
- 13. Disiplin sorunlarının daha az olması
- 14. Fizikî koşulların (bina, ve tesislerin) daha iyi olması
- 15. Öğrencilere ilgi ve yetenekleri doğrultusunda sağladığı seçmeli derslerin çeşitli olması
- 16. Öğrencilerin ilgi ve yeteneklerini geliştirmeleri için sağladığı imkânların (spor salonu, çok amaçlı salon, müzik odası vb.) daha iyi olması
- 17. Derslerde kullanılan öğretim materyallerinin güncel olması
- 18. Sınıf mevcutlarının daha az olması
- 19. İyi bir yabancı dil (İngilizce) eğitimi verilmesi
- 20. İkinci yabancı dil (Almanca) eğitimi verilmesi
- 21. Öğrencinin ders çalışmaya evde olduğundan daha çok vakit bulabilmesi
- 22. Öğrencilerin üniversiteye girme konusunda sürekli olarak motive edilmesi

- () 23. Öğretmen öğrenci ilişkilerinin daha samimi olması
 () 24. Öğrencilerin kendi ayakları üzerinde durmayı öğrenmeleri
 () 25. Öğrencilerin toplu yaşama kültürü kazanmaları
 () 26. Öğrencilerin insan ilişkilerinde çeşitli deneyimler kazanmaları
 () 27. Öğrencilerin büyüdükları çevreden başka çevre ve kültürleri tanımaları
 () 28. Öğrencilerin farklı kültürlerden gelen öğrencilerle kaynaşmaları
 () 29. Öğrencilerin ailelerinin kültürel gelişimine de olumlu yönde katkı sağlaması
 () 30. Öğrencilerin kardeşlerinin eğitimi konusunda olumlu katkılar sağlaması
 () 31. Öğrencilerin orta gelirli ailelerden olması nedeniyle maddî ve kültürel açıdan ezilmemeleri
 () 32. Okulun yatılı bölümünün sadece kız ya da erkek öğrencilere yönelik olması
 () 33. Diğer (lütfen belirtiniz).....

20. AÖL’de okuması bir öğrenci olarak, sizce AÖL’nin başlıca dezavantajları (olumsuz yanları) nelerdir? (Birden fazla seçenek işaretleyebilirsiniz)

- () 1. Okulun yatılı olması nedeniyle ailemden uzakta okumam
 () 2. Ailemle öğretmenlerimin yeterince iş birliği yapamaması
 () 3. Ailemle öğretmenlerimin yeterince iletişim kuramaması
 () 4. Öğretmenlerin istenilen yeterlikte olmaması
 () 5. Sınıf mevcudu yetersizliğinden bazı alanlarda (resim, müzik, spor vb.) sınıf açılmaması
 () 6. Üniversite sınavında öğretmenlik meslek dersleri konularında soru sorulmaması
 () 7. Üniversite sınavında ek puan verilmesinden dolayı kapasitemi zorlamamam
 () 8. Açıkta kalma endişesi ile ÖSS’de öğretmenlik bölümlerini tercih etmek durumunda kalmam
 () 9. İleride iş bulamama endişesiyle ÖSS’de öğretmenlik bölümlerini tercih etmek durumunda kalmam
 () 10. AÖL mezunlarının diğer meslek lisesi mezunları gibi ara eleman olarak değerlendirilmemesi
 () 11. Yemeklerin ihtiyaçlarıma cevap verecek yeterlikte olmaması
 () 12. Ders çalışma da dahil her türlü faaliyetin toplu yaşama kurallarına göre plânlanması
 () 13. Ekonomik ve kültürel açıdan genellikle orta düzey ailelerin çocuklarının bir arada olması
 () 14. Maddî olarak yakınımızdaki bir okulda okumamdan daha pahalıya mal olması
 () 15. Kültürel açıdan büyüdüğüm kültüre yabancılaşmam
 () 16. Okulun küçük bir yerleşim biriminde olması
 () 17. Okulun büyük bir yerleşim biriminde olması
 () 18. Diğer (Lütfen belirtiniz).....

21. Bu olumsuzlukları gidermek için çözüm önerileriniz nelerdir?

(Lütfen aşağıdaki boşluğa yazınız)

22. Anadolu Öğretmen Liseleri ile ilgili olarak paylaşmak istediğiniz olumlu-olumsuz gözlem veya deneyimleriniz varsa lütfen aşağıdaki boşluğa yazınız.

APPENDIX O

EĞİTİM FAKÜLTESİ ÖĞRENCİSİ ANKETİ

Sevgili Öğretmen Adayı,

Anadolu Öğretmen Liseleri (AÖL) öğretmenlik mesleğinin öğrenciler tarafından daha iyi tanınmasını ve sevilmesini sağlamak, üniversitelerin öğretmen yetiştiren bölümlerine öğrenci hazırlamak gibi önemli sorumlulukları üstlenmiş orta öğretim kurumlarıdır.

Bu kurumların hedeflerini gerçekleştirme durumlarının değerlendirilmesi öğretmen yetiştirme sürecinde kalitenin artırılması açısından büyük önem taşımaktadır. Bu nedenle AÖL'lerden mezun olan öğrencilerin mezuniyet sonrası durumlarının inceleyen bir araştırma yürütmekteyim. Bu kapsamda eğitim fakültesine devam eden AÖL mezunları ile diğer liselerden mezun olmuş öğrencilerin akademik başarı ve öğretmenlik mesleğine karşı tutum açısından karşılaştırılmaları planlanmıştır. Bu nedenle sizlerin görüşlerine ihtiyaç duyulmaktadır.

Sizden, Kişisel Bilgiler ve Öğretmenlik Mesleğine Yönelik Tutum bölümlerinden oluşan ankette yer alan sorularda size uygun gelen seçeneğin yanındaki parantezin içine (X) işareti koymanız, ve boş bırakılan yerleri yazı ile doldurmanız istenmektedir. Ankete lütfen isminizi yazmayınız, vereceğiniz cevaplar sadece bu araştırma için kullanılacak başka kişi ve kuruma verilmeyecektir.

Lütfen her maddeyi dikkatlice okuyup anketi eksiksiz ve içtenlikle cevaplayınız.

Katkılarınız için teşekkür eder, başarılar dilerim

Semra TİCAN BAŞARAN
ODTÜ Eğitim Bilimleri Bölümü
Doktora Öğrencisi

BÖLÜM I: KİŞİSEL BİLGİLER

1. Bölümünüz:

- | | |
|---------------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> 1. Fen Bilgisi Öğretmenliği | <input type="checkbox"/> 5. Sınıf Öğretmenliği |
| <input type="checkbox"/> 2. İlköğretim Matematik Öğretmenliği | <input type="checkbox"/> 6. Sosyal Bilgiler Öğretmenliği |
| <input type="checkbox"/> 3. İngilizce Öğretmenliği | <input type="checkbox"/> 7. Türk Dili ve Edebiyatı Öğretmenliği |
| <input type="checkbox"/> 4. Matematik Öğretmenliği | <input type="checkbox"/> 8. Türkçe Öğretmenliği |

2. Cinsiyetiniz: 1.K 2. E

3. Yaşınız:.....

4. Sınıfınız:

5. Mezun olduğunuz lisenin türü:

- | | |
|-----------------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> 1. Genel lise | <input type="checkbox"/> 5. Endüstri Meslek Lisesi |
| <input type="checkbox"/> 2. Anadolu Lisesi | <input type="checkbox"/> 6. İmam Hatip Lisesi |
| <input type="checkbox"/> 3. Fen Lisesi | <input type="checkbox"/> 7. Diğer (Lütfen belirtiniz)..... |
| <input type="checkbox"/> 4. Kız Meslek Lisesi | |

6. Üniversite genel not ortalamamız (100 üzerinden):.....

7. Bu bölümü üniversite sınavına kaçınca girişinizde kazandınız?

1. İlk 2. İkinci 3. Üçüncü 4. Dört ve daha fazla

8. Üniversite sınavında bu bölüm kaçınca tercihinizdi?

- 1 2 3 4 5 Diğer.....

9. Bu bölüme giriş puanımız:.....

10. Bölüm değiştirmeyi düşünüyor musunuz? (Yalnızca 1. sınıf öğrencileri cevaplayacaktır)

1. Evet (Nedenini kısaca açıklayınız)
2. Hayır

11. 10. maddede cevabınız EVET ise ne tür bir bölüme geçmek istiyorsunuz?

- ()1. Öğretmenlikle ilgili bir başka bölüme
 ()2. Öğretmenlikle ilgili olmayan bir bölüme

12. Mezun olunca öğretmenlik yapmayı düşünüyor musunuz?

- ()1. Evet ()2. Henüz kararımı vermedim ()3. Hayır

Cevabınız Henüz kararımı vermedim veya Hayır ise 13 ve 14. soruları cevaplamayınız

13. Ne kadar süre öğretmenlik yapmayı düşünüyorsunuz?

- ()1. Geçici bir süre ()2. Tüm meslek hayatım boyunca

14. Hangi sektörde çalışmayı düşünüyorsunuz?

- ()1. Kamu (MEB okulları)
 ()2. Özel (Özel Okul/Dershane)
 ()3. Kamu-Özel her ikisi
 ()4. Kararsızım
 ()5. Diğer (Belirtiniz.....)

15. Öğretmen olmayı istemenizin başlıca sebepleri nelerdir?**(Birden fazla seçenek işaretleyebilirsiniz)**

- ()1. Öğretmenliği çok sevdiğim için
 ()2. Çocukları çok sevdiğim için
 ()3. Bilgilerimi başkalarıyla paylaşmayı sevdiğim için
 ()4. Toplumda prestijli bir meslek olduğu için
 ()5. Ekonomik kazancı yüksek olduğu için
 ()6. Diğer mesleklere göre tatili daha çok olduğu için
 ()7. İş garantisi olduğu için
 ()8. Öğretmenlik mesleğinin iş alanlarının artması (özel okullar, dershaneler vb.)
 ()9. Çok sevdiğim bir alanı psikoloji ile birleştirip başkalarına aktarabilmek için
 ()10. Lisans üstü öğrenime (master/doktora) çalışarak devam edebilmek için
 ()11. Ailem istediği için
 ()12. ÖSS puanım öğretmenlik bölümlerine yettiği için
 ()13. Bilinçli bir anne-baba olabilmek için
 ()14. İşe başlarken bir sermaye gerektirmediği için
 ()15. Diğer (Lütfen belirtiniz).....

16. Neden bu bölümü tercih ettiniz? (Birden fazla seçenek işaretleyebilirsiniz)

- ()1. Mezuniyet sonrası iş garantisi olduğu için
 ()2. ÖSS puanım bu bölüme girmeye yettiği için
 ()3. Öğretmenlik mesleğini sevdiğim için
 ()4. Bu bölümdeki öğretmenlik branşını sevdiğim için
 ()5. Lisese mezun olduğum alanın devamı niteliğinde olduğu için
 ()6. Fakülte mezunu olabilmek için
 ()7. Herhangi bir bölümden üniversite diploması alabilmek için
 ()8. Bu üniversitede okumak istediğim için
 ()9. Açıkta kalmamak için
 ()10. Tercihim değildi, tercih yaparken kodlama hatası yaptığım için
 ()11. Diğer (Lütfen belirtiniz).....

17. Bu bölüme girebilmek için üniversite sınavına ne şekilde hazırlandınız?**(Birden fazla seçenek işaretleyebilirsiniz)**

- ()1. Özel ders aldım
 ()2. Dershaneye gittim
 ()3. Okulda açılan kurslara katıldım
 ()4. Kurs almadım, kendim hazırlandım
 ()5. Diğer (lütfen belirtiniz).....

Anket bitmiştir.

TEŞEKKÜR EDERİM

APPENDIX P

ATHS STUDENT ATTITUDE SCALE

Öğretmenlik Mesleğine İlişkin İfadeler	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Öğretmenliğin, manevi doyumu yüksek olan bir meslek olduğunu düşünüyorum.					
2. Hiçbir zaman öğretmenlik yapmayı düşünmem.					
3. Uzun dönemli tatil olanağı olsa da öğretmenlik yapmak istemem.					
4. Öğretmen olma düşüncesi bile beni tedirgin eder.					
5. Öğretmenliği çok seviyorum.					
6. İşsiz kalsam da öğretmenlik yapmam.					
7. Bence öğretmenlik sıkıcı bir meslektir.					
8. Bütün zorluklarına rağmen, öğretmen olmayı tercih ederim.					
9. Öğretmenliğin bana göre bir meslek olmadığını düşünüyorum.					
10. Bütün gün başkalarının çocuklarıyla uğraşmanın hiç çekici olmadığını düşünüyorum.					
11. İstedğim bir yerde olsa bile öğretmenlik yapmam.					
12. Çocuklarla ve genç kuşakla bir arada olmanın kişiyi zinde ve canlı tuttuğuna inanıyorum.					
13. Parasal yönü iyileştirilse bile öğretmenlik yapmayı tercih etmem.					
14. Öğretmenlik sözcüğünü duymak bile beni huzursuz etmeye yetiyor.					
15. Benim için en uygun mesleğin öğretmenlik olduğuna inanıyorum.					
16. Hem çalışıp hem kendime daha fazla vakit ayırabileceğim için öğretmenliği tercih ederim.					
17. Kendimi, küçüklüğümde beri öğretmen olmak için hazırlıyorum.					
18. Hayatta seçmeyi düşünebileceğim en son meslek öğretmenliktir.					
19. Öğretmen olmak için yaratıldığıma inanıyorum.					
20. Çocukları sevsem bile öğretmenlik yapmak istemem.					
21. Hangi koşullar altında olursa olsun, öğretmenlik yaparım.					
22. Öğretmenlik yapmaktansa başka işlerde çalışmayı tercih ederim.					
23. Öğretmenlik hayallerimi süsleyen meslektir					

APPENDIX Q

FACULTY of EDUCATION STUDENTS ATTITUDE SCALE (ASPT)

Öğretmenlik Mesleğine İlişkin İfadeler	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Öğretmen olmak beni endişelendiriyor.					
2. Öğretmenlik mesleğini seviyorum.					
3. Bence öğretmenlik zevkli bir meslek değildir.					
4. Öğrencilere yeterli bilgiyi verebileceğimden emin değilim.					
5. Öğretmenlik saygın mesleklerden biridir.					
6. Öğretmen olmak istemem.					
7. Kendimi öğretmenlik yapmak için yeterli hissediyorum.					
8. Sınıf ortamında öğrencilere karşı nasıl davranacağımı bilmiyorum					
9. Öğretmenlik yapmak istediğim en son iştir.					
10. Öğretmenlik mesleği sıkıcıdır.					
11. Sınıfta disiplini sağlayamamaktan korkuyorum					
12. Öğretmenlik yapmanın hoşuma gideceğine inanıyorum					
13. Öğretmenlik mesleğinin beni hiçbir açıdan tatmin edeceğine inanmıyorum					
14. Kendimi öğretmenlik mesleğinin bir parçası olarak görmüyorum					
15. Öğretmen olacağım için mutsuzum					
16. Başarılı bir öğretmen olacağıma inanıyorum					
17. Öğretmenlik mesleğinin bir süre sonra monoton olacağını düşünüyorum					
18. Herhangi bir mesleği öğretmenliğe tercih ederim					
19. Öğretmen olarak çalışmak bana gurur verir					
20. Öğretmenlik yapacağım için huzursuzum					
21. Sınıfta disiplin sorunu çıktığında ne yapacağımı bilmiyorum					
22. Büyük grupları idare edebileceğimden eminim					
23. Öğretmenlik mesleğine ilgi duymuyorum					
24. Öğretmenlik mesleğinde uzun süre çalışmak isterim					
25. Öğretmenlik takdir edilen mesleklerden biridir.					
26. Öğretmen olacağımı düşünmek bana sıkıntı veriyor.					
27. Çocukluğumdan beri öğretmen olmak isterim					
28. Öğrencilerle iletişim kurabileceğimden kuşkuluyum.					
29. Öğretmenlik mesleğinde başarılı olmayı çok isterim					
30. Öğretmen olduğumda toplumda saygı göreceğime inanıyorum.					
31. Öğretmenlik yapan insanlara özeniyorum					
32. Öğretmen olmanın beni mutsuz edeceğini düşünüyorum					

APPENDIX R

ADAPTED ITEMS IN TAS

Item No	Original forms of Items	Adapted forms of the Items
4	Öğrencilere yeterli bilgiyi verebileceğimden emin değilim.	Öğrencilere yeterli bilgiyi verebildiğimden emin değilim.
6	Öğretmen olmak istemem	Öğretmen olmak istemedim
9	Öğretmenlik yapmak istediğim en son iştir.	Öğretmenlik yapmak istediğim en son işti.
10	Öğretmenlik mesleği sıkıcıdır	Öğretmenlik sıkıcı bir meslektir
12	Öğretmenlik yapmanın hoşuma gideceğine inanıyorum	Öğretmenlik yapmak hoşuma gidiyor
13	Öğretmenlik mesleğinin beni hiçbir açıdan tatmin edeceğine inanmıyorum	Öğretmenlik mesleğinin beni hiçbir açıdan tatmin ettiğine inanmıyorum
15	Öğretmen olacağım için mutsuzum	Öğretmen olduğum için mutsuzum
16	Başarılı bir öğretmen olacağıma inanıyorum	Başarılı bir öğretmen olduğuma inanıyorum
17	Öğretmenlik mesleğinin bir süre sonra monotonlaşacağını düşünüyorum	Öğretmenlik mesleğinin bir süre sonra monotonlaştığını düşünüyorum
20	Öğretmenlik yapacağım için huzursuzum	Öğretmenlik yaptığım için huzursuzum
22	Büyük grupları idare edebileceğimden eminim	Büyük grupları idare edebildiğimden eminim
24	Öğretmenlik mesleğinde uzun süre çalışmak isterim	Öğretmen olarak uzun süre çalışmak isterim
26		
28	Öğrencilerle iletişim kurabileceğimden kuşkuluyum	Öğrencilerle iletişim kurabildiğimden kuşkuluyum
30	Öğretmen olduğumda toplumda saygı göreceğime inanıyorum	Öğretmen olduğum için toplumda saygı gördüğüme inanıyorum
31	Öğretmenlik yapan insanlara özeniyorum	Öğretmenlik yapmayan insanlara özeniyorum
32	Öğretmen olmanın beni mutsuz edeceğini düşünüyorum	Öğretmen olmanın beni mutsuz ettiğini düşünüyorum

APPENDIX S

TEACHER and ADMINISRATOR ATTITUDE SCALE (TAS)

Öğretmenlik Mesleğine İlişkin İfadeler	Kesinlikle Kathıyorum	Kathıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Öğretmen olmak beni endişelendiriyor.					
2. Öğretmenlik mesleğini seviyorum.					
3. Bence öğretmenlik zevkli bir meslek değildir.					
4. Öğrencilere yeterli bilgiyi verebildiğimden emin değilim.					
5. Öğretmenlik saygın mesleklerden biridir.					
6. Öğretmen olmak istemedim					
7. Kendimi öğretmenlik yapmak için yeterli hissediyorum.					
8. Sınıf ortamında öğrencilere karşı nasıl davranacağımı bilemiyorum					
9. Öğretmenlik yapmak istediğim en son işti.					
10. Öğretmenlik sıkıcı bir meslektir.					
11. Sınıfta disiplini sağlayamamaktan korkuyorum					
12. Öğretmenlik yapmak hoşuma gidiyor.					
13. Öğretmenlik mesleğinin beni hiçbir açıdan tatmin ettiğine inanmıyorum					
14. Kendimi öğretmenlik mesleğinin bir parçası olarak görmüyorum					
15. Öğretmen olduğum için mutsuzum					
16. Başarılı bir öğretmen olduğuma inanıyorum					
17. Öğretmenlik mesleğinin bir süre sonra monotonlaştığını düşünüyorum					
18. Herhangi bir mesleği öğretmenliğe tercih ederim					
19. Öğretmen olarak çalışmak bana gurur veriyor					
20. Öğretmenlik yaptığım için huzursuzum					
21. Sınıfta disiplin sorunu çıktığında ne yapacağımı bilemiyorum					
22. Büyük grupları idare edebildiğimden eminim					
23. Öğretmenlik mesleğine ilgi duymuyorum					
24. Öğretmen olarak uzun süre çalışmak isterim					
25. Öğretmenlik takdir edilen mesleklerden biridir.					
26. Öğretmen olduğumu düşünmek bana sıkıntı veriyor					
27. Çocukluğumdan beri öğretmen olmak isterim					
28. Öğrencilerle iletişim kurabildiğimden kuşkuluyum					
29. Öğretmenlik mesleğinde başarılı olmayı çok isterim					
30. Öğretmen olduğum için toplumda saygı gördüğüme inanıyorum.					
31. Öğretmenlik yapmayan insanlara özeniyorum					
32. Öğretmen olmanın beni mutsuz ettiğini düşünüyorum					

APPENDIX T

ANKET UYGULAMA YÖNERGESİ

Sayın Okul Yöneticisi,

Bu araştırma, Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü'nün talepleri doğrultusunda MEB üniversite iş birliği çerçevesinde MEB Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı Destek Araştırmaları kapsamında yürütülmektedir.

Anadolu Öğretmen Liselerinin Amaçlarına Ulaşma Yeterliği konulu bu araştırmada Anadolu Öğretmen Lisesi öğrencileri, yönetici ve öğretmenleri, öğrenci velileri ve herhangi bir yüksek öğretim kurumuna yerleşemeyen mezunların görüşlerine ihtiyaç duyulmaktadır. Araştırmanın güvenilirliği açısından anketlerin belirtilen gruplara aşağıdaki plâna göre uygulanması büyük önem taşımaktadır. Anket uygulanacak gruplar, uygulama zamanı, uygulama şekli aşağıda verilmiştir.

Anket Uygulanacak Gruplar	Sayı	Anket Uygulama Zamanı
Hazırlık sınıfı öğrencisi	10	I. yarı yıl bitmeden (13-24 Ocak)
Son sınıf öğrencisi	22	I. yarı yıl bitmeden (13-24 Ocak)
Yönetici	2	I. yarı yıl bitmeden (13-24 Ocak)
Öğretmen	18	I. yarı yıl bitmeden (13-24 Ocak)
Öğrenci velisi	32	Yarı yıl tatilinde
Yüksek öğretim kurumlarına yerleşemeyen mezun	10	13-24 Ocak ve Yarıyıl tatili süresince
TOPLAM	94	

ÖĞRENCİ ANKETLERİ

Öğrenci Anketleri **hazırlık sınıfı** ve **son sınıf öğrencilerine** uygulanacaktır.

Hazırlık sınıflarından şube, cinsiyet vb. ölçütlere bakılmaksızın rastgele seçilen **10 öğrenciye** anket uygulanacaktır.

Son sınıf öğrencilerinden **22 öğrenciye** anket uygulanacaktır. Anketler okulunuzda sınıf bulunan alanlardan (Türkçe-Matematik, Fen, Sosyal Bilimler, Dil vb.) eşit sayıda rastgele öğrenci alınarak uygulanacaktır.

YÖNETİCİ ve ÖĞRETMEN ANKETİ

Okulunuz yöneticilerinden müdür, 1 müdür yardımcısı (yatakhane vb. yerlerden sorumlu) ile 18 öğretmene anket uygulanacaktır. Anket uygulanacak öğretmenlerin seçiminde her branşın temsil edilmesine özen gösterilmelidir.

MEZUN ANKETİ

Mezun Anketi okulunuzdan mezun olmuş fakat herhangi bir yüksek öğretim kurumuna yerleşememiş mezunlarımızdan en az 10 kişiye uygulanacaktır. Bu çalışma için mezunlarımızdan yüksek öğretim kurumlarına yerleşemeyenlerden öncelikle çevrenizde ulaşabileceklerinize, size ve onlara uygun bir günde okula davet edilerek anketler uygulanacaktır. Okula gelemeyecek olanlara, sizin belirleyeceğiniz bir yolla elden de ulaştırılarak uygulanıp tekrar geri alınabilir. Eğer yakın çevrenizden okula davet ederek ya da elden ulaştırarak 10 kişiye ulaşamıyorsanız, postayla ulaşabileceğiniz en yakın mezunları tespit edip anketler kendilerine posta ile ulaştırılacaktır. Anketlerin geri dönmesi için üzerinde okulun açık adresi yazılı ve pul yapıştırılmış bir zarf da anketle birlikte gönderilecektir.

ÖĞRENCİ VELİSİ ANKETİ

Anket uygulanacak veliler, kendilerine anket uygulanan hazırlık sınıfı (10 öğrenci velisi) ve son sınıf (22 öğrenci velisi) öğrencilerinin velileri olmalıdır. Anketler yarı yıl tatiline girmeden bu öğrencilere verilir, veliler tarafından cevaplanan anketler yarı yıl tatil dönüşü toplanacaktır.

Öğrenciler Veli Anketlerinin geri dönüşü konusunda özellikle uyarılmamalıdır.

İginiz için teşekkür eder, kolaylıklar dilerim.

APPENDIX U

UNIVERSITIES that ATHS GRADUATES ENDERED in 2002

Universities	f	%
Akdeniz	17	0.4
Anadolu	389	8.5
Ankara	68	1.5
Atatürk	228	5.0
Bilkent	9	.2
Boğaziçi	173	3.8
Cumhuriyet	29	0.6
Çukurova	66	1.4
Dicle	60	1.3
Dokuz Eylül	407	8.9
Ege	37	0.8
Erciyes	23	0.5
Fırat	9	0.2
Gazi	508	11.1
Gaziantep	4	0.1
Hacettepe	211	4.6
İnönü	48	1.0
İstanbul Teknik	26	0.6
İstanbul	220	4.8
Karadeniz Teknik	123	2.7
Marmara	359	7.9
Ondokuz Mayıs	155	3.4
Orta Doğu Teknik	211	4.6
Selçuk	272	5.9
Trakya	30	0.7
Uludağ	134	2.9
Yıldız Teknik	26	0.6
Yüzüncü Yıl	38	0.8
Abant İzzet Baysal	65	1.4
Adnan Menderes	4	0.1
Afyon Kocatepe	38	0.8
Balıkesir	115	2.5
Başkent	2	0.0
Celal Bayar	28	0.6
Çanakkale Onsekiz Mart	71	1.6
Dumlupınar	7	0.2
Gaziosman Paşa	1	0.0

(APPENDIX U Cont.)

Gebze Yüksek Teknoloji Ens	1	0.0
İzmir Yüksek Teknoloji Ens.	2	0.0
Sütçü İmam	2	0.0
Kırıkkale	17	0.4
Kocaeli	35	0.8
Koç	2	0.0
Mersin	18	0.4
Muğla	17	0.4
Mustafa Kemal	25	0.5
Niğde	33	0.7
Pamukkale	43	0.9
Sakarya	32	0.7
Süleyman Demirel	48	1.0
Zonguldak Karaelmas	10	0.2
HavaHarpOkulu	5	0.1
OsmanGazi	25	0.5
Fatih	5	0.1
Sabancı	2	0.0
Yeditepe	4	0.1
Doğu Akdeniz	6	0.1
Doğuş	2	0.0
Azerbaycan Devlet Pedagoji Ü.	2	0.0
Bahçeşehir	2	0.0
Kocatepe	7	0.2
Azerbaycan Tıp	1	0.0
Işık	1	0.0
Beykent	1	0.0
Bilgi	6	0.1
Kültür	1	0.0
İzmir Ekonomi	1	0.0
Çankaya	1	0.0
Orhan Gazi	1	0.0
Kadir Has	1	0.0
Atılım	1	0.0
Kıbrıs...	1	0.0
Total	4572	100.0

APPENDIX V

TÜRKÇE ÖZET

GİRİŞ

Bilgi çağı olarak adlandırılan bu yeni yüzyıl bilim ve teknolojide yaşanan gelişmelere paralel olarak toplumsal yaşamda da birçok gelişmeleri beraberinde getirmiş; toplumsal süreklilik için bilgiyi üreten, paylaşan, rekabet edebilen, demokratik değerleri içselleştirmiş, nitelikli insan gücünü zorunlu kılmıştır. Nitelikli insan gücünü oluşturmak için nitelikli öğretmen kaçınılmazdır. Bu nedenle değişen ihtiyaçlar doğrultusunda öğretmenlik mesleği, öğretmenin önemi, öğretmen yeterlikleri ve öğretmenin rolleri her toplumda güncelliğini koruyan en temel eğitim konulardır.

Nitelikli öğretmen yetiştirmek için başta ABD olmak üzere birçok gelişmiş ve gelişmekte olan ülke öğretmenliği ve öğretmenin kalitesini arttırmaya yönelik reform çalışmalarına ara vermeksizin devam etmektedir (Başkan, 2000). Nitelikli öğretmen yetiştirme adına, ülkemiz de çeşitli aşamalardan geçmiş ve birçok deneyimler kazanmıştır. 1982 yılında öğretmen yetiştirme sorumluluğunun üniversitelere devredilmesi ile bu deneyimlere bir yenisi daha eklenmiştir Başkan (2001). Fakat değişen ihtiyaçlar ve koşullar nedeniyle bu gayretler zaman zaman yetersiz kalabilmektedir; Başkan (2001), diğer ülkelerde olduğu gibi ülkemizde de öğretmenliğin profesyonel bir meslek olarak ele alındığını ancak toplumsal statüsünün zaman içinde dalgalanmalar gösterdiğini belirtmiştir. Bu durum eğitim fakültelerinin amaçlarına hizmet etmelerinde çıkan birtakım eksiklikler, alt yapı eksiklikleri, MEB-Üniversite iş birliğindeki yetersizlikler gibi nedenlerden kaynaklanmaktadır (Başkan, 2001; EARGED, 1999).

Ülkemizde öğretmen yetiştirme uygulamaları ve kaliteyi geliştirme çalışmalarına EARGED (1999), Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü (ÖYEGM)

(2002), Demirel (1999) bakıldığında öğretmen yetiştirme diğer ülkelerde olduğu gibi yüksek öğretim düzeyinde ele alınmaktadır. Bu çalışmalardan yeniden yapılanma çalışmalarının özüne bakıldığında asıl amacın kaliteyi arttırmak olduğu bir gerçektir. Öğretmen eğitiminde niteliği arttırmak açısından eğitim fakültelerinde yer alan programların, akademisyenlerin, öğretim süresinin önemi elbette inkâr edilemez. Fakat yapılan çalışmalar eğitim fakültelerindeki eğitim sürecinin ve çıktı olarak öğretmenin kalitesini etkileyen en önemli girdilerden birisinin eğitim fakültesini tercih eden öğrenciler olduğunu göstermektedir Brookhart and Freeman, 1992).

Eğitimin kalitesi açısından öğrencinin öğrenme tarzının, yaşantı birikiminin, kültürel alt yapısı ve ilgilerinin ne denli önemli olduğu tüm eğitimciler tarafından bilinen bir gerçektir. Fakat ülkemizde eğitimin en önemli ögesi olan öğretmenin, aday adayı olarak eğitim fakültesine geldiğinde beraberinde getirdiği ve alacağı eğitimi büyük ölçüde etkileyecek, bilgileri, tutumları, inançları, deneyimleri, beklentileri kısacası başlangıç donanımı kaliteli öğretmen eğitimi çalışmalarında öncelikli olarak ele alınmamıştır. Öğretmen yetiştiren yüksek öğretim programlarını tercih eden öğrencilerin niteliğini arttırmak amacıyla üniversitede verilen sosyal yardım ve burslar, üniversite sınavında verilen ek puan gibi uygulamalar yüksek öğretim düzeyinde yapılan kaliteyi artırma çalışmaları olarak değerlendirilirken Anadolu Öğretmen Liseleri ise aynı amaca yönelik orta öğretim düzeyinde yapılan bir uygulama olarak değerlendirilmektedir.

Anadolu Öğretmen Liseleri genel liseler kapsamında ele alınmakla beraber, ağırlıklı olarak öğretmen yetiştiren yüksek öğretim kurumlarına öğrenci hazırlayan liselerdir. 1989-1999 eğitim-öğretim yılında sayıları 18 iken 2003-2004 eğitim-öğretim yılında 108' e ulaşmıştır. Sayılarındaki artış AÖL'lere olan talebin arttığına da bir göstergesidir. Fakat AÖL'lerde eğitim verilen öğrenci sayısı kadar öğretmen yetiştirmeye katkı sağlaması bakımında bu okullarda verilen eğitimin niteliği ve bu doğrultuda gelinecek noktanın bilinmesi de önemlidir. Ülkemizde AÖL'ler ile ilgili olarak okul düzeyinde yada küçük örneklerde, sınırlı konularda araştırma yapılmıştır (Çubukçu, 1997; Şahin, (1992); İsmailoğulları, 1998; Karamustafa, 1996; Kütük 1992) fakat bu okulların amaçlarına hizmet etmedeki etkililiğine yönelik

arařtırmalar yeterli deęildir ünkü okulların etkililięini len arařtırmalar lke genelinde yapılan bařarı yada sertifika testlerinde mezunların bařarısını, o okulu tercih eden ęrenci ve velilerinin tercih etme nedenlerini, ve okul iinde buldukları sre ierisinde yada mezun olduktan sonraki memnuniyet dzeylerini (Brent and Ellison, 1995) ve etkililięi belirleyen bir etken olarak okulu tercih edenlerin giriř zelliklerinin belirlenmesini kapsayan derinlemesine alıřmalardır. Bu erevede bu arařtırma ile AL'lerin temel amalarına hizmet etme yeterlilięini deęerlendirmek amalanmıřtır.

Bu genel ama doęrultusunda AL'lerin Girdi ve ıktılarının ele alındıęı ařaęıdaki sorulara cevap aranmıřtır.

Girdilerin Deęerlendirilmesi:

AL'de okumakta olan ęrencilerin:

1. zellikleri nelerdir?
2. AL'leri tercih etme nedenleri nelerdir?
3. AL'lerin avantaj ve dezavantajlarına iliřkin grřleri nelerdir?
4. AL'lerde daha iyi bir eęitim iin grř ve nerileri nelerdir?
5. AL'lere giriřteki ęretmenlik mesleęine karřı tutumları nelerdir?

AL'de grev yapmakta olan ynetici ve ęretmenlerin:

6. zellikleri nelerdir?
7. AL'de alıřmayı tercih etmelerinin nedenleri nelerdir?
8. ęretmenlik mesleęine karřı tutumları nelerdir?
9. ęretmenlik mesleęine karřı tutumları arasında farklılık var mıdır?
10. ęrencilerin bu okulları tercih etme nedenlerine iliřkin grřleri nelerdir?
11. AL'lerin avantaj ve dezavantajlarına iliřkin grřleri nelerdir?
12. AL'lerde daha iyi bir eęitim iin grř ve nerileri nelerdir?

ocuęunu AL'ye gnderen ailelerin:

13. zellikleri nelerdir?
14. ocuklarını AL'ye gnderme nedenleri nelerdir?
15. AL'lerin avantaj ve dezavantajlarına iliřkin grřleri nelerdir?
16. AL'lerde daha iyi bir eęitim iin grř ve nerileri nelerdir?

Çıktıların Değerlendirilmesi

AÖL son sınıf öğrencilerinin:

17. AÖL'den mezun olurken (çıkışta) öğretmenlik mesleğine karşı tutumları nelerdir?
18. AÖL' ye girişteki ve çıkıştaki öğretmenlik mesleğine karşı tutumları arasında fark var mıdır?
19. Yerleştikleri üniversiteler hangileridir?
20. Yerleştikleri eğitim fakülteleri hangileridir?
21. Yerleştikleri öğretmen yetiştirme programları hangileridir?

Eğitim fakültesinde okumakta olan AÖL mezunlarının:

22. Özellikleri nelerdir?
23. Öğretmenlik mesleğini tercih etme nedenleri nelerdir?
24. Şu an devan etmekte oldukları öğretmen yetiştirme programını tercih etme nedenleri nelerdir?
25. AÖL'leri tercih etme nedenleri nelerdir?
26. AÖL'lerin avantaj ve dezavantajlarına ilişkin görüşleri nelerdir?
27. AÖL'lerde daha iyi bir eğitim için görüş ve önerileri nelerdir?
28. Akademik başarıları ile diğer liselerden mezun olmuş eğitim fakültesi öğrencilerinin akademik başarıları arasında fark var mıdır?
29. Öğretmenlik mesleğine karşı tutumları ile diğer liselerden mezun olmuş eğitim fakültesi öğrencilerinin öğretmenlik mesleğine karşı tutumları arasında fark var mıdır?

Üniversiteye giremeyen AÖL mezunlarının:

30. Özellikleri nelerdir?
31. Bir işte çalışma durumları nedir?
32. Üniversiteye girememelerinin nedenleri nelerdir?
33. AÖL'leri tercih etme nedenleri nelerdir?
34. AÖL'lerin avantaj ve dezavantajlarına ilişkin görüşleri nelerdir?
35. AÖL'lerde daha iyi bir eğitim için görüş ve önerileri nelerdir?
36. Üniversiteye giremeyen AÖL mezunlarına açılacak iş imkanlarına ilişkin önerileri nelerdir?

YÖNTEM

Araştırmanın Deseni

Bu çalışmada değerlendirme modeli olarak Stufflebeam'in CIPP (Bağlam, Girdi, Süreç, Çıktı) Değerlendirme Modeli esas alınmıştır (Ornstein, 1998). Fakat, çalışmanın gerçekleştirilebilirliği açısından model sadece Girdiler ve Çıktıları kapsayan **IP** (Girdi-Çıktı) modeli olarak yeniden düzenlenmiş, Girdiler ve Çıktılar da İnsan Kaynakları olarak ele alınmıştır. Bu bilgiler ışığında, AÖL'lerin amaçlarını yerine getirme yeterliliğini ortaya koymayı amaçlayan bu araştırma, değişkenleri korelasyonel ve karşılaştırmalı olarak incelemeyi içeren ilişkisel tarama modeline göre tasarlanmıştır.

AÖL'de okumakta olan öğrencilere ilişkin örneklem oluşturulurken örnekleme girecek AÖL'lerin seçiminde AÖL'lerin başarı durumlarının daha belirleyici olduğuna karar verilmiştir. AÖL'lerin başarı durumlarını tespit etmek için, mezunların ÖSS ham puan ortalamaları ile yüksek öğretim kurumlarına yerleşme puan ortalamaları temel alınmıştır. Bu iki değişkene ilişkin okulların puan ortalamaları olmadığından, *ÖSS ham puan ortalamalarını* hesaplayabilmek için; 2002 yılında mezun olan 8406 öğrenciye ait ham puanlar mezun oldukları alanlara göre düzenlenerek bilgisayar ortamına aktarılmıştır. Benzer şekilde, *yerleşme puanlarının ortalamaları* 2002 mezunlarından yüksek öğretim kurumlarına yerleşmiş ve puanlarına ulaşılmış 4612 öğrencinin puanlarının bilgisayar ortamına aktarılmasıyla elde edilmiştir.

Örneklem seçilirken evrendeki alt grupların temsil edilebilirliğini garanti altına almak amacıyla tabakalı örnekleme yöntemi kullanılmıştır (Gay, 1981). Okullar ÖSS başarı durumuna göre dokuz gruba ayrılmış, ikinci aşamada sınıflar (hazırlık ve son sınıf) ve son aşamada katılımcıların istatistiksel karşılaştırmalar açısından rastlantısal olarak seçilip eşit sayılarda temsil edilmeleri sağlanmıştır. Bu okullardan, yatılı (kız, erkek, kız erkek karma) veya gündüzlü olma, il ve daha küçük yerleşim biriminde olma, bölgelere göre dağılım, kuruluş yılları ile öğrenci ve öğretmen sayıları gibi

değişkenler de göz önünde bulundurularak temsil edilebilirliğin artırılması amacıyla, 33 okul örnekleme seçilmiştir.

Eğitim Fakültesi Öğrencileri örnekleminin seçiminde ise Küme Örnekleme (Cluster Sampling) yöntemi kullanılmıştır (Gay, 1981). Buna göre AÖL mezunları yerleştikleri üniversite, fakülte ve bölümlere göre kümelere ayrılmış, eğitim fakültelerine yerleşenler belirlenmiştir. Eğitim fakültelerine yerleşme durumlarına bakıldığında AÖL mezunlarının en fazla % 11,1 oranında Gazi Üniversitesine ve fen bilgisi, ilköğretim matematik, İngilizce, ortaöğretim matematik, sınıf, sosyal bilgiler, Türk dili ve edebiyatı ile Türkçe öğretmenliği bölümlerine yerleştikleri tespit edilmiştir. AÖL mezunlarının Gazi Üniversitesi eğitim fakültesinin bölümlerine yerleşme durumları incelendiğinde Türkiye genelindeki dağılıma benzer nitelikte dağılım gösterdikleri tespit edilmiştir. Bu bilgiler ışığında Gazi Üniversitesi Eğitim Fakültesinin en çok AÖL mezunu alan yukarıda da bahsedilen bölümleri araştırmanın kapsamına alınmış, toplam öğrencilerin temsil edilebilirliğini sağlamak amacıyla küçük bir evren olması ve kayıpların da olabileceği düşünülerek evrenin % 20'sinin örnekleme alınmasına karar verilmiştir. Buna göre her bölümden 10 AÖL mezunu, 10 diğer liselerin mezunlarından olmak üzere toplam 20 öğrencinin örnekleme alınması planlanmıştır. Sekiz bölümden toplam 302 aday öğretmene ulaşılmıştır.

Araştırmada nitel ve nicel veri toplama teknikleri ve araçları kullanılmıştır. Buna göre öğrenci, veli, yönetici-öğretmen özelliklerini ve AÖL'lere ilişkin görüş ve önerilerini saptamak üzere "Öğrenci", "Veli" ve "Yönetici-Öğretmen" Anketleri geliştirilmiştir. Herhangi bir yüksek öğretim kurumuna yerleşemeyen AÖL mezunlarının özellikleri ve mezuniyet sonrası durumlarını ve AÖL'lere ilişkin görüşlerini saptamak üzere "Mezun Anketi" geliştirilmiştir. Eğitim fakültelerindeki AÖL mezunlarına ilişkin veriler için "Eğitim Fakültesine Devam Etmekte Olan AÖL Öğrencisi Anketi" ile karşılaştırma işlemleri için diğer liselerden mezun eğitim fakültesi öğrencileri için "Eğitim Fakültesi Öğrencisi Anketi" geliştirilmiştir.

Tutumlara ilişkin verileri toplamak için tutumları saptanacak olan üç grubun -AÖL öğrencisi, öğretmen/yönetici ve eğitim fakültesi öğrencisi- öğretmenlik mesleğinin farklı aşamalarında yer alan üç farklı grup olması nedeniyle her bir grup için ayrı ölçek kullanılmıştır. Buna göre AÖL öğrencilerinin öğretmenlik mesleğine karşı tutumlarını ölçmek üzere Erkuş ve arkadaşları (2000) tarafından geliştirilen, güvenilirlik katsayısı $\alpha=0,95$ olan ölçek tercih edilmiştir. İkinci grup olan eğitim fakültesine devam etmekte olan öğretmen aday öğrencilerin tutumlarını ölçmek için Çapa ve Çil (2000) tarafından geliştirilen güvenilirlik katsayısı $\alpha=0,94$ olarak bulunan ölçek kullanılmıştır. Öğretmenlerin tutumlarını ölçmek için Çapa ve Çil (2000) tarafından geliştirilen ölçek öğretmenlere göre uyarlanarak kullanılmıştır.

Verilerin toplanması aşamasında veri toplama araçlarının çoğaltılması ve alana gönderilmesi ile örnekleme alınan okullardan verilerin toplanması ve bu süreç için gerekli izin yazışmaları için Millî Eğitim Bakanlığı Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı (EARGED)'nden Destek Araştırmaları kapsamında destek alınmıştır. Öğrenci, veli, yönetici ve öğretmen ile herhangi bir yüksek öğretim kurumuna yerleşmemiş mezunlara yönelik veri toplama araçları alana posta yoluyla gönderilerek, eğitim fakültesine devam etmekte olan öğrencilerden araştırmacının kendisi tarafından toplanmıştır.

LİTERATÜR ÖZETİ

Eğitim sisteminin üç temel ögesi öğrenci, öğretmen ve eğitim programları olarak kabul edilmektedir. Eğitimin amaçlarına üst düzeyde ulaşabilmesi bu üç temel öğenin niteliklerine ve bunlar arasındaki uyuma bağlıdır. Fakat bu üç temel öğeden öğretmenin diğerlerini etkileme gücü daha fazla bulunmaktadır (Karagözoğlu, 1996; Coultas ve Levin, 2000; Brookhart ve Freeman, 1992; Su ve arkadaşları, 2001). Bu nedenle öğretmenin kim olduğu, ne tür bilgi, beceri, inanç ve tutumlara sahip olduğu, öğretmenlikle ilgili beklentileri gibi konuların önceden bilinmesi öğretmenin niteliğini artırmak için gerekli olan etkili politikaların belirlenmesi ve öğretmen yetiştirme programlarında ihtiyaç duyulan düzenlemelerin yapılabilmesi açısından önemlidir (Brookhart ve Freeman, 1992; Su ve arkadaşları, 2001). Eğitimde nitelik

söz konusu ise politika geliştirenler ve öğretmen yetiştiren kişi veya kurumların öncelikle öğretmenlik mesleğini kimlerin tercih ettiğini incelemesi gerekmektedir.

Öğretmen yetiştiren programlara devam etmekte olan aday öğretmenlerin özelliklerini inceleyen 44 araştırmayı inceleyen Brookhart ve Freeman (1992), bu araştırmalarda öğrencilerin giriş özelliklerini dört ana başlıkta toplamıştır: 1) demografik özellikleri, 2) öğretmenlik mesleğini tercih etme nedenleri, 3) öğretmenlik mesleğine ilişkin algıları ve 4) öğretmenlik mesleğine yönelik tutumları ve inançları.

Aday öğretmenlerin giriş özelliklerinden demografik özellikleri incelendiğinde aday öğretmenlerin daha çok 20'li yaşlarda, bayan olarak tanımlanmıştır. Fakat ülkenin gelişmişlik düzeyine bağlı olarak bu durum farklılık göstermektedir. Anne-babalarının eğitim seviyesi düşüktür fakat annelere nazaran babaların eğitim seviyesi daha iyidir. Eğitim seviyesine bağlı olarak babaların büyük çoğunluğu çalışmaktadır fakat prestijli işlerde değil. Öğretmenlik mesleğini, ücreti, çalışma koşulları gibi maddi kazançlarından çok bilgileri paylaşma, topluma hizmet etme gibi özellikleri için tercih etmektedirler. Öğretmenlik mesleğini seçmelerine rağmen öğretmenlik mesleğinin sosyal statüsünün yüksek olmaması veya çalışma koşullarının iyi olmaması gibi nedenlerden dolayı uzun süre öğretmenlik yapmayı düşünmemektedirler (Brookhart ve Freeman, 1992; Coultas ve Levin, 2002; Su, 1992; Su ve arkadaşları, 2001).

Ülkemizde aday öğretmenler daha çok 18-24 yaşları arasında, erkektir. Daha çok il ve ilçe merkezlerinden gelmektedirler. Alt veya orta düzey ailelerden gelmektedirler. Genellikle ilkokul mezunu olan anne-babalarının eğitim düzeyi düşüktür. Annelerden çok babalar çalışmaktadır fakat prestijli işlerde değil. Ailelerin sosyo-ekonomik statüsü nedeniyle öğretmenlik mesleğini öğretmen yetiştiren programlara giriş kolay olduğu ve öğretmen oldukları takdirde çabuk iş bulma garantisi olduğu için tercih etmektedirler. Öğretmenliği kutsal, saygın, onurlu ve kendileri için ideal meslek olduğu için tercih etmektedirler, fakat sosyal statüsü düşük bir meslek olarak görülmesi nedeniyle, öğretmenliği çok gönüllü olarak seçmemektedirler bu nedenle

üniversite sınavında öğretmen yetiştiren birimlere son sıralarda yer vermektedirler (Demirel, 1995; Erjem, 2000; Kılınç, 1997; Özgür, 1994).

Eğitimde kalitenin önemin farkında olan ülkeler, toplumun değişen ihtiyaçlarına karşın öğretmen eğitimini geliştirmenin yollarını aramaya başlamıştır. Ülkemiz de yeni arayışlar içinde olan ülkelerden birisidir. 1982 yılında öğretmen yetiştiren programların üniversitelere devredilmesi ve 1989 yılında öğretmen yetiştiren programların yeniden yapılandırılması bu arayışlara verilebilecek çarpıcı örneklerdir (Şimşek ve Yıldırım, 2001).

Ülkemizde öğretmen yetiştirmede niteliği artırma çalışmaları yüksek öğretim düzeyinde yapılan çalışmalarla sınırlı değildir. Diğer ülkelerden farklı olarak ortaöğretim düzeyinde yürütülen çalışmalar da vardır. Bunlardan en önemlisi Anadolu Öğretmen Liseleridir. Bu liselerle öğretmen yetiştiren programları tercih eden öğrencilerin sayı ve niteliğinin artırılması hedeflenmektedir. Bu nedenle, bu kulların amaçlarına hizmet etme düzeyinin belirlenmesi diğer bir deyişle bu okulların etkililiği öğretmen yetiştirmede kalite açısından önemlidir.

BULGULAR

Girdilere ilişkin bulgular:

Anadolu Öğretmen Liselerini tercih eden öğrencilere ilişkin bulgular: Anadolu Öğretmen Liselerini tercih eden öğrencilerin genelde kız (% 53,6), gündüzlü (% 63,8) ve 13-22 yaşları arasında öğrenciler olduğu ortaya çıkmıştır. Öğrencilerin çoğunluğu AÖL'lere girebilmek için girmeleri gereken ortaöğretim kurumları giriş sınavına hazırlanabilmek için dershaneye gitmiş (% 61,8) ve ilköğretim okullarında açılan kurslara devam etmiştir (% 10,4).

Öğrencilerin AÖL'leri tercih etme nedenleri üniversite sınavı ve üniversiteden mezun olduktan sonra iş bulabilme gibi temel nedenlere dayanmaktadır. AÖL'lerin üniversite sınavında başarı oranlarının yüksek olması (% 85,7), üniversite sınavında AÖL mezunlarına ek puan verilmesi (% 79,2) ve bu okullara öğrenci (% 71,2) ve

öğretmenlerin (% 56,7) seçilerek alınması, toplumda bu okullarda daha kaliteli eğitim verildiğine dair genel bir kanının olması (% 58,7), öğretmen oldukları takdirde iş garantisinin olması (% 56,7), üniversite sınavında öğretmenlik dışındaki bölümleri tercih ederlerse puanlarının düşmemesi (% 55,4) ve öğretmen olmayı istemeleri AÖL'leri tercih etmelerinin en önemli nedenleridir. Öğrencilere göre; üniversite sınavında AÖL mezunlarına öğretmen yetiştiren programları ilk beş tercihleri arasında yer vermeleri durumunda ek puan verilmesi (% 87,3) ve bu okullara seçilerek öğrenci alınması (% 83,0) AÖL'lerin en önemli iki avantajıdır. AÖL'lerin üniversite sınavında ve üniversiteden mezun olduktan sonra iş bulmada sağladığı avantajlarının yanı sıra doğrudan okul ortamına ve okulda verilen eğitime ilişkin avantajlarını da belirtmişlerdir. Bunlardan bazıları; iyi bir yabancı dil eğitimi verilmesi (% 56,8), farklı kültürlerden gelen öğrencilerin kaynaşması (% 53,1) ve okul ortamının öğrencileri öğretmenlik mesleğine hazırlayıcı nitelikte olmasıdır (% 50,8). AÖL'lerin avantajlarına ilişkin maddelere katılımları % 87,3'e kadar yükselmesine rağmen dezavantajlarına ilişkin maddelere katılımları en yüksek % 27,5 olmuştur. Öğrencilerin büyük bir bölümü AÖL'lerin dezavantajları olduğunu düşünmemektedir. Fakat daha iyi bir eğitim ortamı için öğrencilerin katılım oranı düşük olmakla beraber, AÖL'lerin küçük yerleşim biriminde olması (% 27,5), yiyeceklerin öğrencilerin isteklerine cevap verici nitelikte olmaması (% 25,8), özellikle spor ve sanat alanlarında sınıf açılmaması (% 25,2), öğretmenlerin niteliklerinin yeterli olmaması (% 24,5) ve öğrencilerin üniversite sınavında açıkta kalma endişesi ile öğretmenlik bölümlerini (% 21,2) tercih etmeleri AÖL'ler ile ilgili başlıca olumsuzluk olarak değerlendirmişlerdir. Bunlardan başka ilgili sorunun açık uçlu maddesinde yoğunlukla diğer okullara göre AÖL'lerde ders saati sayısının ve ders süresinin fazla olmasını, okul aile işbirliğinin, rehberlik hizmetlerinin, sosyal faaliyetlerin ve fiziki altyapın yetersizliğini de ifade etmişlerdir. Bu olumsuzluklara dayanarak, yönetici ve öğretmenlerin seçimi ve kendilerini geliştirmeleri, öğrenci seçiminde öğretmen olmayı hedefleyen öğrencilerin seçilmesine özen gösterilmesi, haftalık ders sayısının azaltılması, alanların öğrencilerin ilgi ve istekleri doğrultusunda açılması, yatılı okullarda yatılılık koşullarının iyileştirilmesi ve AÖL'lerin amaçları ve avantajlarının topluma çok iyi duyurulması gibi önerilerde bulunmuşlardır.

Yönetici ve Öğretmenlere ilişkin bulgular: Geleceğin öğretmen aday adayları öğrencileri hazırlayan AÖL öğretmenleri daha çok 1-5 yıl arası meslekî deneyimi olan genç öğretmenlerdir. Genellikle genel lise mezunu olan (% 64,8) yönetici ve öğretmenlerin % 20,8'i Öğretmen Lisesi mezunudur. Yönetici ve öğretmenlerin ülkemizdeki çeşitli üniversitelerden mezun oldukları bunlardan Atatürk (% 11,7) ve Gazi (% 10,0) Üniversitelerinin daha ağırlıklı olduğu ortaya çıkmıştır. Yönetici ve öğretmenlerin % 57,9'u eğitim fakültesi mezunudur. Eğitim fakültesi mezunu olmayan yönetici ve öğretmenlerin genellikle lisans eğitimleri sırasında veya daha sonra üniversiteler tarafından açılan öğretmenlik sertifikası programlarında, öğretmenlik sertifikası aldıklarını belirlenmiştir. Öğretmenlerin % 32,7'si AÖL'lere seçilerek atanmıştır. Yönetici ve öğretmenler son üç yıl içinde kendilerini geliştirme adına hizmet içi eğitime katılmışlardır (% 62,2). Fakat % 28,3'ü herhangi bir faaliyete katılmadığını belirtmiştir. Yönetici ve öğretmenler AÖL'de öğretmenlik yapmayı daha çok üniversiteyi girmeyi hedefleyen (%62,4), seçilmiş öğrencileri (%81,2) olduğu için tercih etmektedirler. Öğretmenlik mesleğine karşı tutumları branşlarına göre incelendiğinde öğretmenlik meslek bilgisi derslerine giren öğretmenlerin tutumları ($\bar{x}=4,17$) ile diğer branşlardaki öğretmenlerin tutumları ($\bar{x}=4,15$) arasında fark bulunamamıştır ($t_{(47,982)}=304,0$, $p>0,05$).

Yönetici ve öğretmenlerin öğrencilerinin AÖL'leri tercih etme nedenlerine ilişkin görüşleri öğrencilerin görüşleriyle paralel çıkmıştır. Fakat öğrencilerden farklı olarak yönetici ve öğretmenlerin %72,4'ü öğrencilerin öğretmen olmak istedikleri için bu okulları tercih ettiklerini düşünmektedir. Bu oran öğrencilerde %51,9'dur.

Yönetici ve öğretmenlerin AÖL'lerin avantaj ve dezavantajlarına ilişkin görüşleri de öğrencilerin görüşleri ile paraleldir. Fakat öğrencilerden farklı olarak öğretmenler öğrenciler açısından avantajlarının yanı sıra öğretmenlik açısından da avantajlarını belirtmişlerdir; sınıf mevcutlarının az olması (%70,3), parasız yatılılık imkanı sunulması (%52,3), disiplin problemlerinin daha az olması (%51,5) ifade ettikleri avantajlardan bazılarıdır. Öte yandan ailelerle öğretmenler arasındaki işbirliği (%52,5) ve iletişimin (%43,8) yetersiz olması, yatılı öğrencilerin ailelerinden uzakta olmaları (%41,2) ve üniversite sınavında öğretmenlik meslek bilgisi dersleri ile ilgili

soru sorulmuyor olması AÖL'lerin dezavantajlarına ilişkin belirttikleri başlıca konulardır. Bu olumsuzlukların giderilmesi için öğrencilerin önerilerine paralel önerilerde bulunmuşlardır. Fakat öğrencilerden farklı olarak AÖL'lerde verilen hizmetlerin daha iyi yürütülebilmesi için öğretmenler dışında kalan yardımcı personelin de seçilerek atanması, ailelerle işbirliğinin artırılması konularında da önerilerde bulunmuşlardır.

Çocuğunu AÖL'lere gönderen velilere ilişkin bulgular: Çocuğunu AÖL'lere göndermekte olan aileler daha çok şehir merkezlerinde (% 60,5) yaşamaktadır. Anneler daha çok ilkokul (% 50,7) ve lise (% 26,7) mezunu iken babalar daha çok üniversite(% 41,3), ilkokul (% 29,0) ve lise (% 28,8) mezunudur. Babaların % 78,2'si düzenli bir işte çalışırken anneler için durum tam tersidir. Annelerin % 74,9'u çalışmamaktadır. Çalışan anne ve babaların çoğunluğu öğretmen, memur ve işçi iken, eğitim düzeylerindeki farklılıktan dolayı babaların bir kısmı akademisyenlik, mühendislik, üst düzey yöneticilik gibi daha prestijli işlerde çalışanlar da vardır. Ailelerin aylık ortalama gelirlerinin 100 milyon TL ile 3.6 milyar TL arasında değiştiği fakat ortalama gelirlerinin 720 milyon TL olduğu ortaya çıkmıştır. Ailelerin gelir durumu incelendiğinde paralı yatılı öğrencilerin anne-babalarının gündüzlü ve yatılı öğrencilerin anne-babalarından daha yüksek gelirli olduğu tespit edilmiştir. Ortalama iki-üç çocuk sahibi olan anne-babaların ailelerinde ortalama 4-5 kişi bulunmaktadır. Ailelerin çocuklarını AÖL'lere gönderme nedenleri öğrenci ve öğretmenlerin belirttiği temel nedenlerle paraleldir. Fakat onlardan farklı olarak çocuklarının AÖL'de okumak istemesi ve kendilerinin çocuklarının öğretmen olmasını istemeleri de belirttikleri nedenlerdir. Velilerin AÖL'lerin avantaj ve dezavantajlarına ilişkin görüşleri de öğrenci ve öğretmenlerin bu konulardaki görüşlerine benzerdir fakat öncelik sıraları farklılık göstermektedir. Onlara göre AÖL'lerin en önemli avantajı AÖL'lere seçilerek öğrenci alınması iken en önemli dezavantajı bazı AÖL mezunlarının açıkta kalma endişesi ile öğretmenlik bölümlerini tercih etmesidir.

Çıktılara ilişkin bulgular:

Son sınıf öğrencilerine ilişkin bulgular: AÖL öğrencilerinin öğretmenlik mesleğine karşı tutumları incelendiğinde, son sınıf öğrencilerinin tutumlarının ($\bar{x}=3,93$) hazırlık sınıfı öğrencilerinin tutumlarına ($\bar{x}=3,65$) göre daha olumlu olduğu ortaya çıkmıştır ($t_{(1013)}=-5,33$, $p<0,05$).

Mezunların üniversiteye yerleşme durumlarına ilişkin bulgular: 2002 yılında AÖL'lerden mezun olan öğrencilerden % 50'si üniversiteye girmiştir. Mezunların yerleştikleri üniversitelerin başında Gazi Üniversitesi gelmektedir (% 11,1). Üniversiteye giren mezunların yerleştikleri fakülte ve bölümler incelendiğinde en çok eğitim fakültesine (% 75,3), bölümlerden ise İngilizce (% 30,5), Türkçe (% 14,5) ve sınıf öğretmenliği (% 10,1) bölümlerine yerleştikleri ortaya çıkmıştır.

Eğitim fakültesine devam etmekte olan AÖL öğrencilerine ilişkin bulgular: Eğitim fakültesine devam etmekte olan AÖL öğrencileri devam etmekte oldukları bölümlere üniversite sınavına ilk girişlerinde (% 85,4) yerleşmişlerdir. Diğer liselerden mezun olmuş eğitim fakültesi öğrencilerinin ise (% 60,7'si ilk girişinde yerleşebilmiştir. Devam ettikleri bölümler AÖL mezunu öğrencilerin % 75,4'ünün ilk beş tercihi arasında iken bu oran diğer liselerden mezun öğrenciler için % 59,4'tür. Ayrıca AÖL mezunları ($\bar{x}=192,60$) diğer liselerden mezun öğrencilere ($\bar{x}=186,01$) göre daha yüksek puanlarla girmişlerdir ($t_{(274,15)}=-4,73$, $p<0,05$). Fakat akademik başarıları (dört üzerinden genel not ortalamaları) incelendiğinde AÖL mezunlarının ($\bar{x}=2,80$) not ortalamasının diğer liselerden mezun olmuş öğrencilerin not ortalamasından ($\bar{x}=2,93$) daha düşük olduğu ortaya çıkmıştır ($t_{(223,70)}=2,62$, $p<0,05$). Ayrıca öğretmenlik mesleğine karşı tutumları arasında bir fark bulunamamıştır. Diğer liselerden mezun öğrencilere göre (% 87,3) AÖL mezunlarının büyük bir çoğunluğu (% 97,3) eğitim fakültesinden mezun olduktan sonra öğretmenlik yapmayı düşünmekte ve öğretmenliği sürekli bir meslek olarak görmektedir. Mezun oldukları liselere bakılmaksızın eğitim fakültesi öğrencilerinin öğretmenliği meslek olarak seçmelerinin en temel nedenleri; 1) iş garantisinin olması (% 64,9), 2) öğretmenliği sevmeleridir (% 57,9). Fakat AÖL mezunlarının öğretmenliğin manevî doyumuna yönelik ifadelerine katılımlarının daha yüksek olduğu

tespit edilmiştir. AÖL'leri tercih etme, AÖL'lerin avantaj ve dezavantajlarına yönelik görüşleri incelendiğinde AÖL'ye devam etmekte olan öğrencilerinin görüşleri ile paralel görüşler bildirdikleri tespit edilmiştir. Bunlara ek olarak “AÖL'lerdeki ortamın öğretmenlik mesleğine hazırlayıcı nitelikte olmasını” da bir avantaj olarak gördükleri tespit edilmiştir.

Üniversiteye yerleşemeyen AÖL mezunlarına ilişkin bulgular: Herhangi bir yüksek öğretim kurumuna yerleşemeyen AÖL mezunları daha çok AÖL'de gündüzlü olarak okuyan mezunlardır (% 73.0). Çoğunluğu üniversite sınavına bir kere giren (% 84.0) % 11.3'ü çalışmaktadır. Çalışmayan mezunların % 65,6'sı dershanelere giderek gelecek üniversite sınavına hazırlanmaktadır. Mezunlar “üniversite sınavına hazırlanamamış olmalarını” üniversiteye girememelerinin en önemli nedeni olarak belirtmişlerdir. AÖL'lerde verilen eğitimin niteliğini bir neden olarak gösterenlerin oranı % 5.8'dir. Çalışan mezunların çalışma koşulları incelendiğinde daha çok özel sektörde (% 53,8) çalıştıkları ve aylık ortalama 280 milyon TL kazandıkları tespit edilmiştir. % 50'sinin sosyal güvencesi olmayan mezunlar, aile bütçesine katkıda bulunmak (% 37,04), yaptıkları işi sevdikleri (% 22,22) veya artık üniversite sınavından ümitleri kalmadığı (% 14,82) için çalıştıklarını ifade etmişlerdir. Kendi çabaları (% 33,3) veya “tanıdık” (% 23,3) vasıtasıyla buldukları işlerini bulmalarında AÖL mezunu olmalarının (% 38,5) bir etkisi olmadığını fakat işteki performanslarını olumlu etkilediğini belirtmişlerdir. Mezunlar ayrıca, mezun olduktan sonra AÖL'lerden hiçbir hizmet alamadıklarını (% 60,2) bunun için AÖL'lerin mezunlarını tekrar bir araya getirme, anlara haber bültenleri gönderme gibi hizmetler vererek onlarla ilişkilerini sürdürmeleri gerektiğini belirtmişlerdir. Üniversiteye yerleşemeyen mezunların AÖL'leri tercih etme ve AÖL'lerin avantajlarına ilişkin görüşleri araştırma kapsamındaki diğer grupların görüşleriyle paralellik gösterdiği, fakat dezavantajlarına ilişkin görüşlerinin farklı olduğu ortaya çıkmıştır. Üniversiteye yerleşemeyen mezunlara göre AÖL'lerin en önemli dezavantajları “AÖL mezunlarının diğer meslek lisesi mezunları gibi ara eleman olarak değerlendirilmemesidir”. Bu nedenle vekil öğretmenlik (% 61,0), halk eğitim merkezlerinde eğitimlik (% 60,2) veya etüd öğretmenliği (% 55,6) kendileri için önerdikleri istihdam alanlarıdır.

TARTIŞMA ve YORUM

AÖL'lerin Girdilerine İlişkin bulgular: AÖL'leri tercih eden öğrenciler, cinsiyet bakımından farklılık göstermemektedir. Erkekler biraz çoğunluktadır fakat bu farklılık eğitim sistemimizdeki kız ve erkek öğrencilerin dağılımı ile (MEB; 2002) son nüfus sayımında tespit edilen ülkemizdeki kadın erkek dağılımı (DİE, 2003) ile paralellik göstermektedir. Su ve arkadaşlarına (2002) göre böylesi bir dağılım geleneksel nedenlerden de kaynaklanıyor olabilir çünkü Su ve arkadaşları ailelerin, çocuklarına sağlayabildikleri eğitim imkanların sınırlı olması durumunda önceliği erkek çocuklarına verme eğilimi gösterdiklerini ifade etmişlerdir. Parasız yatılı öğrencilerin yanı sıra paralı yatılı öğrencilerin de ailelerinden uzakta olan AÖL'lere devam ediyor olmaları, ailelerinin çocuklarının bu okullara devam etmelerini desteklediklerinin bir göstergesi olarak yorumlanmıştır. Öğrencilerin çoğunluğunun Ortaöğretim Kurumları Giriş Sınavına başta dershaneler olmak üzere çeşitli kurslara katılarak hazırlanmaları öğrencilerin bu okullara girebilmek için harcadıkları emek de bu bulguyu desteklemektedir. Öğrencilerin AÖL'leri tercih etme nedenleri öncelik sırasına göre; 1) AÖL'lerin üniversite sınavında başarı oranlarının yüksek olması, 2) üniversite sınavında öğretmenlik programlarını seçmeleri veya seçmemeleri durumunda ve öğretmen yetiştiren programlara yerleştikten sonra AÖL mezunlarına sağlanan imkanlar (ek puan, öğretmen yetiştiren programları seçmemeleri durumunda puanlarının düşmemesi, burs verilmesi, AÖL'lere öğretmen atamalarında AÖL mezunlarına öncelik verilmesi), 3) AÖL'lerde verilen eğitimin kalitesi ve AÖL'lerin toplumsal statüsünün iyi olması, 4) öğretmenliğin iş garantisi olan bir meslek olması ve 5) öğretmen olmayı istemeleridir. Öğrencilerin ortaöğretim kurumlarını tercih ederken en belirleyici etkenin üniversite sınavındaki başarı oranının olduğunu Çakar (2000) da ifade etmiştir fakat burada ilginç olan öğretmen yetiştiren bölümlere öğrenci hazırlayan ortaöğretim kurumları olarak AÖL'leri tercih eden öğrencilerin “öğretmen olmayı istemeyi” bir tercih nedeni olarak daha alt sıralarda yer vermiş olmalarıdır. Bu durum ülkemizde öğretmenlik mesleğinin toplumsal statüsü ile ilgili olabileceği gibi AÖL'leri tercih eden öğrencilerin seçimindeki birtakım eksiklikler, AÖL'deki rehberlik hizmetlerinin yetersizliğinden yada üniversite sınavında öğretmenlik bölümleri dışındaki bölümleri tercih etmeleri

durumunda dezavantajlarının olmaması ile de ilgili olabilir. Diğer ilginç bir nokta öğrencilerin % 51,9'u öğretmen olmak istediği için AÖL'leri tercih ettiğini belirtirken, öğretmenlerin % 72,4'ü öğrencilerinin AÖL'leri öğretmen olmak istedikleri için tercih ettiklerini düşünmeleridir. Bu bulgu öğrencilerin AÖL'lerdeki öğrenciyi tanıma ve rehberlik hizmetlerinin yetersizliğine ilişkin görüşleriyle yakından ilgili bulunmuştur. Tüm bu bulgular öğrencilerin AÖL'leri tercih ederken AÖL'lerin onlara sağladığı öğrenme ortamlarına ilişkin faktörlerden (fiziksel koşullar sınıf mevcutları vb.) çok üniversite sınavına ilişkin faktörleri temel aldıklarını göstermiştir. Öğrenciler "AÖL'leri ileriki yaşamları için sağlam bir basamak" olarak gördükleri için tercih ettiklerini belirtmişlerdir. Çünkü AÖL'ler üniversiteye girişin (öğretmenlik yada diğer bölümlere) en güvenli yolu olduğunu düşünmektedirler. AÖL'lere öğretmenlik mesleğine karşı olumlu tutumlarla gelen öğrencilerin AÖL'lerde geçen dört yıllık eğitimleri boyunca olumlu yönde gelişmektedir.

Öğretmen yetiştiren bölümlere öğrenci hazırlayan öğretmenler olarak AÖL'de çalışmakta olan öğretmenler de bu çalışmada incelenmiştir. Öğretmenlere ilgili olarak elde edilen bulgular AÖL öğretmenlerinin genellikle genç ve orta yaşlı, genel lise ve eğitim fakültesi mezunu fakat % 37,5 'inin eğitim fakültesi mezunu olmadığı ve son üç yıl içinde meslekî gelişimleri için hizmet içi eğitime katılmış öğretmenler oldukları ortaya çıkmıştır. Öğretmenlerin üçte birinin son üç yıl içinde eğitim durumunda bir gelişme olmadığı da elde edilen bir başka bulgudur. Bu bulgular AÖL'lere atanan öğretmenlerin seçilerek atanması ve AÖL'ye atandıktan sonraki meslekî gelişmelerinin sürekliliğinin sağlanmasına yönelik öğrenci ve veli görüşleri ile örtüşmektedir. Bulgular, öğretmenlerin AÖL'de çalışmayı, öğrencilerin seçilmiş, üniversiteyi hedefleyen öğrenciler olması ve geleceğin öğretmenlerinin yetişmesine katkıda bulunmak istedikleri için tercih ettikleri ve kendi mesleklerine karşı olumlu tutumları olduğunu da göstermiştir.

Çocuğunu AÖL'ye gönderen ailelerin sosyo-ekonomik durumlarına ilişkin bulgular Bacanlı (1997) tarafından yapılan alt, üst düzey sosyo-ekonomik statü tanımları göz önünde bulundurularak incelendiğinde orta düzey aileler olduğu hatta bazılarının orta

düzeşin üst sınırına yakın bölümünde yer alabilecek (orta-üst) aileler oldukları söylenebilir. Anne-babaların çocuklarını AÖL'ye gönderme nedenlerinin üniversiteye veya iş garantisi olan bir meslek olarak öğretmenlik mesleğine girişte sağladığı avantajlar olduğu belirlenmiştir ki bu görüşleri çocuklarının görüşleri ile benzerlik göstermektedir. Çocuklarından farklı olarak aileler AÖL'leri tercih ederlerken çocuklarının bu okullarda okumasını istemelerini ve bu okulların çocuklarına sağladığı eğitim ortamını da göz önünde bulundurmaları da diğere bir bulgudur.

AÖL'lerin Çıktılarına İlişkin Bulgular:AÖL mezunlarının üniversiteye yerleşme durumlarına ilişkin bulgular 1998-2002 yıllarına arasında mezunların yarısı yada yarıdan fazlasının üniversiteye girebildiğini göstermiştir. Hatta ÖSYM (2002) verilerine göre tüm liselerin başarı ortalamaların % 37.7 olduğu 2002 yılında özel ve devlet fen liselerinden sonra en başarılı liselerin AÖL'ler olduğu tespit edilmiştir. Fakat AÖL'ler 1998-2001 yılları arasındaki başarı oranlarına ilişkin bulgular okul bazında incelendiğinde elde edilen bulgular AÖL'lerin başarı oranlarının 90.48 ile % 15.38 arasında geniş bir yelpazeye dağıldığını göstermiştir. Aynı tip eğitim veren okullar olarak başarı oranlarının bu denli farklı olması gerekli tedbirlerin alınması açısından çok önemli göstergelerdir. 2002 yılı verilerine göre üniversiteye giren öğrencilerin % 75'i yani toplam mezunların % 40.77'si öğretmen yetiştiren programlara yerleşmiştir. Bu bulgular öğretmen yetiştirme açısından AÖL'lerin amaçlarına hizmet ettiğini fakat bunun istenilen düzeyde olmadığını göstermektedir.

Eğitim fakültesine giren mezunlar diğere liselerden mezun eğitim fakültesi öğrencileri ile karşılaştırılarak incelendiğinde elde edilen bulgular; diğere liselerden mezun öğrencilere göre AÖL mezunlarının üniversite sınavında ilk beş tercihleri arasında öğretmen yetiştiren bölümlere daha fazla yer verdikleri ve daha yüksek oranda öğretmenliği sürekli bir meslek olarak düşündüklerini göstermiştir. Bu farklılığın üniversite sınavında AÖL mezunlarına sağlanan 10-24 arası değişen ek puan gibi olanaklarla yakından ilgili olabileceği bu nedenle nitelikli öğrencilerin öğretmenlik mesleğine çekilmesinde özendirici tedbirlerin ne denli önemli olduğu ortaya çıkmıştır. Öğretmen yetiştiren bölümlere daha yüksek puanlarla girmelerine rağmen

AÖL mezunlarının akademik başarılarının diğer liselerden mezun öğrencilerin akademik başarılarından daha düşük olduğu ortaya çıkmıştır. Bu bulgu üniversite sınavında AÖL mezunlarına verilen ek puanın yanıltıcı etkisine dikkatleri çekmek açısından önemlidir. Öğrencilerin tutumları arasında AÖL öğrencileri lehine bir farklılık beklenmesine rağmen herhangi bir fark bulunamamıştır. Bu durum ise Gazi üniversitesinin ülkemizdeki köklü, yüksek puanla öğrenci alan üniversitelerden birisi olması nedeniyle üniversite sınavında diğer liselerden mezun öğrencilerin de en az AÖL mezunları kadar öğretmenliği isteyen başarılı öğrencilerin bu bölümlere girebilecek yeterli puanı alabilmiş öğrenciler olmasından kaynaklanmış olabileceği düşünülmüştür.

Elde edilen bulgular üniversiteye giremeyen mezunların çoğunluğunun AÖL’de gündüzlü olarak okuyan öğrenciler olduğu ve üniversiteye girememelerinin nedeninin AÖL’de verilen eğitimin niteliğinden çok kendilerinden kaynaklanan nedenler olduğunu göstermiştir. Bulgular ayrıca bu mezunların onda birinin çalıştığını fakat geliri düşük, sosyal güvencesi olmayan ve AÖL’de aldıkları eğitimle ilgisi olmayan işlerde çalıştıklarını göstermiştir. Bu nedenle bu mezunların, birer ara eleman olarak değerlendirilerek; AÖL’de aldıkları eğitimle ilgili çeşitli alanlarda istihdam edilmek istemeleri bir diğer bulgudur.

ÖNERİLER

1. Öncelikle Millî Eğitim Bakanlığı (MEB) tarafından yürütülmekte olan “Orta Öğretimin Yeniden Yapılandırılması Projesinde” AÖL’lerin statüsü ve amaçları tekrar gözden geçirilerek daha net bir şekilde ifade edilmesi gerekmektedir.

2. AÖL’ler verdikleri nitelikli eğitim ve mezunlarına sağladıkları avantajlar nedeniyle eğitim sistemimiz içindeki en avantajlı okullar görünümündedir. Fakat, MEB ve Eğitim fakültesi temsilcilerinin bir araya gelerek AÖL mezunlarına sağlanan avantajları özellikle “ek puan verilmesi durumu” miktar ve verilmiş şekli açısından tekrar gözden geçirmeleri gerekmektedir çünkü bazı durumlarda bu avantajların amaçlananın tam tersine hizmet etme riski olduğunu araştırma bulguları

göstermiştir. *Bu durumun çözümü için öğrenciler, öğretmenler ve veliler ek puanın AÖL mezunlarına, üniversite sınavında öğretmenlik meslek bilgisi dersleri ile ilgili olarak sorulacak sorularda elde ettikleri başarı oranında verilmesini önermektedirler.*

3. Daha nitelikli öğrencilerin AÖL'leri tercih etmesi için AÖL'ler topluma daha iyi tanıtılmalıdır

4. AÖL'lere atanan yönetici ve öğretmenler mutlaka objektif kriterlere göre seçilerek atanmalıdır.

5. AÖL'ye atandıktan sonra öğretmenlerin meslekî gelişmelerinin sürekliliği sağlanmalı bunun için yalnızca hizmet için eğitimlere katılımları değil lisans üstü programlara katılımları da teşvik edilmelidir.

6. Yönetici ve öğretmenler periyodik aralıklarla yeterlik sınavına tabi tutulmalıdır.

7. Daha nitelikli yönetici ve öğretmenlere AÖL'leri cazip hale getirmek için AÖL yönetici ve öğretmenlerinin özlük hakları iyileştirilmeli, özellikle yatılı AÖL'lerdeki eğitim-öğretim hizmetleri dışında kalan ek sorumlulukları azaltılmalıdır.

8. AÖL'lerde birçok alanda duyulan yardımcı personel ihtiyacı giderilmeli fakat bu kişiler ihtiyaç duyulan alanların uzmanı kişiler arasından "seçilerek" atanmalıdır. Öğrenci ve velilere göre öncelikle (özellikle yatılı AÖL'lerde) doktor, hemşire ve aşçı açığının kapatılması gerekmektedir.

9. Okul ortamının yanı sıra AÖL'lerdeki programların da öğrencileri öğretmenliği hazırlayıcı nitelikte olması için tekrar gözden geçirilmesi gerekmektedir.

10. Öğretmenlik mesleği ile ilgili konular sadece öğretmenlik meslek bilgisi dersleri ile sınırlı tutulmamalı, disiplinler arası bir anlayışla diğer derslere de yayılmalıdır.

11. Haftalık ders saati sayısı azaltılmalıdır.
12. Öğrencilere daha fazla sosyal faaliyet imkânları sunulmalı ve bu faaliyetler için öğrencilere zaman verilmelidir.
13. Üniversite sınavında ek puan verilmeyen öğretmenlik bölümlerini tercih eden öğrencilere de ek puan verilmelidir.
14. Yatakhane ve yemekhanelerin işletmesi özelleştirilerek yönetici ve öğretmenlerin iş yükü azaltılmalıdır.
15. Yatılı öğrencilere sunulan yaşam koşulları (yatakhane, yemekhaneler, bireysel çalışma ortamları, sağlık hizmetleri) iyileştirilmelidir.
16. Rehberlik hizmetlerinin etkinliği artırılmalı, bunun için öncelikle rehberlik uzmanı eksiklikleri giderilmelidir.
17. Okul-Aile iş birliği geliştirilmelidir.
18. AÖL'lerin buldukları yerleşim birimleri tekrar gözden geçirilmeli, yeni AÖL'ler küçük yerleşim birimlerine açılmamalıdır.
19. Mezun öğrencilerle ilişkiler devam ettirilmelidir.
20. Üniversiteye giremeyen öğrencilerin ara eleman olarak eğitim sisteminde değerlendirilebilecekleri istihdam alanları belirlenmelidir.
21. Öğrencilerin ilgi ve istekleri doğrultusunda alanlar açılmalı, özellikle sanat spor alanları yaygınlaştırılmalıdır.
22. AÖL'ler arasındaki başarı farkı aza indirilmelidir.
23. Öğretmen yetiştiren bölümlere ilk beş tercihi içinde yer vererek giren öğrencilere verilen bursun miktarı artırılmalı ve ödemeleri düzenli yapılmalıdır.

VITA

Semra Tican Bařaran was born in Muęla on March 26, 1970. She received her B.A. and M.A. degrees in Biology Education from Middle East Technical University in 1992 and in 1996 respectively. She worked as an English language teacher at a public primary school in Ankara from 1992 to 1995. Since 1995 onwards, she has been working at Educational Research and Development Directorate of Ministry of National Education (MONE) as a researcher. She was involved in the studies “Credit System in Secondary Education”, “Curriculum Development Studies in MONE”, “Profile of Contemporary Teacher that the Turkish Education System Needs”, “Barriers to Family Involvement in Primary Education”, “Investigation of Reasons for Students’ Low Academic Achievement Rate in Police College and Ways of Increasing Academic Achievement”. She has been currently studying at the projects, Educational Research Data Base, and Child Friendly Learning Environments.