PERCEIVED ROLES, RESPONSIBILITIES AND CHALLENGES
OF CT's IN THE PROCEDURE OF TEACHING PRACTICE COURSE
IN PRACTICUM

VOLUME I

GÜLDEREN SAĞLAM

MARCH 2007

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A THESIS SUBMITTED TO
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BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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Approval of the Graduate School of Social Sciences

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

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Prof. Dr. Wolf König

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.

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ABSTRACT

PERCEIVED ROLES, RESPONSIBILITIES AND CHALLENGES
OF CT's IN THE PROCEDURE OF TEACHING PRACTICE COURSE
IN PRACTICUM

Sağlam, Gülderen

Ph. D., Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Alev Yemenici

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March 2007, 470 pages

This research study aims to investigate how cooperating teachers (CTs) in Partnership Schools working with pre-service teachers (PTs) from Universities in Ankara and Bursa reflect on challenges they face according to their own perceived roles and responsibilities in the process of implementing their complicated and demanding work to contribute to pre-service teacher training in schools. The present study specifically focuses on cooperating teachers' perceived challenges in relation to the feedback process and their cooperation with pre-service teachers to fulfill their roles and responsibilities to understand the nature of cooperating teachers' work, and how such recognition and understanding could empower all the parties involved-cooperating teachers and pre-service teachers with the aim of making the school

experience more beneficial for pre-service teachers. The results of data collection show that CTs need further training in almost all aspects of their work directly related to the teaching learning environment in schools. Areas of their work that need improvement are also introduced, and recommendations to cope with challenges are presented.

ÖZ

ÜNİVERSİTE-OKUL İŞBİRLİĞİ OKUL UYGULAMASI DERSİ SÜRECİNDE OKUL UYGULAMA ÖĞRETMENLERİNİN ALGILADIKLARI GÖREV, SORUMLULUK VE ZORLUKLAR

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Mart 2007, 470 sayfa

Bu araştırma öğretmen adaylarının Okul-Üniversite İşbirliği çerçevesinde okullardaki eğitimine okul uygulama öğretmeni aracılığıyla katkıda bulunmak üzere yapılmıştır. Bu katkının gerçekleşmesinde karmaşık ve yoğun çalışma gerektiren işi yapmakta olan okul uygulama öğretmenlerinin karşılaştıkları yeni durumları kendilerinin kendi rol ve sorumluluk algıları içinde yaptıkları işi nasıl yansıttıklarını incelemeyi amaçlamıştır. Çalışma özellikle okul uygulama öğretmenlerinin rol ve sorumluluk algıları çerçevesinde yeni durumları algılamaları üzerinde odaklanmaktadır. Okul uygulama öğretmenleri bu yeni durumlarla kendi algıladıkları rol ve sorumlulukları yerine getirirken aday öğretmenlere verdikleri geri dönüt ve aday öğretmenlerle işbirlikli çalışmaları sürecinde yüzleşmektedirler. Bu yüzleşme onların karşılaştıkları durum ve yaşantıları tanıma ve anlama aracılığı ile kendi iş içeriklerini fark etmelerine yardımcı olur (Aday öğretmen eğitimi

işi). Onların bu çalışmada paylaştıkları farkındalıkları ve tanımlanmış olan görevlerini yerine getirme şekilleri tüm uygulama sürecine katılanların durumu algıda güçlenmelerini ve uygulama sürecini daha yararlı hale getirebilmelerini olanaklı kılacaktır. Araştırma sonuçları öğretmen adaylarının eğitimi sürecinde gerçekleştirilecek neredeyse tüm çalışma alanlarında daha fazla eğitici eğitimine ihtiyaç olduğunu göstermektedir. Araştırmada ayrıca okul uygulama öğretmenlerinin bilgi ve deneyime ihtiyaç duydukları alanlar tanıtılmış ve ilgili alanlarda karşılaşılabilecek durum ve oluşumlarla başa çıkabilmeleri için bazı önerilerde bulunulmuştur.

Anahtar Kelimeler: Okul Uygulama Öğretmeni, Aday Öğretmen, Üniversite Uygulama Öğretim Elemanı, Beklenmeyen ve Yeni Yüzleşilen Yaşantılar, Görev ve Sorumluluklar

To my mother, Rüçhan, my husband, Atilla
and my daughter, Sera Su
For letting me do what I really wanted to do
and
supporting me even when I was
away from home for years

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I thank you all.

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LIST OF ABBREVIATIONS

CTs	:	Cooperating Teachers
ELT	:	English language teaching
HEC	:	Higher Education Council
INGED	:	İngilizce Eğitimi Derneği
IPPs	:	Individual Power and Potentials
IT	:	Information Technology
ITE	:	Initial Teacher Education
ITT	:	Initial Teacher Training
ME	:	The National Ministry of Education
MONE	:	Ministry of National Education
PPS	:	Personal Power and Strengths
PTs	:	Pre-service Teachers
TES	:	Turkish Education System
TESOL	:	Teaching English to the Students of Other Languages
USs	:	University Supervisors

CHAPTER I

INTRODUCTION

The role of cooperating teachers in the professional development of prospective teachers is undeniably significant. It is often said that we teach in the way we are taught. This, however, should not be an unchangeable statement of fact in education because the goal of education is to create behavior change in people. In contributing to the professional lives of prospective teachers, the role that subject teachers play is crucial.

The success or failure of any innovation in language teacher education based on new approaches or developmental changes affect both pre-service and in-service teachers. Innovations in English Language Teaching (ELT) and language teacher education have invited teacher educators to view prospective language teachers from a different angle. This new conceptualization of teachers state that they are not empty vessels waiting to be filled with theoretical and pedagogical skills (Burden and Williams, 1997). On the contrary, prospective teachers are viewed as individuals who enter teacher education programs with prior experiences, personal values and beliefs that inform their knowledge about teaching and shape what they do in the classrooms (Kumaravadivelu,2001).

At the stage of teaching practicum, prospective teachers find a chance to actually put into practice what they have been taught. What they observe, do, and hear on their performance is of significance to them. That valuable feedback comes from teachers in partnership schools who cooperate with prospective teachers.

During this process, in order to enhance the professional awareness of pre-service teachers, cooperating teachers describe and share their own professional experiences, observe prospective teachers' teaching, listen to their personal accounts of what they did when they taught the class, and reflect on and evaluate the teaching experiences of these student teachers.

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The professional manner these mentoring teachers carry out this responsibility depends on their perceptions of what their assumed roles should be.

Background of the Study

Having the intention of helping cooperating teachers know what exactly their responsibilities would be in accomplishing this vitally important task of mentoring pre-service teachers, the Higher Education Council, henceforth YÖK, published a regulation defining the roles and responsibilities of cooperating teachers. This regulation was an important aid to teachers who were working with prospective teachers because it was the first major comprehensive work which outlined the roles and responsibilities of cooperating teachers clearly. The regulation took effect in 1998 and has been used at the Ministry of National Education, henceforth MONE, schools by cooperating teachers since then. Table 1 below summarizes YÖK's definition of cooperating teachers' roles and responsibilities.

Table 1. Summary of Cooperating Teachers' Roles and Responsibilities by YÖK in 1998.

CT as a **Supervisor**	Supervising the work of pre-service teacher in school
CT as a **Staff Relation Representative**	Ensuring that all the teaching staff with whom PTs work are aware of their needs and background, and assist as required in their progress and development
CT as an **Information Provider**	Providing information to PTs about the school, resources, curriculum, pupils and such other matters as maybe necessary for them to do their job
CT as a **Liaison Officer**	Liaising with the university lecturer, other teachers in the school, and the student to ensure that PT has a suitable program of School Experience and a suitable time table and classes for Practice Teaching
CT as a **Supporter**	Giving support and assisting the PTs throughout his or her work in the school
CT as a **Progress Reporter**	Meeting regularly at agreed times with the PTs to discuss progress and set target for further development
CT as an **Observation Planner**	Planning a lesson observation program to make sure that PT is observed
CT as an **Observer**	PTs are observed during the tine of actual classroom teaching experince and practice teaching hours
CT as a **Feedback Provider**	PTs receive written feedback on lessons at regular intervals
CT as a **Progress Monitor**	Discussing PTs progress with her teachers, and with the university lecturer as requested
CT as an **Evaluator**	Evaluates PTs progress right after PTs' teaching in the class
CT as an **Assessor**	Giving the university lecturer a written assessment of the PTs' skills at the end of the Practice Teaching to assist in the assessment

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In practice, however, some problems have arisen since the regulation took effect when it was observed that cooperating teachers were facing challenges in fulfilling their responsibilities defined by YÖK.

Rationale for the Study

This research study aims to investigate those challenges that cooperating teachers face in order to fulfill their roles and responsibilities in this regard. It was undertaken when it was recognized that these cooperating teachers, henceforth CTs, were experiencing confusion because they had received no formal training on how to fulfill such an important responsibility. The problem was first witnessed, formulated, and brought to the conscious attention of others by this researcher. The researcher was later encouraged by the supervising faculty members at Uludağ University to investigate this matter in detail.

The starting point was to understand how CTs found their ways to implement their work with pre-service teachers, henceforth PTs, in practice-based course, namely, FLE 404 Practice Teaching. During the supervisory work at a number of educational institutions through the years, the researcher personally observed that knowing ways of working with PTs was also a major concern and an important topic of discussion among CTs. The researcher also began to receive an avalanche of questions from cooperating teachers who were also discussing what to do and how to help PTs among themselves.

There were also additional reasons to undertake this research study. These reasons stem from factors such as the results of recent technological and economic changes in the world, European Union Acts, wide usage of the English language, and newer regulations that introduce growing expectations from language teachers - these regulations instruct language teachers to prepare their students to meet the recent international language standards. As there is no clarity regarding the implementation of these issues among CTs, they affect the professional lives of language teachers and teacher educators, thus, contribute significantly to the current state of CTs' confusion. In the following paragraphs, the present situation in Turkey will be reviewed in order to present the contribution of these factors.

First, due to the recent technological and economic changes in the world, the rapid development and massive use of technology such as computers throughout the world has had enormous implications for education (Bowman, 2000). The use of computers causes citizens of different countries to start intercultural exchanges at a fairly early age. Such changes have caused policy makers in Turkey to make some adaptations; one of them is the inclusion of foreign language education in the fourth and fifth grades of primary education which was initiated by the national government in 1997 (Tebliğler Dergisi, 1997).

These changes, however, have also placed some responsibilities on the shoulders of language teachers. Firstly, language teachers are required by MONE to develop their professional knowledge on new subjects such as teaching young learners, and they are provided with in-service seminars (http://oyegm.meb.gov.tr/yet/) and internet support (http://library.ttk.org.tr) to fill in any probable knowledge gap in that regard.

Learning to teach new subjects such as teaching young learners has brought an additional burden-like responsibility to CTs: During the previously mentioned practice-based courses, those teachers have found themselves in a situation where they have to share their experiences with PTs on how young learners learn; how they should be taught and how they should be approached for interaction. Those language teachers who work as CTs are expected and required to contribute to PTs' professional experiences in order to help them develop those necessary professional skills. Yet, it is sadly reported that CTs are not professionally well equipped to accomplish such a task because of their lack of any formal training.

Second, Turkey's attempts to join the European Union have caused the introduction of titanic changes in the professional lives of teachers and all others in the field of education and in the institutions of the country (http://www.meb.gov.tr). One of those changes that is relevant to the scope of this research study is the development of "Generic Teacher Competencies"
 (http://www.deltur.cec.eu.int/!Publish/tr/PressRelease-55.doc).

The development of those competencies has brought another additional burden-like responsibility to CTs because as MONE has not offered support to fill in

any knowledge gap in this regard, CTs cannot be assumed to possess those competencies. The introduction of those competencies helped create an opportunity for CTs to become conscious of their own competencies for the first time. It must be stated at this point that there is no available work that informs whether and how conscious CTs are of their own competencies. However, as they are assumed to possess those competencies, they are expected to help PTs develop the same. This is a highly unsafe assumption.

Third, English is the most widely used foreign language in Turkey. English speaking Turkish citizens are needed in order to engage in international trade and cultural integration with other nations. National government's recognition of citizens' language learning needs raises the importance of language teacher training programs in educating future citizens. Because the world has become a global village (Morley, 1991), improving the quality of teacher training programs in ELT is not new practice in developing countries (Prabhu, 1987; Holliday, 1994 and 2001; Markee, 2001). Owing to the same reason, language teacher education in Turkey has attracted intensive attention. One part of this attention should focus on obtaining CTs' perceptions on pre-service language teacher education.

Fourth, as was mentioned before, thanks to the innovations in ELT and language teacher education, teacher educators view PTs as individuals who enter teacher education programs with prior experiences, personal values and beliefs that inform their knowledge about teaching and shape what they do in classrooms. Today CTs make decisions in their teaching to help PTs become conscious of their teaching behaviors, the effect of their personality on their teaching behaviors, and recognize and be prepared to experience the challenges they may face in language teaching (Brophy and Good, 1986; Bennet, 1987; Helmke et al., 1986). It must be stated that, in Turkey, there is no reported account of CTs' contribution to PTs in this regard.

Purpose of the Study

As was mentioned in the previous section, as CTs are assumed to possess generic teacher competencies and are assumed to be able to assess themselves on them, they are expected to help PTs develop the same even though that is not the case

in reality. Therefore, one purpose of this research study is to obtain CTs' own personal assessments of their competencies. It will be the first in Turkey in this regard.

As was also mentioned in the previous section, there is no documented account that captured CTs' perceptions on pre-service teacher education in Turkey. To fill in the gap of knowledge in this regard, this research, in part, has been designed to contribute to this end by capturing and presenting CTs' perceptions on pre-service language teacher education.

Another strength of this research lies in the fact that it examines the effect of the innovations in ELT and language teacher education in the Turkish context. It is pioneering in this respect as well.

In order to obtain information on the issues presented above, the researcher formulated the major research questions which are presented below:

1. How do cooperating teachers define their roles and their responsibilities?
2. What challenges do cooperating teachers face?
3. What do they do to cope with these challenges?
4. To what degree do cooperating teachers fulfill their roles and responsibilities?

Research Objectives

The major questions that formed the basis of this study were subcategorized into eleven areas so that detailed information could be obtained in order to investigate the problem in depth. Following this, the opinions of the cooperating teachers, who

formed the participants of this study, were sought on the following eleven areas, each of which has specific points of focus in order to investigate the problem fully:

1. Assisting PTs to become familiar with the students in the class,

    a.   taking into consideration PTs' needs in getting to know the students

    b.   guiding PTs

    c.   introducing PTs to the students

2. Assisting PTs in the planning, implementation and evaluation of the teaching and learning process,

    a.   assisting PTs in doing lesson plans

    b.   assisting PTs in developing materials

    c.   arranging the learning environment for PTs

    d.   planning out-of-class activities for the professional development of PTs

    e.   introducing variety into teaching to help PTs recognize individual differences among students

    f.   assisting PTs to develop time management skills

    g.   setting an example for PTs with regard to classroom management and learning to establish relationships with students

3. Assisting PTs in monitoring and evaluating the students' learning and development,

   a.   assisting PTs in choosing the appropriate testing and evaluation methods and techniques

   b.   assisting PTs in using multiple appropriate testing and evaluation techniques to test students' subject knowledge

   c.   assisting PTs in analyzing and interpreting data to monitor students' progress and their learning processes

   d.   assisting PTs to familiarize themselves with the school and to benefit from its facilities in monitoring students' learning and development

4. Assisting PTs in establishing working relationships with the school administration and staff, families, and the society,

   a.   encouraging active participation of PTs in the process of transforming the school into a center of culture

   b.   informing PTs with the regard to the relationships of students' families with the school

5. Assisting PTs to become familiar with the curriculum and its content,

   a.   assisting PTs to comprehend the fundamental values and principles of the Turkish national education system

   b.   explaining the specific approaches, goals, principles, and techniques of the subject matter curriculum to PTs

6. Assisting PTs to recognize the importance of national and universal values,

   a.   informing PTs on protecting and upholding children's rights

   b.   informing PTs on protecting and upholding human rights

   c.   emphasizing the importance of the need for being against discrimination and not discriminating students

   d.   displaying democratic teacher attitudes in the classroom

   e.   displaying personal support for national and universal values

   f.   stressing for PTs the need for being sensitive to students' individual and cultural differences

   g.   displaying PTs the examples of teaching which show the personal acceptance of societal and professional ethics

   h.   explaining and displaying exemplary applications of the legal and moral responsibilities regarding the use of information and communication technologies

7. Assisting PTs to become aware of the importance of doing self-evaluation,

   a.   doing self evaluation of personal performance to set an example for PTs

   b.   utilizing the results of their self-evaluation in improving the teaching and learning process to set an example for PTs

   c.   incorporating the opinions of students in the classroom for self-evaluation to set an example for PTs

   d.   displaying openness for different opinions and criticism to set an

        example for PTs

e. display of seeking the reasons for changes in students' behavioral and learning related problems firstly in themselves to set an example for PTs

8. Assisting PTs to better understand the process of professional development,

a. assisting PTs to realize the importance of their own personal strengths and professional competence

b. stressing for PTs the importance of consistency and honesty in their conduct in the classroom

c. emphasizing for PTs the importance of coping with problems

d. building awareness in PTs for knowing the ways of managing stress and using them for professional success

e. emphasizing the importance of having self confidence in teachers

f. emphasizing the importance of having higher order thinking skills in teachers and utilizing them

g. assisting PTs to learn time management strategies and to utilize them in teaching

h. explaining the importance of adapting new ideas and changes

i. stressing the importance of using English grammatically and intelligibly

j. emphasizing the importance of fulfilling professional responsibilities enthusiastically and willingly

k. emphasizing the importance of being technology literate for teachers

l.   emphasizing the importance of monitoring the latest developments in information and communication technologies

m.   emphasizing the importance of following developments in related fields, participating in professional activities in those fields, and applying what is learned in those fields into teaching

9. Assisting PTs to follow recent developments and become professionally productive in the field,

a.   assisting PTs to participate in social and recreational activities at school

b.   emphasizing the importance of utilizing information and communication technologies to aid professional development and productivity

c.   emphasizing the importance of attending in-service training, meetings and seminars

d.   encouraging PTs to be current on literature for professional development

e.   emphasizing the importance of PTs' cooperation with teachers' associations and their participation in the decision-making process

f.   assisting PTs to prepare self-development plans for themselves and encouraging them to develop themselves in the preparation and administration of those plans

g.   encouraging PTs to participate in group work with school staff

h.   assisting PTs to participate in social, cultural, and professional activities held at school

10. Assisting PTs to comprehend the process of improving and advancing their institutions,

    a.   emphasizing the importance of improving and advancing the institution

11. Assisting PTs to become current on following professional rules and regulations and fulfilling professional responsibilities.

    a.   explaining the importance of knowing the current regulations on duty, rights, and responsibilities and conforming to them in professional conduct

    b.   explaining the importance of being current on amendments and innovations in regulations and the importance of providing suggestions

    c.   stressing the importance of knowing the laws and regulations concerning the handicapped and behaving accordingly

    d.   explaining the necessity to exert effort for the taking of precautions for the handicapped

Definition of Terms

Lack of definitions on the core terms which are frequently used in the study could lead to considerable confusion when the readers are left to their own probable, multiple interpretations and keeping them in such a condition might cause a kind of failure in their recognition of the issues and in their understanding of the major findings in the study. To create clarity and avoid the would-be-confusion, it is necessary to define the following core terms used throughout the study.

Cooperating Teachers   YÖK (1998) defined cooperating teachers as school teachers who teach the course of English as a Foreign Language, who guide and advise the pre-service-teachers

during school experience and teaching practice in schools, and who work in close cooperation with the supervisors. These school teachers in Faculty-School-Partnership program are the parties who somehow strive to understand their expected roles and responsibilities through facing countless new situations and finding themselves in various unexpected conditions in the process of professional contribution. Being in unfamiliar situations and inexperienced conditions, they try to sense and experience these situations and conditions in their daily lives of teaching through telling, retelling and living, reliving their ways of fulfilling the service of agreed cooperation in pre-service teacher education.

Pre-service Teachers   Undergraduate students who have fulfilled the necessary requirements for starting school experience and, later, teaching practice (YÖK, 1998). These undergraduate students expect to get the utmost benefit out of the Faculty-School-Partnership program, and find themselves in unfamiliar situations and inexperienced conditions. Being in such a position, they continuously expect having determined, thoroughly-equipped and well-formed contribution of cooperating teachers in schools.

University Supervisors   Members of the faculty who have specialized in FLE area, who visit the pre-service teacher to guide and advise them during School Experience II and Teaching Practice, and who runs the relevant seminar (YÖK, 1998). During the regular visits they make to the schools, these faculty members communicates and coordinates with cooperating teachers to understand the situations and the

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conditions they face, sense and experience to up-build the quality of Faculty-School Partnership program via the work of cooperating teachers.

Challenges   Unfamiliar situations and inexperienced conditions for cooperating teachers such as ideas to think deeper, suggestions to be tried or questions to be answered to engage actively with their pre-service teachers, and move them beyond survival in relation to the 'standards' (Hagger and McIntryre, 1996).

Roles and Responsibilities Expected conduct of cooperating teachers to enable effective communication and smooth running of the partnership (YÖ K, 1998). These formally enlisted, documented and presented roles and responsibilities are implemented by each individual cooperating teacher in accord with their emotionally and cognitively enlightened rainbow of beliefs and knowledge.

Organization of the Study

This research study focused on the challenges that cooperating teachers face in the fulfillment of their perceived roles and responsibilities along the procedure of school-based courses in Practicum. The aim was to investigate cooperating teachers' perceived challenges and describe what those challenges are; to raise awareness of parties involved in the Faculty-School Partnership programs; to help parties to develop up-building relations based on those challenges; to enrich the quality of program via findings and to offer a guideline for the content of any training programs to be designed for cooperating teachers in the future.

This study consists of seventeen chapters. Chapter one presents background information; chapter two provides information on the available models of teacher education to show the roles of cooperating teachers and presents the concepts that are

important for professional training and development. In the final section methods that are used to foster reflectivity in teacher education are given, with special emphasis given on the training of PTs; chapter three describes the method by which the study was conducted; in chapters four through fourteen the findings of questionnaire the researcher prepared are presented; chapter fifteen presents the findings obtained through interviews; chapter sixteen provides the discussions of findings; chapter seventeen includes the conclusions and the recommendations. The Appendices that present the researcher based questionnaire, interview questions, the abbreviations used for variables in the correlation analysis, and list of research areas and items of analysis will be form the final part of this dissertation.

CHAPTER II

REVIEW OF LITERATURE

Teacher education is a crucially important issue for all nations. The way teachers are educated in a country determines the way they teach in classes. The effectiveness of teachers and their teaching is seen in their students' performance in the short term and in the economic and social development of that country in the long term. In today's world which is changing and developing rapidly, the role of teachers is more important than ever. Nowadays not only are teachers expected to teach their students to become self-confident, critically thinking, innovative, and contemporary people who are personally and professionally oriented to solve problems they face in life, but also they are expected to follow the recent developments in their professions and technology and incorporate them into their teaching. The old days of teaching have long disappeared in the annals of history. Today, it is vital that prospective teachers be educated utilizing the best information and teacher training models available because the expectations from them are far more greater.

To show how teachers are educated to meet those expectations, this chapter will begin with the presentation of the three available models of teacher education in order to show what roles subject specific CTs are ascribed and to show what responsibilities they face in those models. The chapter will then present the concepts of schemata and reflectivity which are important for professional training and development. The next section will present the methods that are used to foster reflectivity in teacher education, and the final section of the chapter will first present some of the concerns in teacher education, and second some of the opportunities for fulfilling CTs' responsibilities with special emphasis on the training of PTs.

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Approaches to Teacher Education

In the literature, CTs' roles and responsibilities are examined through three distinctive models of professional education which are:

1- The Craft Model (Stones and Morris, 1972)
2- The Applied Science Model (Schon, 1983, 1987)
3- The Reflective Model (Wallace, 1991)

These models will be reviewed in separate sections below in order to satisfactorily discuss each one of them and to show what the roles and responsibilities of CTs' are in each. It should be mentioned that the educationalists mentioned above, with the exception of Wallace (1991), have a tendency to favor one model in teacher education, discuss the strengths of it in detail, and conclude their discussions by suggesting the superiority of that particular model.

The Craft Model

In this model, all teacher training takes place in a real classroom where the PT watches what the CT is doing and learns how to teach by imitating the CT. The Craft model recognizes the role of the CT as that of a master craftsman. The experienced teacher is an expert in the practice of the 'teaching craft' and is referred to as the "old teacher." The PT is referred to as the "young teacher" and his major responsibility is to observe the master "old teacher" and learn from her. This model has gone through two stages since its formulation, and the two versions that have emerged as a result could be named as the original version and the new version.

Stones and Morris (1972) state that, in the original version of the Craft model, transferring of experience is the major principle. They describe the old teacher as an absolute model who shows the young teacher her craft and whose responsibility is to ask the young teacher to imitate her techniques and to give advice and instructions. This way, CTs fulfill their teacher training responsibilities. The young teacher, in return, learns the craft by imitating the expert's techniques and by following her instructions and advice. Thus, experience is transferred from the old teacher to the young teacher.

As for the interaction between the two parties, CTs sit with PTs and share with them their views on teaching. As CTs are the master teachers and PTs are inexperienced novices, transferring of knowledge from CTs to PTs, using the oral medium, forms the essence of interaction between these two parties. Stones and Morris (1972) call this procedure "sitting with Nellie." In this metaphor, Nellie is an experienced factory worker, like CTs in education, and she teaches young workers (PTs) what to do and how to do it by showing them the job.

As the model began to be used extensively, some shortcomings were identified by practitioners, and criticisms which were directed at the model began to appear. First, Stones and Morris' statement that imitation -not analysis- was the major technique of the model posed a significant problem: As PTs were not to question, adapt or change anything in what they observed and were to do exactly what CT did, by simply imitating the CT, they would have difficulty perceiving the true and complex nature of teaching. Instead, they would tend to believe that teaching was what CT did. This view was likely to cause another problem if CTs considered themselves as fully competent and would not feel any need to monitor and develop themselves in any professional sense.

Second, another problem arose when PTs experienced a situation which they had not observed before or which was different from the ones they had seen in the classroom of the CT. As the PT had already conceived teaching of what she had seen in CT's class, she would not know how to handle that unfamiliar situation. This was also a major problem for all teachers, especially novice ones.

Third, Stones and Morris (1972) also talked about the inclinations of CTs in the original version of this teacher training model in which CTs were claimed to be against experiment and innovation because they tended to be conservative and traditional. Due to this inclination, CTs had the belief that trying some new techniques or teaching ideas were not among their responsibilities.

Fourth, an important criticism of the model was made by Tom (1984) who stated that "acquiring the knowledge and skill of a craft is not just a matter of the young teacher observing and imitating the master" (p.110). Another criticism was made by Wallace (1991) who stated that the original version of the craft model was criticized for CTs' being unable to meet demands of rapid progress both in society

and in the teaching profession. These criticisms heralded the need for a revision in the model and eventually led to the birth of the new version of the Craft model.

The Craft model was brought back to the spotlight in 1993 by Brown and McIntyre. Their version is different from the original version in that CTs' roles, responsibilities and challenges differ. Brown and McIntyre (1993) state that PTs can and should learn a great deal from the CTs they observe in schools. To explain how this is going to happen, they advocate that PTs should become active in the process, observe CTs with a critical eye, and discuss their observations with their fellow trainees. This is a major difference from the original version of the model which assigns a passive observer role to PTs. Through this new approach, pre-service teachers can learn through having access to 'craft knowledge.'

In the new version, the roles and responsibilities of CTs change accordingly. CTs are expected to plan their teaching according to the needs of PTs which means that CTs assume a different role than that of the master teacher who is the sole determiner of what knowledge and experience is to be dispensed to PTs. Brown and McIntyre (1993) also argue that as the professional craft knowledge CTs reveal is very complex, PTs would not be able to make direct and immediate use of the most of that knowledge. Therefore, it is CTs' responsibility to show PTs how they can incorporate the knowledge they have gained into their own teaching.

CTs have another role in the new version which requires that they are expected to base their craft knowledge on appropriate theories of teaching and share the rationale for choosing a particular theory or a method over another one with PTs. Therefore, it is the responsibility of CTs to talk about their "craft knowledge" to show how PTs can incorporate what they have observed into their own teaching. Here, they assume the role of a good articulator when they discuss their craft knowledge, and also a good informer of theories of language teaching and learning. When CTs act these new roles, they plan their lessons keeping in mind the tasks that PTs will do that day, give to the point examples, listen to PTs' reflections attentively, respond to PTs reflections clearly and monitor PTs' and their own teaching. To sum up, the new version of the Craft model is complemented by formal training and reflection.

The Craft model was the first model to be used in teacher education in Turkey. Today the influence of the model is still present in the teacher education system especially in practice courses. It is appropriate to state that the model is used as part of the combination with other models which will be presented next.

The Applied Science Model

When the criticisms which pointed out the shortcomings of the original version of the craft model appeared, it was accepted that the model had failed to meet the demands of the practitioners in the field. As a consequence, the original version of the Craft model started to lose its popularity. This event also marked the beginning of a search for an alternative. As a result of this search, researchers in the field of teacher education suggested a reorientation from the Craft model in which imitating a teaching model was emphasized. In times of search like this, the popular branches of science or schools of thought determine the direction to be followed. At the time of this reorientation, positivism began to gain momentum as a school of thought and caused a significant change in the field of philosophy which had not conventionally used research methods of the physical (positive) sciences in constructing knowledge.

The impact of positivism created a similar effect in the field of language teacher education and led to the formulation of the Applied Science model. In other words, as a result of the effect of positivism, the suggested reorientation was based on the application of empirical science and emphasized the importance of scientific observation and analysis of teaching to handle teaching problems.

The Applied Science model is largely seen as part of the behavioral sciences. According to this model, teaching is to act in a social context and should be amenable to scientific observation and analysis. Schon (1983) defines the Applied Science model as "the view of professional knowledge which has most successfully shaped both our thinking about the profession and the institutional relations of research, education, and practice" (p.93). He also introduces the term "Technical Rationality" which refers to the application of theories and techniques that were derived from systematic and scientific research into the solution of instrumental problems of practice. Thus, it is clear that there is no space for craft and artistry anymore. The main question is to gain professional competence which could be

developed through systematic and scientific research in order to solve professional problems (Schon, 1987).

The model assigned a new role to in-service teachers. Until the Applied Science model was put into practice, all in-service teachers had been responsible solely for teaching. After the model had taken effect, those teachers were assigned a new role: They were expected to become "instrumental problem solvers" for the problems of practice and were responsible for the selection of technical means to solve those professional problems. They were also expected to perform duties such as data gathering, inference, and hypothesis testing which meant that they should act like researchers, rather than just applying research findings.

These changes in the roles and responsibilities of practitioners were also seen in the curriculum of ELT teacher education programs. In the pre-applied science model era, language teacher education programs were based on courses to help PTs to become better speakers, writers, and overall users of the language they were supposed to teach in their professional lives. Later, because of the impact of the applied science model, courses in the curriculum were designed to help PTs build the fundamental knowledge of language learning and teaching theories.

Wallace (1991) claims that the model has been the commonly used model by the majority of teacher education programs in the world. A look at the teacher training curriculum in Turkey and the activities PTs do during their practice teaching courses also reveal features of the Applied Science model. It appears that teacher training institutions in Turkey continue to use the model in essence although it is stated that no specific model is consciously used.

Teacher education programs that adopt this model provide training which is based on the learning of research-based theory subsequently applied into practice by PTs. These programs consist mainly of research-based theoretical courses including subject matter and methodology courses with short teaching practice blocks usually with very little or no interactive link between the two components. This means that there is not enough room for practice. This caused the search for another alternative to start. The result of the search was the reflective model.

The Reflective Model

Wallace (1991) argues that teacher education models like the Craft model and the Applied Science model cannot meet the needs of the teaching profession. According to Wallace, the Craft model emphasizes experiential aspects of professional development, but it fails to satisfactorily handle the growth of professional knowledge which is based on scientific inquiry. The Applied Science model that followed gave rise to a gap between research and professional practice by focusing on research mainly and ignoring the value of CTs' expertise which was gained from their professional experience. As a result of the identification of these shortcomings, Wallace proposes the reflective model as a compromise solution.

The reflective model owes its inception mainly to a major shift in psychology which took place when cognitive psychologists stated that the scope of study in psychology was to study the role of thinking processes, not physically observable behavior. Thus, they started to study the mental processes which underlay complex behavioral activities. In time, the impact of this new orientation in psychology started to demonstrate its effect on other fields of study. The field of language teacher education was no exception. In the field, this major shift in psychology paved the way for explorations into teachers' thinking, problem solving skills and their reflections on their professional performance.

In essence, Wallace's Reflective model emphasizes both the experience and the science bases of the teaching profession. In this respect, it is a combination of the previous two approaches. However, it differs from the previous models in several respects. For example, it is PT centered (learner centered) and the nature of interaction between CTs and PTs is different because, unlike the previous two models, both parties in this model consider themselves as learners. According to Wallace (1991), an important aim of the Reflective model is "to empower teachers to manage their own professional development" (p.166). To this end, the power of reflection should be developed and facilitated through the education of teachers.

Wallace (1991) states that professional education consists of two key elements: "received knowledge" and "experiential knowledge." Received knowledge consists of theories, facts, and data which are related to actual research.

The same notion is also seen in the Applied Science model. For example, in the field of ELT, language teachers or language teacher educators are familiar with concepts from linguistics or methodological sciences such as syntax, phonology, teaching methods, and syllabus design. This kind of knowledge is given through university courses which are taught to form the professional knowledge base in PTs. Experiential knowledge refers to knowledge from practical experience which PTs acquire in the microteaching sessions of the Teaching Experience II course and in the teaching practice course. Wallace (1991) stresses the importance of breaking down the barriers between received knowledge and experiential knowledge and the importance of contuinuing the cycle of practice.

In Turkey this approach is hardly known, and apart from a handful of recent studies, it has not been touched upon. The situation is not significantly different in other parts of the world where there is a growing interest in the field to develop training methods and instructional strategies which aim to effectively prepare teachers to be reflective about their work in order to increase their professional efficiency and to keep them motivated. As a result of this growing interest, teacher education courses which use the reflective approach have begun to be taught in countries such as the United States of America and the United Kingdom.

In the remaining sections of this chapter the concepts of schemata and reflectivity and their importance in teacher training and development will be presented first. This will be followed by the presentation of the methods that are used to foster reflectivity in teacher education; special emphasis will be given to the training of PTs in this section. The chapter will end with the presentation of the present situation in Turkey

Schemata and Reflection

In teacher training, it is likely that CTs and PTs may have differing beliefs, conceptions, perspectives, and expectations about teaching and professional development. These differences mainly stem from the schemata they have developed in time; Both CTs and PTs construct their schemata through the teacher training programs they are instructed in. By the help of their schemata, they organize and

realize their professional experiences (Widdowson, 1983, Van Dijk, 1981, and Anderson, 1977). Thus, schemata provide important evidence on the logic that underlies both parties' decision making processes (Morine-Dershimer, 1990). Schemata also determines how teachers interpret and reflect on their and others' teaching experiences.

Rogers (1969) also states that CTs' beliefs about teaching and learning emerge from their previously related experiences. At this point, it has to be mentioned that as currently working CTs were educated at different times, it is likely that they have different schemata about teaching. This means that some CTs developed their schemata through the Craft model and some through the Applied Science model. Likewise, PTs' experiences throughout their entire education help them construct their own schemata (Lacey, 1977; Zeichner, Tabachnick and Densmore, 1987). Their interaction with CTs plays an important role in the construction process. Because of this fact, Calderhead (1987a) claims that the beliefs of both parties play an important role in molding the experience PTs gain from the training process, how they view teaching, and what type of teachers they will become.

As CTs and PTs may sometimes have different schemata as well, it is very likely to observe differences between them on some professional issues. When the schemata of both parties are the same over a professional matter, no problem is experienced. However, if the schemata are different, that may lead to a clash of ideas and approaches to handle the problem at hand. If the clash remains unsolved, the opposition from one party may cause breakdown in communication which will severely impede the benefit that may come out of practice teaching. Therefore, in such moments, it is vital that CTs listen attentively to what decisions PTs make and develop an understanding of the beliefs PTs' base their decisions on. Thus, during those times, the role of the CT becomes that of helping and enabling PTs to make appropriate decisions.

Since CTs and PTs are involved in this reflective process via interaction, their mutual attempts to learn and understand the impact of each other's professional training and schemata on their professional decisions could be very helpful in the

creation of a better and fruitful working environment. This, in return, will help maximize the benefit that can be obtained from the process for both parties.

Reflectivity in Teacher Training

Different researchers define "reflectivity" differently, and these definitions have different applications (Calderhead, 1989). These different formulations stem from the specific perspectives of those researchers; Educators, who have different perspectives but who choose reflective teaching as a goal, are not necessarily aiming to use the same techniques to reach that goal (Zeichmer, 1987). Rather, they state general agreement on the importance of using reflectivity as a means to structure the analysis of teaching. In this section, five different definitions of the term will be presented. As researchers have different perspectives, the term itself has also been named differently. For example, while Schon (1983, 1987) refers to it as reflection in action, Wallace (1991) refers to it as the reflective approach.

An early definition of the term, which became so influential that its effects are observed in the majority of later definitions, is made by Dewey in the early decades of the twentieth century. Dewey (1933) defines reflection as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (p.9). In this definition, the action of reflectivity is based on any concern which one is uncertain about, and a reflective individual is described to be goal-oriented to understand the uncertainty of that concern. In the definition, it is stated that having a certain concern and a goal are not enough; Certain attitudes and critical thinking should also be involved in the development of reflection.

Dewey's influence is seen in the works of other researchers later in time. Some scholars referred to Dewey's scholarly work and formulated versions of the term which could be used in teaching. However, as was mentioned, they defined the term differently from each other. In the final analysis, this difference in defining the term disappears because they all advocate that teachers should become reflective about teaching.

In the first of these definitions, Cruickshank and Applegate (1981) introduce the term "reflective teaching." The main focus in their definition is the development and use of a variety of teaching techniques. Thinking about finding and using effective techniques to teach a subject naturally puts reflection in teachers' professional lives. PTs observe the CT to understand mainly what the CTs do to teach a subject. Thus, teacher reflectivity gives PTs a perspective to consider the teaching event thoughtfully and analytically. This definition of reflection, however, is narrow in scope because its focus is mainly on the development and variety of teaching techniques as the most significant means to contribute to PTs to improve their teaching performance.

Also influenced by Dewey, Zeichner and Liston (1987) introduce their term "reflective teacher." They define a reflective teacher as "one who assesses the origins, purposes, and consequences of her work at all levels." In this broader definition, CTs and PTs develop technical competence: Through reflection they analyze their practice and also become aware of the ethical and moral assumptions. Calderhead (1989) states that this term allows teachers to direct their own professional growth as well as the development of the educational environment in which they work

Another scholar whose work is influenced by Dewey's work is Schon (1983, 1987) who made a significant impact in the field when he introduced the concept "reflective professionalism" and the dichotomy of "knowledge in action" and "reflection in action." In his term reflective professionalism, Schon (1983) states that although teachers, who are trained in the Applied Science model, have already learned research-based theories and techniques, they have no formal training to do research and analysis of teaching. This training is necessary to help them apply their knowledge and constitute "technical rationality" which refers to the application of theories and techniques that were derived from systematic and scientific research into the solution of instrumental problems of practice. Therefore, to handle that gap, he suggests that those teachers should become attentive to professional practice. In suggesting so, he introduces the dichotomy of "knowledge in action" and "reflection in action."

"Knowledge in action" is a course of action a teacher takes to handle a situation in her teaching. It is based on the past experiences of that teacher on a particular situation, and it does not rely on a series of conscious activities in the decision-making process. The teacher resorts to the professional knowledge which has become automatic, thus, unconscious in her. In other words, the knowledge to handle a particular situation is inherent in the teacher's action. This tacit knowledge is not consciously articulated. This type of immediate reaction to solve a problem cannot be explained via technical rationality which should be based on systematic and scientific research.

As "knowledge in action" is not a conscious process, CTs resort to another medium to explain the rationale under their teaching behaviors, which is the second part of Schon's dichotomy. Cognitive in nature, CTs use a process called "reflection in action" which requires them to reflect upon their own teaching and share their reflections with PTs to explain the logic in their teaching behaviors. In this conscious cognitive process, CTs explain how they handle a problematic situation and solve it. Analyzing problems and solving them form the initial phase of reflection in action. As CTs and PTs commonly have conversations on problematic and ambiguous situations in teaching, Schon (1983) underscores the importance of "reflection in action" and places emphasis on the value of those conversations because he believes that those conversations enable both parties to find new ways of framing the problems and possible solutions.

The Frankfurt School of Social Research is another source of influence on reflective teaching. The leading figure of that school, Habermas (1974) explains their definition of reflection as "a process of becoming aware of one's context, of the influence of societal and ideological constraints on previously taken for granted practices, and gaining control over the direction of these influences."

Habermas' work led to the concept of "reflection as self-determination" in professional development (Calderhead, 1989). Out of "reflection as self-determination" came the concept of "reflective teacher." Carr and Kemmis (1986) advocate this concept and suggest that teachers gain greater professional self-determination through the heightened awareness and understandings that stimulate action research in their own situation.

As seen above, there is no unanimously agreed upon definition of reflection or way of reflective practice. Ideal models of reflection have been made available, but it is still not clear whether these models are appropriate singly. As Sparks-Langer (1992) claims, it is in the eye of the beholder.

The information given in this section has been presented to outline the available definitions of reflection, each of which has arisen from different needs and goals. It is hoped that more CTs and teacher educators become aware of these various definitions and use them effectively to better train PTs. This is of crucial importance. As CTs share their experiences with PTs, they should be aware of these various definitions and their professional applications. This will contribute to improving the efficiency of CTs' contribution to PTs' training significantly, because it is believed that when CTs incorporate this information into their professional lives, they will consider the micro teaching sessions of PTs which they observe more analytically, present alternative ways of teaching to PTs, be able analyze their own teaching more objectively (Kiraz, 2000), and plan their personal professional development.

Reflective Teaching in Teacher Education

Various methods have been suggested for how reflective teaching might be fostered among PTs. For that purpose, several attempts have been made to establish pre-service teacher education programs which target the development of reflective teachers (Korthnagen, 1985; Valli, Blum and Taylor, 1986 and Zeichner and Liston, 1987).

Some pre-service teacher education courses adopt reflective teaching as their basic philosophy. For example, Zeichner and Liston (1987) presented an eclectic approach to the design of such a course, drawing upon Dewey's notion of reflection. The program was designed to educate PTs in a reflective manner so that they would become more aware of themselves and their environment. The main aim of their program was to enable PTs to develop the professional ability and desire to take important roles in determining the direction of their classrooms and school affairs. As the term eclectic suggests, the program included the components of the Craft and the Applied Science models.

The Wisconsin study (Zeichner, 1987) marked a new effort in the education of PTs. It attempted to prepare PTs who would reflect on their work by designing an entirely new program. This effort is unlike those of many educators who sought to prepare reflective teachers by changing only some specific courses within an overall program context which remains unchanged. Zeichner (1987) is the first to suggest that there are various teacher education methods, which could be adopted, for the preparation of reflective teachers; He lists the methods, which will be presented next, as the most commonly used ones. These methods are action research, ethnography, supervision, curriculum development and analysis, journal keeping, reflective teaching, and micro teaching. Each of these methods will be discussed below in separate sections

Action Research

Action research as a means of preparing teachers to be reflective was born out of the notion of "teacher as researcher" in Schon's Applied Science model. It is one of the methods used to enhance reflectivity in teacher education programs. Action research was originally employed for the professional development of in-service teachers. However, later, it began to be used in pre-service teacher education as well because it is a powerful method that allows the use of PTs' own teaching as data for analysis. In this method PTs' evaluate themselves together with CTs. Zeichner (1987) agrees on the benefit of action research for PTs and claims that "action research gives PTs greater insight into teaching, sharpens their awareness and reasoning capabilities, leads to improved problem solving, and to greater flexibility and openness to change."

Biott (1983) states that action research has been used in pre-service programs as a means of preparing reflective teachers who are able to do research on their own practice. He presents the results of a study where PTs from Sunderland Polytechnic in the United Kingdom apply action research projects in which students are involved in an active way. Early in the course, PTs formulate sets of categories and criteria to analyze their practice of specific teaching skills with their CTs. After each lesson they teach, PTs are expected to analyze and discuss the lesson with CTs. The task of the CTs is to help PTs understand further. In that way, PTs become more aware of classroom processes.

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Another action research study involving PTs is done by Wallace. In that study, Wallace (1996) presents a different way of implementing action research; He designs an extended study which asks PTs to focus on some aspect of their own professional practice. This aspect is then investigated, and the result is written up in an extended essay. Wallace refers to this kind of action research as "professional project." As for the application of Wallace's idea, PTs are asked to choose either a spoken or a written text that they want to use in their teaching, Then, they analyze the text, plan a lesson to teach it, and teach it during the final class period of their school experience. Afterwards, they reflect on their professional action and evaluate it. At the final stage of their projects, PTs write up the whole process under the supervision of their CT, deepening their reflection if necessary with further readings before submitting their projects.

Ethnography

Having the intention of training PTs to become reflective teachers, some teacher educators suggested the use of ethnography as a method. Longitudinal in nature, ethnography enables PTs to examine schools and study various aspects of classrooms, curriculum, and teacher-student interactions under the guidance of CTs and university supervisors, henceforth USs, in an extended period of time.

Of those educators, Salzillo and Van Fleet (1977) maintain that when ethnography is used, the school becomes a social laboratory for study, critique, and discussion. Beyer (1984) argues that the use of ethnography contributes towards the development of teachers. Gitlin and Teitelbaum (1983) argue that ethnography will also help sensitize PTs to the educational and political commitments and will help expand PTs' ideas about what one can accomplish within schools.

Although some teacher educators consider ethnography as a useful method to enable PTs to become reflective teachers, in reality, it is difficult to conduct such longitudinal studies in schools due to the time constraints and CTs' workload.

Supervision

Supervision is an inquiry-oriented supervisory method. In language teacher education, several types of supervision are used with the aim of developing the

reflective capabilities of PTs. Types of supervision for this purpose include "alternative supervision" (Freeman, 1982), "collaborative supervision" (Cogan, 1973), "non-directive supervision" (Gebhard, 1990), "creative supervision" (Fanselow, 1977), and "clinical supervision" (Wallace, 1991). All these supervisory models deal with the supervision of the teaching process either at the pre-service or in-service levels.

Within the alternative supervision model, the role of the supervisor is to suggest a variety of alternatives to what the teacher has done during the teaching practice. Freeman (1982) argues that alternative supervision works best when the supervisor does not favor any one alternative and is not judgmental. Thus, the aim of offering alternatives is to widen the scope of what a teacher will consider doing. This type of supervision could be more effective if it is provided to PTs before they begin to teach, especially at the initial phase of their teaching practice courses where they have not taught any lesson and are open to suggestions as to what they could do to teach a subject effectively.

Collaborative supervision, which is another type, is done in two different ways. In the first one, PT teaches a class which is observed by the CT and the US. After the class is over, all parties reflect on PT's teaching and select a problem if there is any. After the problem has been identified, the CT, the US, and the PT work collaboratively in addressing the problem. The US and the CT formulate the solution and suggest a few strategies to solve the problem to PT and ask her to try it in class. Here, the CT and the US are expected to make suggestions and share their experience. This way, the PT will be able to make her decisions by selecting from the strategies suggested by all three parties and reflect on the practice. In the second one, the same process is repeated, this time for CTs. However, in Turkey most of the CTs are against the idea of being observed by USs. As this is the case and USs do not have an active role in schools, suggestions for alternative teaching for CTs can only be done provided they are open to constructive criticism and innovative ideas in teaching.

In non-directive supervision, which is the third type, CT is the listener and it is up to the PT to come up with her own solutions to her teaching problem/s. As Gebhard (1990) explains PTs identify the issues they want to explore in their own

teaching; they raise questions about themselves as teachers. They realize that they are responsible for their own teaching and gain experience in making decisions on their own. Thus, applying non-directive supervision in training, CTs aim to encourage PTs' reflection on their own teaching. However, the personality of PTs could be a cause of concern in the healthy application of this method because it may be the case that some PTs prefer not to talk and reflect on their performance, and that some others might expect to be questioned by CTs.

Fanselow's "creative supervision," which is the fourth type, arose out of the need to handle a problem commonly voiced by some observed teachers which include both CTs and PTs. These teachers state that seeing other teachers teach is the most valuable part of their teaching practice. Observing others is much more motivating to begin to reflect on one's own teaching than being told what to do by an evaluator or by being helped by another. Like some CTs, some PTs also resent being criticized in the process. Sympathizing with the feelings of these resentful CTs and PTs, Fanselow (1977) suggests the idea of "help without resentment." He asserts that two types of practicing teachers could be met during supervision; one who feels disturbed by being helped, and another who highlights the value of help and evaluation provided by supervisors.

Fanselow (1977) points out the shortcoming of the traditional type of help which means being told what to do: He states that one cannot construct knowledge for another and that traditional type of help may stop exploration. As an alternative, he proposes "creative supervision" which aims to guide teachers to discover things for themselves. The influence of Jarvis (1972) is visible on that statement as she states that it is necessary to train the decision-making teacher to analyze her situation and make her own decision. According to Fanselow, creative supervision will cease resentment and foster the creativity of teachers. He uses different terminology in the creative supervision model: He names the supervisor as the "visiting teacher" and the observed teacher as the "visited teacher." He states that decision-making belongs to the visited teacher.

Gebhard's "non-directive supervision" and Fanselow's "creative superivision" models may appear to be almost identical. This initial perception

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disappears when these models are further analyzed. In Gebhard's model, supervision comes to an end when the PT does not produce any solution to the problem/s she may have. The supervisor does not have to provide any suggestions to PT. In Fanselow's model, the supervisor creates opportunities for the PT to see the ways of teaching available to teach a particular subject.

As the final model of supervision, Wallace (1991) claims that all supervision models mentioned above are varieties of "clinical supervision." He states that clinical supervision refers to face-to-face interaction between CTs and PTs on classroom teaching done by PTs, followed by subsequent analysis and discussion of it for professional development. Wallace maintains that this type of supervision encourages the reflective model of professional development. He also argues that a collaborative approach to clinical supervision will encourage life-long professional development.

Curriculum Development and Analysis

In another alternative view of preparing teachers to become reflective, teachers are taught a specific approach to curriculum design which entails consideration of technical, educational, and moral issues at each stage. This process requires contributions of teachers (Adler and Goodman ,1986; Beyr 1984). When this idea is applied in pre-service teacher education, PTs are asked to develop, teach, and evaluate a curriculum unit or project as part of practice teaching. Applying this approach in its strict sense, however, may be problematic for PTs because the task of preparing an entire ELT curriculum is very demanding and does require experience and expertise; PTs, who have not even been certified as teachers with a diploma, are not yet ready and capable of undertaking such an immense task.

Some educators, on the other hand, point out that this approach will help PTs if the job is divided into smaller manageable tasks. For instance, Adler and Goodman (1986) argue that when they used this approach on a smaller scale to help PTs, they were "encouraged by the fact that many of their PTs did begin to look critically at the processes and underlying values of school knowledge, at the realistic alternatives within schools, and at their role as future curriculum developers." It seems that this approach has its own potential benefits for PTs when used on a smaller scale. In

Turkey, it is not possible to include CTs into this type of training because, in the current Turkish educational context, CTs don't have to prepare an ELT curriculum. Instead, they are required to teach the one prepared by MONE.

Reflective Teaching

This particular approach is developed by Cruickshank (1981, 1985) and by Zeichner (1987). The starting point for Cruickshank is Dewey's statement of the need to make teachers thoughtful. The two major aims of reflective teaching are to provide PTs with a "complete and controlled experience" and to offer an "opportunity for prospective teachers to consider the teaching event thoughtfully, analytically, and objectively" (Cruickshank, 1981). The aim of providing complete and controlled experience is similar to the perspective found in the prescriptive Applied Science model. The focus of reflective teaching is on teaching methods, not teachers, and the focus of reflection is restricted to the means used to teach the subject. It is important to state that this approach is not used during the teaching practice courses stage of PTs. Rather, it is used in teacher education classes which are taught before that stage.

An important characteristic of this approach is that the content of the lessons PTs teach is not from the subject field in which they are trained. For example, for PTs of English, it would not be an English lesson, but may be an Origami lesson. In this approach, PTs are divided into small groups of four to six members. Then they are given an identical lesson to teach the small group of peers. Each lesson lasts fifteen-minutes. PTs are provided with a lesson outline, which specifies the objectives, subject matter, materials, and time. Then, they themselves decide how to teach the lesson within the specified guidelines (Cruickshank et all, 1981). The idea is to find out how one teacher can be separated from another in terms of finding an effective method to teach a particular subject successfully. After each teaching lesson, learner achievement and satisfaction are determined using instruments provided with the lesson outlined. The procedure looks like a form of microteaching even though it is labeled differently.

As seen, this approach concentrates on what happened in the teaching process, why it happened, and in what other way/s the goals of the lesson could have

been achieved. Gore (1987) argues that such a focus on means is characteristic of technocratic rationality; This procedure is rather mechanistic. In Turkey, reflective teaching is neither used at teacher training institutions nor is it expected from CTs because they are responsible to teach English mainly. However, it could be used during extra-curricular activities organized in schools.

Journal Keeping

It has been proven through the works of researchers such as Zamel (1982) and Emig (1977) that writing stimulates higher levels of thinking and increases awareness of personal values. The process of writing has also been found to be very helpful in teacher education as a way of stimulating reflection about teaching. Today journals, diary studies and learning logs are commonly used in the field for this purpose.

Stover (1986) summarizes ways of using writing deliberately in order to stimulate and encourage teacher reflection during pre-service teacher education courses and states that journals have especially been used in pre-service teacher education courses at all stages. Many researchers have also carried out diary studies and highly recommended the use of diaries. For example, Bailey (1990) worked on the use of 'teacher diaries' on pre-service teacher training courses. Thornbury (1991) used another technique and asked trainees who were preparing for the RSA Cambridge Certificate in TEFLA to keep practice logs. He encouraged the examinees to consider their teaching practice experiences and capture their opinions in the logs. He concluded that, as a result, trainees became capable of taking a greater degree of responsibility for their own training and that logs were instruments used for the development of personal theories of learning and teaching.

All these studies, which use different record keeping techniques through writing, reveal that PTs believed that their reflecting on teaching experiences was useful and they stated that writing helped them "make sense of the course".

Microteaching

Wallace (1991) states that microteaching is among the techniques that helps develop "experiential knowledge" in a controlled and progressive way; He maintains

that microteaching can be used as an effective means for professional reflection. Any course that includes microteaching has a potential for reflectivity to occur. However, reflectivity needs to be carefully planned and consciously integrated into the microteaching sessions of PTs. Allen and Eve (1972) point out that microteaching basically encourages a combination of theory and practice, of research and training, and of innovation and implementation. The theory will be directly related to the need to solve practical problems; Activities done during the practice teaching period and sorts of simulated classroom situations or microteaching sessions enable PTs to be both practical and theory-oriented.

In Turkey, the apprenticeship program designed by the Board of Higher Education requires PTs to teach for short periods of time during the Teaching Experience II course. Some CTs favor this requirement for two reasons: first, they state that short moments of teaching allow both PTs to gain teaching experience and CTs to continue to teach their own students and not fall behind the curriculum. Second, CTs state that microteaching episodes enhance reflectivity as well.

Effect of Reflection and Time

In the literature, there are also a number of studies whose results did not show any significant change in PTs at the end of practice teaching courses which were designed to foster reflective teaching. Those studies focused on whether PTs changed their perspectives on certain issues as a result of their teaching experience and reported that no change was observed. In one study, Tabachnick and Zeichner (1984) found that PTs entered the program with certain perspectives regarding teaching and those perspectives remained unchanged in PTs at the end of the semester. In another study, Zeichner and Grant (1981) examined whether PTs became more controlling towards their students during the semester and found that PTs did not alter their views on classroom management at the end of their experience.

These studies showed that the reflective program had no effect on PTs' perspectives toward teaching. This may have stemmed from the fact that those programs were inadequately designed which prevented the formation of the reflective perspective in PTs. Zeichner and Liston (1987) also argue that the effects of PTs' experience may not be apparent immediately during or at the end of the

student teaching period, and that there might be a need for longitudinal studies that would follow PTs into their early years of teaching.

The two studies given above are exceptions. The professional literature is full of studies that report otherwise because when a change is introduced, it will certainly display itself. However, the degree of the change and the time of its appearance may occur later than the expected time period as may have been the case for these two studies.

The Situation in Turkey

In Turkey, reflection in teacher education has been used although Calderhead (1989) states that, in general, it is very difficult to introduce reflective teacher education programs into the existing structure. In this sense, the situation in Turkey is promising because reflection has already been made a part of the teacher education program: In practice based courses in Turkey, all elements of reflective teaching are organized in five curricular components. Firstly, at least through three observations in real classrooms, PTs are exposed to teacher's roles. Secondly, all PTs need to complete at least an action research project during their teaching practice; Supervisors develop the project assignments for PTs. Thirdly, the teaching seminar taught by the US is used as a way to link the assignments that PTs complete in accordance with their current classroom experiences. Fourthly, PTs are required to keep a journal according to a specific set of guidelines provided by their supervisors. Finally, the supervisory conferences that follow the formal observations of PTs are considered to be an important learning context for PTs.

So far, in this section, the views of different researchers in the field of reflective teacher education have been presented. It is obvious that the preparation of reflective teachers is a goal with a long history in teacher education. It is mutually agreed by the advocates of all these specific approaches of reflective teaching that some form of reflectivity has to be instilled in PTs during pre-service training so that they can be expected to display the qualities of reflective teaching during their in-service years. To that end, conceptualizations have been developed and various programs have been implemented. The main aim of these efforts has been to train teachers who possess the skills and dispositions for the successful operation of their teaching practice.

Concerns in Teacher Education

There is an ongoing debate between researchers, educators, politicians and other education related people on the question of whether teacher education should be academic or non-academic. The present problems of universities in teacher education cause the debate to continue in Turkey as well (Korkut, 2003). In some countries, initial teacher preparation is undergoing an important transition from settings and systems dominated by Higher Education Councils to being situated in schools themselves (Tomlinson, 1996). Tuna (2003) states that such transition attempts pose both opportunities and challenges in Turkey as they do in other countries. According to Tomlinson (1996), there is the possibility of challenges, and there is also evidence of a range of concerns and uncertainties. He states that teachers who lack formal preparation for the transition from being teacher to teacher-educator worry that their own mistakes will be replicated on a massive scale in the more powerful setting of the school. He continues stating another concern, saying that such teachers also fear that teacher preparation may swing too much from a professional education model to a craft apprenticeship training, which merely inculcates currently dominant ideas of 'good practice'. These teachers also sense that they can pass on their rich resources of experience and assume that their own training could be improved, but their uncertainties and apprehension tend to grow as they contemplate how exactly all this is to be achieved. He concludes stating that success and quality in teacher preparation are much more a matter of what the human participants bring by way of perspective and strategy, both as individuals and by way of organizational arrangements (p.2). To contribute to concerns and uncertainties, there are growing research studies on teacher education in Turkey, and these studies investigate the common weaknesses and challenges on certain issues of teacher education in Turkey. In the following some of these studies will be presented, and their findings will be described to demonstrate the issues of development in teacher education and to make a link to the contributing roles and responsibilities of CTs in the procedure of practicum in the professional education model.

Research in Teacher Education in Turkey

In pre-service education research, certain periods, issues, or concepts in relation to teacher education are studied. Some of these studies are representative samples related to the phenomenon of teacher education which is in the process of development, and they are related to the conditions of Education Faculties, the Education Faculty students, the link between teacher education programs and school programs, instructor profile at Education Faculties, implementation of the 1998 restructuring, and finally accreditation of Education Faculties.

One of these studies was conducted to investigate the conditions of some teacher education institutions in Turkey. In addition to investigating the conditions in faculties of education, Gürbüztürk (1988) investigated other faculties and examined distribution of students across these teacher education institutions, student entry scores, the distribution of instructor profile, facilities, and problems related to the programs. The findings showed that the major problems were related to human resources - instructor profile, programs, and student entry characteristics. The findings justified the need for the 1998 reform in universities and also showed that there were no standards across the institutions related to minimum credit hour requirements, type and sequence of the courses offered. Moreover, the theory-practice percentages or emphasis were different across the institutions. Finally, the content of these programs were distant from National Education school programs. In addition to programs, the study showed that teacher education was among the least popular subjects for students taking the university entrance exam. This finding may be helpful in explaining today's' subject teachers' enthusiasm and willingness to perform their professional duties and their roles and responsibilities in being a CT. If those students completed their education without enthusiasm and willing participation before they became teachers, it must be considered normal that their contributions as CTs is a challenge for the quality of practice-based courses they are involved in.

There are similarities and differences between teacher education students' and their instructors' perceptions on the qualities of an ideal teacher educator. These differences and similarities were studied by Akgöl (1994) by focusing the domains of personality, professional effectiveness, evaluation of student performance and social

skills. The domains created a general picture of high variation across education faculties and between teacher educators and teacher preparation students across education faculties. In the results, it was reported that teacher educators perceived their own skills or qualities much closer to the ideal ones than depicted by their students. The study also showed that there was no constructed professional profile related to teacher educator effectiveness and role across

different education faculties. Therefore, performing roles in the absence of a common agenda may be a challenge for actual CTs, their PTs, and clearer introduction of an agenda may also be a training issue for program designers and performers in schools.

Some researchers carried out studies as regard to the 1998 restructuring in Turkey. They explored the perceptions of administrators and instructors at education faculties on the new pre-service teacher education model. One study investigated the difficulties encountered by administrators at education faculties who were implementing the new programs (Önkol, 1999). The researcher found four major categories of recurrent problems which were physical or material resources or infrastructure, school-faculty partnership schemes (difficulties in communicating with MONE Teacher Education Administrators, school administrators and master teachers), the quantity and quality of educator profile (insufficient number of instructors for the higher student population and mismatch between the faculty background or expertise in the new programs), and lack of academic research opportunities. Önkol's findings reveal the need to consider the possible challenges faced by CTs in fulfilling their roles, the material sources they needed in contributing to PTs' needs, and their difficulties in expressing themselves to the school administrators on the issues they faced. In accord with Önkol, Altan (1998) in his critical analysis of teacher education suggested that the quality of human resources which included teachers and teacher educators was essential. As stated by these researchers, CTs gain importance as part of human resources in teacher education. Their willing school-based collaborative training also gains importance.

Furthering Önkol's findings, Kaptan (2001) explored the perceptions of instructors who held administrative positions in education faculties in Turkey. Their perceptions were explored on different aspects and innovations of the 1998

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restructuring. In the results, the instructors had positive attitude towards the MONE Development Project and the restructuring of teacher education in Turkey in terms of raising quality in teacher education. However, there were also issues on which instructors had negative perceptions such as the organization of 'practice', overridden theory by 'practice' in content selection, and non-participative restructuring. These negative findings were important in the sense that they affected CTs' performance in contributing to PTs' training in schools. Therefore, USs' willing involvement in the process can be one of the drives for creating more enthusiastic CTs, and it is vital for CTs to sense the support of USs for their implementations of the requirements.

Baltacı (2002) investigated the perceptions of instructors at education faculties on the new accreditation scheme. Based on the aims of accreditation of teacher education in Turkey, Baltacı finds differences from the procedures used in the U.S. In the U.S. accreditation is done on voluntary basis and accreditation institutions are non-governmental. Such results of accreditation also reflect some insights for imposed school-based courses in partnership scheme. Such a food-chain process also influences the accreditation of school-based courses and the qualities of human resources involved in the top-down application of teacher practice course, too.

Finally, Ok (2005) explored the differences in student teachers' experiences and expectations in teaching practice. Findings of his study revealed that there was a statistically significant difference between pre-service teachers' experiences and expectations, that there was a difference between male and female pre-service teachers' experiences, but there were no statistically significant difference according to the number of sessions they taught at the practice schools they attended. In his research, it was interesting that PTs had a higher expectation score than an experience score, and it explained that CTs could not have an opportunity to state the strengths and weaknesses of PTs or they prefer not to share their observations for the sensitivity of their evaluative roles. The second interesting finding was related to giving limited information about the teaching/learning process such as evaluation, selecting and using teaching materials and so on, and it showed that CTs possibly were not aware of their responsibilities although they were stated in partnership

guide book (HEC, 1998). In the study, there were elements of lack of clarity regarding CTs' roles which was a barrier to CTs' effective contribution to the process.

Opportunities for Fulfilling Responsibilities

In this section research on the opportunities for CTs to fulfill their responsibilities will be presented. The available research in this regard focuses on personal and professional development since this is somehow what CTs are off to do. Tomlinson (1996) states that CTs have a very common cycle to apply in PTs' development and "in fulfilling the responsibilities, CTs pervade all dealings with PTs, whatever phase of the skill cycle the mentor is focusing on and whatever type of mentoring strategy they are employing" (p.64). In performing the developmental cycle, CTs can create opportunities to **d**efine the situation, to become **a**ware of the tracking, and to **m**otivate the other person's motives and feelings (**DAM**).

Self assessment/assessment

In the field of teaching, CTs as language teachers are expected to continue their own professional development and to assist PTs to help them understand the process of professional development for their future professional lives. To apply any development in the field, it is necessary to become aware of it and know how to do it. However, learning professional development techniques and implementing them are not enough for CTs. They are also responsible to assist PTs in showing the professional development ways. One of these ways is presented by Carl Rogers (1969) who is a strong proponent of the Humanistic Approach to the education, and it is called self-evaluation. This section will present studies that emphasized the importance of self-evaluation technique for personal and professional development to show the significance of CTs' contribution to PTs' training in teaching practice.

Observer

Observing PTs' teaching and giving feedback on their teaching are CTs' expected valuable contributions as observers. CTs' doing observations on one point at a time is one of the self-evaluation techniques for PTs - we learn about our process

from the known others. Observation as an evaluation technique basically serves PTs' learning about their teaching performance from CTs' viewpoint. Though it is very helpful for PTs to have self-evaluation opportunity, solely focusing on PTs' performance might cause disregarding the importance of students' learning. The potential problem of such an unconscious disregarding is stated by Feiman-Nemser et. al (1993). They examined data from observations based on communications between CTs and PTs. They stated that CTs and PTs needed to ensure that their foci were not solely concerned with PTs' development, but it also needed to be focused on students' learning, and they wanted to attract the observer's and observed's attention on the importance of aims of the lesson and on students' actual learning.

Observer effect

CTs as observers may influence the self-observation process of PTs' self-assessment and direct their attention to particular dimensions of practice. In this sense, CTs' feedback might influence PTs' judgments on the degree of their goal attainment. Some studies give information about the sources of these positive influences identified through observers' satisfaction. Cameron & Pierce (1994) found that assessment process of instruction might be influenced by a teacher's satisfaction with the outcome of instruction. There could also be different sources of teacher satisfaction: Bandura (1997) states that there are three sources that influence teacher satisfaction and efficacy. Social persuasion is one of them, and it is sensed when an observed teachers' capabilities of performing a task is shared with others in the school. Highlighting the successful performance similar to those of the teachers is the second source. Managing emotional states is the third source. A word of caution is necessary at this point for situations in which CTs who have the responsibilities of an observer and feedback provider need to remember that their negative feedback could be perceived as a threat by PTs and resistance to learning is likely to occur when any learner perceives threat to his self-image (Pine & Boy, 1977). That does not mean that CTs are to give only positive feedback; positive sources to influence PTs' efficacy need to be used for building up PTs' self-concept besides giving negative feedback in a concerned manner.

Observation may also be done by teachers in pairs. Pairs of equal experience and competence observe each other teach, negotiate improvement goals, devise strategies to implement the goals, observe the improved teaching, and provide each other with feedback. McLymont & da Costa, (1998) claim that pair coaching has positive effects when the appropriate climate, involving mutual trust, genuine voluntarism, and encouragement of reflective thinking are developed. Willing CTs who seek such humanistic teaching and learning atmosphere and enthusiastic teaching attitudes could use pair coaching technique to create opportunities for PTs' professional development. This technique could be organized for the use of PTs in their classes.

In relation to assisting PTs' to understand personal and professional development, pair coaching is also introduced as a valuable technique in practicing collaboration, collective teacher development, and improvement of staff relations and schools. Kohler, Ezell & Paluselli (1999), Licklider (1995), and Wineburg (1995) claim that pair-coaching increases teachers' implementation of sought-after teaching practices and contributes to higher self-concept and teacher efficacy. As it is possible to gain advantages by practice, they state that pair coaching magnifies teachers' beliefs about their competence when they reinforce each other. Their reinforcements also cause both teachers' efficacy, and those efficient teachers create successful teaching environments in schools (Goddard, Hoy & Hoy, 2000). Created successful environments make positive effect on students, and they lead to higher student achievement (Goddard, 2001, 2002; Goddard et al., 2000). CTs that are aware of these advantages and willing to create opportunities for collaboration, collective teacher development, and improvement of schools and staff relations in schools encourage PTs to try pair-coaching and help them see its advantages for professional development.

In addition to pair coaching, co-working of teachers could also influence their practice. Collaboration among teachers promotes teacher efficacy, especially when it leads to instructional coordination within a school (Rauden-bush, Rowan & Cheong, 1992). Besides possible-to-create-opportunities for PTs' to experience pair coaching, one other responsibility of CTs is to set examples of collaboration among their own peers to demonstrate the importance of co-working with colleagues in schools.

Keeping the idea of collaboration in teaching and learning in mind as pointed out by Vygotsky (1978), CTs initiate work collaboratively with their colleagues in their own classes and assist PTs to understand the process of co-working among teachers for the benefit of both classroom learners and teachers' personal and professional development. By working together as their own learners, CTs gain the privilege of overcoming the school norms of isolation in school communities with shared values, collaborative action, de-privatized practice and reflective dialogue (Louis & Marks, 1998). PTs' witnessing such advantages of co-working set by CTs enriches their understanding of the self-assessment process from a different angle in their professional lives.

To assess teacher practices for development purposes another tool is using a tool in observations. Rossa and Bruceba (2007) state that using a self-assessment tool contributes to change in instructional practice. CTs who have accepted to fulfill the roles of an observer, assessor, feedback provider, document keeper, attentive listener, and other related roles can use the tool to contribute to PTs' training in the process of assessment. Moreover, using the tool provides a rationale for CTs, a space to demonstrate the procedure of its use, and a chance to prove to PTs the importance of using it through PTs' own personal experiences. Using the tool leads to improvement in four areas: change in the definition of teaching, becoming conscious on teaching standards, and developing communication between assessors and assessed, and increase in the influence of change agent.

As for change in the definition of teaching, it was found that the assessment tool influenced teachers (Rossa and Bruceba, 2007), and their definition of teaching changed because they increased their awareness and gained the ability to recognize mastery experiences from their former experiences (Salmon, 1988). CTs who believe that one of their responsibilities is to create opportunities to help PTs be aware of their beliefs can consider and plan to use the assessment tool in their observations by seeking the approval of PTs in the assessment process.

The use of an assessment tool helps teachers become aware of clearer teaching standards and select a goal for further competences to improve (Rossa and Bruceba, 2007), and CTs have the responsibility to contribute to PTs' beliefs and goal settings for improving their competencies. In the process of assessment, teachers

see the gap between practices, and they can compare their desired practices and actual practices, and their comparisons help them differentiate the existing goals. Though there are other types of goals, commonly observed teachers' goals are performance goals and learning goals (Ames, 1992). Teachers who have performance goals are concerned about looking good, or, at least, not looking stupid, and teachers who have learning goals are concerned about to increasing knowledge, skill, or understanding (Dweck, 1985). An attentive listener in the feedback part of observation can understand PTs' goal selection and give them teaching duties according to PTs' goal setting, decide to use the appropriate tool for the next observation, and help PTs become aware of their teaching standards by means of their former and actual practices.

Using an assessment tool presents another opportunity to develop a kind of relationship between observers and observed ones (Rossa and Bruceba, 2007), and since CTs' responsibility is to build valuable conversations for PTs' development, organization of stated necessary conditions in the school context is expected from CTs in the practicum process. Facilitating a new kind of communication with observed ones on their teaching creates opportunity on building communication nets between observers and observed ones, observed ones and their peers, observed ones and other colleagues, and observer and other colleagues in the school context. Eröz (2007) found that PTs' videotaped lessons provided them with opportunities to talk about their teaching, and such opportunities caused them to communicate with others and develop their reflective talk among peers and colleagues in the school context. These findings increased expectations from CTs on establishing such conversational environment for PTs as part of their responsibilities and proved that such communication environments can be created with carefully designed opportunities in school contexts.

Using the tool also increases the influence of observer as a change agent on practice (Rossa and Bruceba, 2007). As CTs are expected to influence PTs positively through observation, reflection, and feedback sessions, CTs' fair feedback in a mutual and genuine environment based on an agreed tool increases the influence of CTs as change agents. Schon (1987) states that PTs become involved process without knowing what needs to be learned because they do not yet have the capacity to

recognize what it is they are looking for, other than in very general terms. In this context, CTs' sincerity and use of an agreed tool in assessment increase their influence as a change agent.

Inquiry

One other responsibility of CTs is to crystallize PTs' beliefs on social justice in education as the recognized teacher attitude of democratic professionals in educational institutions. In his book called 'Actual Minds, Possible Worlds', Bruner (1986) focuses on people's direct experiences and their subsequent meaning making; teachers are professionals who always have direct experiences, and they are there to make meaning out of complexities to take necessary actions in classrooms. According to Bruner's strong view of making meaning, people's direct experiences are even interpreted in terms of cause and consequences. The world that emerges for human beings is a conceptual world. In this world people face puzzles. When people have puzzles about what they encounter in the conceptual world, they seek meaning for these puzzles in a manner that is concordant with what those around them believe, and they negotiate the meaning. To find meaning for the concepts at hand, PTs can be assisted by CTs, and they can create a space for PTs to dialogue about making meaning for any concepts in teaching for the sake of their future democratic practices in classrooms.

Assisting PTs to become democratic teachers of the future, one other opportunity CTs can create for PTs can be creating space to initiate dialogue about becoming a democratic educator for justice in education. Lynn and Smith-Maddox (2007) put forward the idea of learning space, and, by stating this, what they refer to is 'inquiry' that promotes the integration of theoretical and practical knowledge through reflection and dialogue as a way of making meaning in a conceptual world for realities of education. Prior to explaining the space that can be created to initiate dialogue on PTs' ideas of education, it is necessary to explain the inquiry.

There are varied explanations of the concept of 'inquiry' in the literature. Two of them will be introduced here as concepts that may be put to use by teacher trainers. The first one is Dewey's definition of 'inquiry' which he explained it as a guided experience to challenge existing beliefs, assumptions, and understandings

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about teaching and learning while valuing existing experiences, knowledge, and voice (1938). Dewey's view of 'inquiry', together with Bruner's view of meaning making can strengthen CTs' use of 'inquiry' since these views can fit into challenging PTs' existing beliefs, assumptions, and understanding of present, and hands-on teaching experiences during the practicum to help them become a democratic educator.

The second view is introduced by Sirotnikand Oakes (1986) is also parallel to Dewey's view of 'inquiry'. Oakes explain how this strand of thinking and action come together: critical inquiry is a methodological perspective that embraces both traditional and alternative forms of inquiry while being driven by a critical theoretical perspective as the sine qua non for school renewal and the increased potential for school change. This kind of commitment to active inquiry will permit those in schools to know their schools in ways that provide both the impetus and direction for change. And this, of course, provides opportunities for CTs to assist PTs learn more about the schools, understand education philosophy among teaching members, administrative members and parents of the school to be able to create a democratic teaching and learning environment. As a result of critical inquiry actions taken, renewal or improvement of schools can be achieved via concerned teachers of the future.

The contribution of 'inquiry', compared to assessment and use of assessment tool in teacher training, lies in the fact that inquiry does not merely remove doubt by recurrence to a prior adaptive integration, but institutes new environing conditions that occasion new problems. Dewey (1938) states that "there is no such thing as a final settlement" (p.8). In other words, Dewey is suggesting that 'inquiry' is a method of critique that produces the disposition to further 'inquire' the beliefs and values driving pedagogical norms and practices. Using 'inquiry' as a method of critique to unravel PTs' beliefs gives CTs a chance to unfix regularities and entrenched practices of PTs, embedded into their own beliefs, assumptions, and understandings about teaching and learning.

To open PTs' beliefs, assumptions, and understandings to examination, CTs can use reflection and dialogue as learning instruments. Lynn and Smith-Maddox (2007) highlighted how inquiry enabled PTs to reflect on existing ideals of social

justice and equity with regard to teaching diverse learners. They felt the urgency to study social justice since the need to change the form and function of teacher education was a topic of much debate in the U.S. at the time (Goodlad, 1994; Sarason, 1993). Similarly, CTs, classroom researchers, or researchers can also use 'inquiry' in their studies. Teachers who are concerned with the initiation of new ideas in education such as 'Learner centeredness' in Turkey can negotiate the meaning and investigate the application of the concept in practice and adopt themselves accordingly through findings (Hatipoğlu, 2005).

CTs who plan to use 'inquiry' as a method of critique first need to develop themselves as reflective practitioners. Schön (1983, 1991) defines the reflective practitioner as one who can think while acting, respond to uncertainty in its context, and deal with potential conflicts. The reflective practitioner works to make her tacit assumptions explicit, recognize the problematic, and ''name'' and ''frame'' the context under scrutiny. A way of using 'inquiry' in practicum was proposed by Zeichner and Liston (1987) who outlined a three-dimensional notion of critical reflection. The three dimensions were: (1) teachers' technical ability to achieve goals and learning objectives; (2) teachers' consideration for the learning context and interest in assessing the competing perspectives; and (3) teachers' ideological interest in the struggle for social justice. This paradigm suggests that CTs should be examining unarticulated assumptions and alternative perspectives while considering how to work within a framework that is specifically political. This includes the emphasis on a critical discourse, which connects pedagogical practices to the imperatives of democratic education. Fulfilling these dimensions of critical reflection proves that CTs have the role of reflective practitioner in the sense of negotiating realities of education.

CTs need opportunities to promote reflection among PTs and themselves, and PTs' use of reflection can be designed through the dialogue. The process created by CTs seems to assess PTs' practical knowledge and carry forward their understanding of teacher's role in implementing educational practices and ideas of educational reform. Implicitly, 'Inquiry' has the propensity to transform social relations in the classroom and to raise an individual's level of consciousness about relations in society, which have inherent benefits for the individual, the classroom, and the

school community (Freire, 1970; Giroux & McLaren, 1986; Shor & Freire, 1987). Through dialogue not only PTs, but also CTs promote reflection and can move towards a fuller understanding of the ways in which they can unravel the complexities of their own beliefs about their students and PTs as well as the demands of teaching in difficult contexts. Taking on this perspective, teachers function professionally as ''transformative intellectuals'' (Giroux, 1985, 1988; Giroux & McLaren, 1986), and CTs who can create space for dialogue and promote reflection in practicum can also become "transformative intellectuals" by assisting PTs to become reflective.

While 'inquiry' is very much favored by teacher educators and it can favorably be used by CTs to challenge PTs' beliefs, assumptions, and understandings of teaching and learning, it is not an easy process to go through. It is also not a priority in the process of practicum (Lynn and Smith-Maddox, 2007).While the question-posing process can help CTs move beyond monologue, according to Lynn and Smith-Maddox, it does not always provide a structured technique that some student teachers prefer or promote the intended in-depth dialogue about self-knowledge, schooling, teaching, and classroom life.

CTs working with PTs who prefer not to use in-depth dialogue for issues of concern can have difficult times. The dialogue requires sustained effort on the part of CTs and any teacher educator and their students where they are co-learners in the process. However the result is regarding because constructing a problem solving situation that is grounded in the PTs' learning and experiences will develop their individual agency and critical thinking ability by the help of the sensitive contributions of CTs. Richert (1992) states: 'As teachers talk about their work and ''name'' their experiences, they learn about what they know and what they believe. They also learn what they do not know. Such knowledge empowers the individuals by providing a source for action that is generated from within rather than imposed from without' (p. 196). As Hooks (1994) states, PTs' comments indicate, ''that teachers must be actively committed to a process of self-actualization that promotes their own well-being if they are to teach in a manner that empowers students'' (p. 15). She further argues that what is important is an ongoing critical examination of the issues of concern for CTs and PTs.

Self-study for ongoing development

Teachers who believe in an ongoing professional development can plan their personal and professional needs and work on each of them. Various opportunities are possible for PTs such as self-study. According to the conditions in the practicum, PTs can be prepared by CTs on how to do self-study to experience the well-known issues and difficulties in the context of teaching for their future needs.

As Lighthall (2004) has argued, it has now become possible to identify 'fundamental features and approaches' within self-study and to consider ways in which these can be further developed by, for example, replicating existing features in different contexts or combining or emphasizing existing features in new ways in order to further the knowledge base. In the publication of the International Handbook of Self-Study of Teaching and Teacher Education Practices, Loughran, Hamilton, LaBoskey, and Russell (2004) evidence that over the past decade self-study has continued to grow and to expand internationally. Therefore, CTs who want to integrate theories and practice can replicate existing features in teaching in their own contexts or combine or emphasize existing features in new ways for PTs and assist PTs to understand the process of self-study and expand their knowledge base through using research.

By emphasizing the existing features in new ways, CTs and PTs align themselves with Whitehead's (2004) analysis of the need for evidence in creating living educational theories and Bullough and Pinnegar's (2004) assertion that 'the consideration of ontology, of one's being in and toward the world, should be a central feature of any discussion of the value of self-study' (p.319). Therefore, CTs' aim should be to provide such evidence and demonstrate how teachers give life to and clarify their ontological values in their practice. This involves action-reflection cycles in which teachers express their concerns, imagine ways forward, and decide on an action plan which is implemented and evaluated in relation to their values and understandings.

Dadds and Hart (2001) introduce 'methodological inventiveness' which is complemented by the self-study of those with whom USs work i.e. their school-based mentors and trainees. Their inquiries enable them to increase their understanding and add to the public knowledge base about effective mentoring. In

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turn, mentors and trainees, through their reflective enquiries on their own and each others' practices, are able to add to their own, as well as to the public knowledge base, about what constitutes effective teaching and learning. They see these enquiries, by virtue of their interrelation, making a dual contribution to understanding the possibilities of practice-based research and its value. Therefore, involvement of CTs and PTs in a similar process in their own context can increase their understanding and take them to a new understanding of practice-based research and its value.

In practice-based research, through individual and collaborative activities and through dialogue with peers (other CTs in the school), PTs, and USs, CTs' view of being responsible for PTs can be developed and changed. CTs help develop and support each other, and as colleagues, they can move from restricted to generative mentoring. This movement enables their shared ontological values of inclusionality (Whitehead and Fitzgerals, 2007) to be more fully realized and affirmed. By inclusionality the researchers mean a democratic form of social practice and relations, characterised by openness to reflective inquiry. At this point, they also implicitly state that there is space for CTs who reject to be reflective in their practice to train PTs.

Practice-based research process also helps parties appreciate their potentials. This type of practice and relations force them to recognize and respect the knowledge creating potential of all participants (subject mentors, trainees and university staff) and, as in Bernstein's (2000) view of democracy, they acknowledge that they all 'have a stake' in the profession and its knowledge base. They contribute to it, and due to the value of 'shared existence of parties', CTs can become volunteers to rediscover the issues of teaching with PTs. Practice-based research approach fits well with what Furlong and Oancea (2005) describe as an integrated approach in which 'the process of identifying practical solutions to real problems also generates new knowledge (p.8). When the problem for USs is to find a solution to the perception of a restricted and less transformative educative form of mentoring and to change it into a form of mentoring practice which is more consistent with present parties' values, an attempt to work in coordination and collaboration with CTs becomes urgent. In the end, CTs' mentoring outlines and reflects ontological dilemmas and shared

values and understanding in the context of present practice. It also helps explore what parties learn from supporting mentors to work more generatively with trainees (Shaw, 2002). As a result, another responsibility of CTs is fulfilled, i.e being in continuous touch with USs and other parties in the process of the fulfillment of their responsibilities.

CHAPTER III

METHODOLOGY

This chapter describes the research design that was used to conduct this study. It will start with the discussion of the available paradigms for scientific inquiry and of the selection of the appropriate paradigm to conduct this research. This will be followed by a section on the setting from which the data were collected. A section on the participants from whom the data were collected will follow that section. This section includes a subsection in which demographic information on the participating CTs is given. Next, the data collection methods that were employed in this study will be presented. Data collection and data analysis will be presented in connection with the selected methods. A section on triangulation will form the final section of the chapter.

Research Design

In every research, a sound design is important in determining whether the researcher could study what she purports to study. When it comes to doing research, two paradigms, namely, quantitative and qualitative, are available for every researcher. The objective of the research becomes the primary factor in choosing one paradigm over the other. An informed decision based on the differences between these paradigms becomes necessary at this point for every researcher. Berg (1989) explains the difference between the qualitative and quantitative approaches as follows:

> The notion of quality is essential to the nature of things. On the other hand, quantity is elementally an amount of something. *Quality* refers to the what, how, when, and where of a thing--its essence and ambiance. *Qualitative research* thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. In contrast, *quantitative research* refers to counts and measures of things (pp.2-3).

The major paradigm - quantitative approach - borrows its procedures from the scientific method of the physical and biological sciences; first, the researcher formulates a hypothesis, then she collects data to find out whether the hypothesis is supported or refuted. In describing the characteristic of quantitative research, Ten Have (2004) states that in this approach "the essential movement of the research is the reduction of large amounts of distributed information to numerical summaries, means, percentages, correlation coefficients, etc." (p.5).

Although, the quantitative paradigm has been extensively and successfully used in research studies, it has some shortcomings which have been observed in time by researchers. Tezel (2006) states one significant problem with the quantitative research paradigm as follows:

> "The quantitative approach is not capable of presenting an in-depth picture because even though quantitative data collection methods are able to identify and measure whether or not something exists, they do not explain 'why' and 'how' that thing exists. These two questions are essential for making meaning…The results which are expressed in numbers may not be necessarily very effective at providing persuasive arguments if the audience does not have statistical knowledge." (pp. 48-49)

Meaning is provided by qualitative research. Qualitative research helps researchers understand and explain the meaning of social phenomena in their natural settings. Different terms such as naturalistic inquiry, interpretive research, field study, participant observation, inductive research, case study, and ethnography are also used to refer to qualitative research (Merriam, 1994).

In the field of education, qualitative research has become increasingly important, and its use has become widespread recently. Most qualitative research focuses on individually lived experiences such as experiences in 'society and culture' and 'language and culture' (Borg & Gall, 1996). In contrast with the focus, summary characterizations, and statistical explanations of quantitative research, qualitative research allows researchers to study a phenomenon through a very sensitive magnifier for hidden meaning in order to find out non-obvious features, obtain multiple interpretations, understand implied connotations, and hear otherwise would be unheard voices. Patton (1980, 1987, 1990, 2003) states that when the issue is to capture the richness of people's experiences in their own terms, qualitative data should be collected.

It was clear that owing to the explorative nature of the research questions, a qualitative research design was appropriate to study the perceptions of the CTs since this descriptive research study set out to identify and understand the challenges that CTs faced. It was also clear that in order to obtain the perspectives of all CTs who participated in this study in a time-saving manner, more than one method was necessary. Using more than one method meant obtaining multiple sources of evidence which was ideal to strengthen the conclusions and made triangulation possible.

The fact that the researcher wanted to capture the perspectives of all CTs and was the only person involved in data collection, it became logical and essential to employ a questionnaire – a data collection technique in the survey method- to obtain the perceptions of the CTs. Some may consider using a quantitative tool in a qualitative study a methodological controversy. However, Worthen and Sanders (1987) clearly state that integration of these two paradigms is plausible and beneficial: "We view quantitative and qualitative methods as compatible, complementary approaches…We have little interest in extending what we believe to be the relatively meaningless arguments that favor quantitative over qualitative, or vice versa" (p.53).

In order to determine the perceptions of the CTs in terms of the challenges they faced, the researcher decided to develop and use a questionnaire. Even though theoretically a questionnaire is a technique that belongs to a different paradigm, the questionnaire that the researcher designed collected data of qualitative nature.

In addition to determining the perceptions of all CTs, the researcher decided to interview some CTs from among the participants who were representative of the entire CT population, with the intention of enriching the questionnaire data and of finding out some points that may have gone unnoticed in the questionnaire.

Setting

The data for this study were collected in the cities of Ankara and Bursa. At the time of data collection, students who attended the English departments of the Faculty of Education in two universities in these cities were doing their teaching practicum as PTs at thirty-two primary and secondary state and private schools.

Fourteen of those schools were in Ankara, and eighteen of them were in Bursa. English teachers, who formed the participants in this study, were performing the duty of CT for PTs in those schools. Data were collected from those English teachers who were working in these thirty-two state primary, state secondary, private primary, and private secondary schools.

As for sampling for data collection, regarding the questionnaire, all CTs in these schools were included. For the interviews data were collected from the four different types of schools in two cities: In Ankara one CT from a state primary, state secondary, private primary, and private secondary school, who were representative of the CT population, were selected. The same procedure was followed in Bursa, and one CT from a state primary, state secondary, private primary, and private secondary school were selected as well. In the end, a total of eight CTs from four different types of schools in these two cities were interviewed. Table 2 summarizes this information.

Table 2

School Selection for Interviews

School Type	Bursa	Ankara
State Primary	1	1
State Secondary	1	1
Private Primary	1	1
Private Secondary	1	1
Total	4	4

Participants

At the beginning of this study, one hundred and thirty CTs in thirty-two schools in Ankara and Bursa formed the participant population. Sixty-five of those were in Ankara, and sixty-five were in Bursa. Later, this number went down to one hundred and fifteen for the reasons that will be mentioned in the "data collection in the questionnaire" section. The selection of the participating CTs was done in the following manner: At the English Teacher Education departments of the two universities in Ankara and Bursa, some faculty members function as USs who are responsible for running the practice-based courses in schools in different parts of

these cities. The selection of the CTs and the schools are left to the USs; The USs select schools and CTs, using some criteria such as the number of willing language teachers, existence of good professional relations among CTs in schools, a welcoming attitude displayed by schools to USs and PTs, and distance, time, and money spent for transportation. The participating CTs in this study were determined this way after the USs had decided upon certain schools in Ankara and Bursa.

Participant Demographics

The statistical results showed that 98% of the CTs who participated in the questionnaire in Ankara were females while only 2% of them were males. Such a result proves that teaching is a gender-based profession among the CTs in Bursa. Table 3 summarizes these results.

Table 3

Participant Gender Characteristics of the Ankara Group

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	49	98,0	98,0	98,0
	Male	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

The statistical results showed that 84% of the CTs who participated in the questionnaire in Bursa were females while only 16% of them were males. This result proves that teaching is a gender-based profession among the CTs in Bursa as well. Table 4 summarizes these results.

Table 4

Participant Gender Characteristics of the Bursa Group

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	42	84,0	84,0	84,0
	Male	8	16,0	16,0	100,0
	Total	50	100,0	100,0	

In Ankara, the majority of the CTs were the graduates of the universities in the city. As for the field of specialization, 42% of the CTs were graduates of Faculties of Education: 4% of the CTs were graduates of Hacettepe University Faculty of Education; 30% from the Faculty of Education at Gazi University; 8% from the Faculty of Education at the Middle East Technical University (METU). 20% were graduates of other departments of the universities in Ankara: 2% of the CTs graduated from the department of History in METU; 4% from the department of Administrative Sciences at Hacettepe University; 2% from the department of History in METU; 2% from the department of Linguistics at the university of Hacettepe; 2% from the department of Biology in METU; 2% from the department of Sociology in METU; 2% from department of American Culture at Bilkent University; 2% from the department of American Culture at Hacettepe University; and 2% from the department of Chemistry in METU. In total, 62% of the CTs were the graduates of universities in Ankara. 19% were the graduates of Faculty of Education from other universities in Turkey. Table 5 summarizes CTs' university of graduation.

Table 5

Participants' University of Graduation – Ankara Group

University of Graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hacettepe, Eğitim	2	4,0	4,0	4,0
	Anadolu, Eğitim	2	4,0	4,0	8,0
	Selçuk, Eğitim	4	8,0	8,0	16,0
	19 Mayıs, Eğitim	2	4,0	4,0	20,0
	Uludağ, Eğitim	4	8,0	8,0	28,0
	Atatürk, Eğitim	2	4,0	4,0	32,0
	Çukurova, Eğitim	1	2,0	2,0	34,0
	Gazi, Eğitim	15	30,0	30,0	64,0
	Odtü, Tarih	1	2,0	2,0	66,0
	Hacettepe, İdari Bilimler	2	4,0	4,0	70,0
	Hacettepe, Tarih	1	2,0	2,0	72,0
	Hacettepe, Dilbilim	1	2,0	2,0	74,0
	Odtü, Biyoloji	1	2,0	2,0	76,0
	Odtü, Sosyoloji	1	2,0	2,0	78,0
	Dicle, Eğitim	1	2,0	2,0	80,0
	Bilkent, Amerikan Kültürü	1	2,0	2,0	82,0
	Odtü, Eğitim	4	8,0	8,0	90,0
	Hacettepe, Amerikan Kültürü	1	2,0	2,0	92,0
	Dokuz Eylül, Eğitim	2	4,0	4,0	96,0
	Odtü, Kümya	1	2,0	2,0	98,0
	Nüzchegorods Yabancı Diller Uni.	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

In Bursa, 64% of the CTs were graduates of the Faculty of Education of Uludağ University. 26% were graduates of Faculty of Education from various universities in Turkey. 6% were graduates of other subject specific departments: 2% Department of Translation; 2% Department of Physics in the medium of English; 2% Department of Psychology. 4% of the CTs did not respond to the item. Table 6 presents the university of graduation for CTs in Bursa.

Table 6

Participants' University of Graduation – Bursa Group

University of Graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	2	4,0	4,0	4,0
	Hacettepe, Eğitim	2	4,0	4,0	8,0
	Hacettepe, Mütercim Tercümanlık	1	2,0	2,0	10,0
	Anadolu, Eğitim	2	4,0	4,0	14,0
	Selçuk, Eğitim	1	2,0	2,0	16,0
	19 Mayıs, Eğitim	3	6,0	6,0	22,0
	Uludağ, Eğitim	32	64,0	64,0	86,0
	Atatürk, Eğitim	2	4,0	4,0	90,0
	Marmara, Eğitim	2	4,0	4,0	94,0
	Gaziantep, İng. Fizik	1	2,0	2,0	96,0
	Hacettepe, Psikoloji+Formasyon	1	2,0	2,0	98,0
	Çukurova, Eğitim	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

In Ankara, the least total years of professional experience is 3 years. 2% of the CTs have 3 years of experience. 12% of the CTs have 10 years of experience while 10% have19 years of experience. 20% have about 4 to 9 years of professional experience while 20% have about 11 to 17 years of professional experience. 24% of the CTs have 20 to 25 years of professional experience in Ankara. 10% of the CTs have teaching experience of 26 to 28 years. In table 7 the summary of the Ankara group of CTs' total years of experience in the profession is presented.

Table 7

Participants' Period of Professional Experience – Ankara Group

Total years of proffessional experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	2,0	2,0	2,0
	3	1	2,0	2,0	4,0
	4	1	2,0	2,0	6,0
	6	1	2,0	2,0	8,0
	7	2	4,0	4,0	12,0
	8	4	8,0	8,0	20,0
	9	2	4,0	4,0	24,0
	10	6	12,0	12,0	36,0
	11	1	2,0	2,0	38,0
	12	2	4,0	4,0	42,0
	13	1	2,0	2,0	44,0
	14	1	2,0	2,0	46,0
	15	1	2,0	2,0	48,0
	16	2	4,0	4,0	52,0
	17	2	4,0	4,0	56,0
	19	5	10,0	10,0	66,0
	20	4	8,0	8,0	74,0
	21	1	2,0	2,0	76,0
	22	1	2,0	2,0	78,0
	23	1	2,0	2,0	80,0
	24	3	6,0	6,0	86,0
	25	2	4,0	4,0	90,0
	26	1	2,0	2,0	92,0
	27	1	2,0	2,0	94,0
	28	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

In Bursa, 2% of the CTs have 3 years of professional experience. 22% of the CTs have 4 to 8 years of experience. 10% of the CTs have 10 years of experience while 24% of the CTs have 12 to 16 years of experience. 16% of the CTs have 17 to 20 years of experience. 2% of the CTs have 21 years of experience while 2% of the CTs have the highest number of years in the profession with 26 years. In table 8 the summary of the Bursa group of CTs' total years of professional experience is presented.

Table 8

Participants' Period of Professional Experience – Bursa Group

Total years of proffessional experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	2,0	2,0	2,0
	3	1	2,0	2,0	4,0
	4	1	2,0	2,0	6,0
	5	2	4,0	4,0	10,0
	6	2	4,0	4,0	14,0
	7	2	4,0	4,0	18,0
	8	4	8,0	8,0	26,0
	10	5	10,0	10,0	36,0
	12	6	12,0	12,0	48,0
	13	3	6,0	6,0	54,0
	14	1	2,0	2,0	56,0
	15	2	4,0	4,0	60,0
	16	6	12,0	12,0	72,0
	17	1	2,0	2,0	74,0
	18	4	8,0	8,0	82,0
	19	3	6,0	6,0	88,0
	20	4	8,0	8,0	96,0
	21	1	2,0	2,0	98,0
	26	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

In Ankara, 12% of the CTs have contributed to teacher training for 20 years. 2% of the CTs have been involved in teacher training for 15 years while 10% have worked in the program for 10 years. 18% have been CTs for 5 years, and 6% have one year of involvement in teacher training. In table 9 the involvement of the Ankara group of CTs in teacher training is presented.

Table 9

Participants' Involvement in Teacher Training – Ankara Group

Total years of involvement in teacher training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	2,0	2,0	2,0
	1	3	6,0	6,0	8,0
	2	5	10,0	10,0	18,0
	3	4	8,0	8,0	26,0
	4	6	12,0	12,0	38,0
	5	9	18,0	18,0	56,0
	6	5	10,0	10,0	66,0
	7	2	4,0	4,0	70,0
	8	1	2,0	2,0	72,0
	10	5	10,0	10,0	82,0
	12	1	2,0	2,0	84,0
	15	1	2,0	2,0	86,0
	18	1	2,0	2,0	88,0
	20	6	12,0	12,0	100,0
	Total	50	100,0	100,0	

The total of 16 years of involvement in teacher training is the highest number of years among the CTs in Bursa. 2% of the CTs have 16 years of experience in the training of PTs. 6% of the CTs have 15 years of experience in training while 10% of the CTs have 10 years of experience. 6% of the CTs have 5 years of involvement in teacher training while 18% have one year involvement in the program. In table 10 the involvement of the Bursa group of CTs in teacher training is presented.

Table 10

Participants' Involvement in Teacher Training – Bursa Group

Total years of involvement in teacher training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	2,0	2,0	2,0
	1	9	18,0	18,0	20,0
	2	8	16,0	16,0	36,0
	3	6	12,0	12,0	48,0
	4	5	10,0	10,0	58,0
	5	3	6,0	6,0	64,0
	6	3	6,0	6,0	70,0
	7	2	4,0	4,0	74,0
	8	3	6,0	6,0	80,0
	9	1	2,0	2,0	82,0
	10	5	10,0	10,0	92,0
	15	3	6,0	6,0	98,0
	16	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Data Collection Methods

This research used two data collection methods. The first one of them is survey research. As there were initially one hundred and thirty CTs in the thirty-two schools from which the data were collected, using qualitative techniques such as interviews to obtain the opinions of all CTs would have taken significant amount of time. Therefore, as was mentioned in the research design section, the researcher decided to use a questionnaire - a type of survey research - in order to obtain the perspectives of all CTs in a time-saving and efficient manner. As the second data collection method, the researcher used interviewing.

Questionnaire

According to Nunan (1992), surveys are conducted in order to obtain a snapshot of conditions, attitudes, and/or events at a single point in time, and he adds that the most common types of survey data collection are questionnaires and interviews. Surveys lend their findings to statistical analyses. The results expressed in numbers allow researchers to see to what degree something exists and interpret such findings in the light of their research objective/s.

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In this study, the researcher prepared and administered a questionnaire, which is a form of survey research. The questionnaire was designed as an instrument to obtain the CTs' perspectives on the challenges they faced. In addition to the five questions that were asked to obtain demographic information, there were fifty-seven items in the questionnaire which aimed to obtain the CTs' opinions on eleven different areas such as assisting PTs to become familiar with the students in the class, assisting PTs in the planning, implementation, and evaluation of the teaching and learning process, and assisting PTs to better understand the process of professional development.

In order to be used in research, a questionnaire has to have two characteristics, namely, validity and reliability. "The validity of a test or a questionnaire is the extent to which it measures what it purports to measure; whether it is valid for the purpose for which it is claimed to be valid (Fitz-Gibbon and Morris, 1987, p. 115). Reliability refers to whether a questionnaire produces the same results on similar occasions. In other words, reliability refers to the consistency of findings.

Regarding the validity of the questionnaire, the researcher did a series of statistical analyses to test the items. The results of these analyses will be presented in the subsection titled "testing the validity and reliability of the questionnaire" which will follow the subsection on the formation of the questionnaire that comes next. Depending on the results of those analyses, it was decided that the questionnaire had satisfied the criteria. Thus, it was considered valid.

Regarding the reliability of the questionnaire, it must be stated that as the data were collected from the CTs who are human beings, and as it is natural for people to have different opinions on an issue, it is logical to expect similar but not identical results in the future administration/s of this questionnaire.

Formation of the researcher designed questionnaire.

The items and the design of the questionnaire were formed through four different resources which were the collected complaints of PTs, related literature, MONE's teachers' performance requirements, and HEC's responsibility requirements. The information based on PTs' complaints was collected through the diaries that PTs kept. In their diaries PTs were asked to write their unmet

expectations from the CTs who they had been working with. They kept the diaries weekly. One PT from each school kept the diary. PTs' diary entries were categorized, and the areas of concern were identified this way. Later, these areas were supported by the available relevant literature, the MONE list for teachers' performance requirements, and HEC's responsibility requirements. These four resources were then merged to establish the eleven areas and the related questions in them. First, all items were written in affirmative form. These were used to construct the questionnaire. Second, the affirmative forms were changed into question form to be used as the interview questions.

The questionnaire was given to forty people – twenty in the field and twenty people out of the field- to make sure it consisted of clearly stated items to respond to. According to these people's understanding of items, the expressions of the items were refined to the point where they clearly indicated what the researcher wanted to ask. The items in the questionnaire were also studied statistically through frequency and regression analyses. The findings were also reliable according to the statistically accepted accounts. These efforts showed that the questionnaire was ready to be used in the research.

Testing the validity and reliability of the questionnaire

There were fifty-seven items in addition to the five questions which were asked to obtain demographic information. These sixty-two items' reliability was analyzed with the Cronbach's Alpha statistical method. In this method the closer the items are to the 'f', the more acceptable and reliable the items are. The number of the Cronbach's Alpha was found to be 0,813. The standardized number of Cronbach's Alpha is found as 0, 925. In statistical terms, this shows that the questionnaire is reliable. Tables 11, 12, 13 and 14 below show the reliability statistics.

Table 11

Reliability Statistic 1 – Cronbach's Alpha Based on Standardized Items

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,813	,925	62

Table 12

Reliability Statistic 2 – Case Processing Summary

Case Processing Summary

		N	%
Cases	Valid	100	100,0
	Excluded(a)	0	,0
	Total	100	100,0

a Listwise deletion based on all variables in the procedure

Table 13

Reliability Statistic 3 _Scale Statistics of Mean, Variance, and Standard Deviation

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
205,98	772,020	27,785	62

Table 14

Reliability Statistic 4 – Intraclass Correlation Coefficient

Intraclass Correlation Coefficient

	Intraclass Correlation (a)	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,066(b)	,048	,091	5,346	99,0	6039	,000
Average Measures	,813(c)	,757	,862	5,346	99,0	6039	,000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.

b The estimator is the same, whether the interaction effect is present or not.

c This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Data collection in the questionnaire

In order for data collection to begin, the researcher contacted the coordinators of the departments at the selected schools. CT lists were prepared afterwards. Permissions were obtained from the departments and from the City National Education Directories in Ankara and Bursa. Appointments were made to administer the questionnaires at schools. Afterwards, the researcher was introduced to the CTs.

Upon meeting the CTs, the researcher briefly explained the aim of the research first and went through questionnaire with the CTs to avoid any lack of understanding or misunderstanding regarding the questionnaire items. Another reason for the researcher's presence during that time was to ensure a higher return percentage. Following this step, the participating CTs were kindly asked to respond to the items in the questionnaire.

As was mentioned, the total number of the CTs in this research was 130 initially; 65 CTs in Ankara and 65 in Bursa. Some CTs wanted to complete the questionnaires later in their homes and return it to the researcher; some were on sick

leave, and some were not present for personal reasons at the time. Some CTs, who promised to answer the questionnaire later, did not return their questionnaires. In the end, there were 115 returned questionnaires. 55 of them were from Ankara and 60 were from Bursa. Of those 115, 15 were not usable for reasons such as lack of personal information in the demographics section, choosing more than one option in some items, and leaving some items unanswered. This reduced the number of usable questionnaires to 100 which was evenly distributed by 50 questionnaires for Ankara and 50 for Bursa.

The overall return rate for the questionnaire was 90%; For Ankara, the return rate percentage was 85%. For Bursa, it was 95%. The overall usable questionnaire percentage was 76% which was also the same for both Ankara and Bursa. Table 15 presents a summary of the questionnaires administered and received from the CTs.

Table 15

Questionnaire Distribution and Return Rates

Number of Questionnaires

	Given by Researcher	Returned by CTs	Not returned by CTs	Return Rate Percentage	Usable	Usable Rate Percentage
Ankara	65	55	10	85%	50	77%
Bursa	65	60	5	95%	50	77%
Total	130	115	15	90%	100	77%

Data analysis in the questionnaire.

The researcher processed the questionnaires by doing frequency analysis and regression analysis by using the Statistical Package for Social Sciences (SPSS) software. Frequency analysis was used with the intention of understanding the distribution of the CTs' responses. As may be expected in the case of the frequency analysis of a questionnaire with fifty-seven items, a large number of results was obtained, making them hard to distinguish from each other. To recognize the results clearly, it was decided to further process the data by doing frequency distribution analysis.

In regression analysis in the study, a screening procedure known as stepwise regression was used because, otherwise, deciding which ones of a large set of independent variables should be taken into consideration would have been a problem for the study. Generally speaking, when there are a large number of independent variables, it becomes difficult to accurately determine which of the multivariable interactions and higher-order polynomials are effective in causing a phenomenon. In order to overcome this problem, the researcher used stepwise regression which was the systematic approach to help the researcher describe the variables underlying the behaviors of the CTs.

Interview

The second data collection method was interviewing. Patton (1990) defines the purpose of interviewing as "to find out what is in and on someone else's mind" (p. 278). Yin (1989) recognizes the strength of interviews as targeted since they focus directly on the topics, are insightful, and they provide perceived causal inference. The purpose of the interviews in this study was to determine the CTs' perceptions on issues such as assisting PTs in monitoring and evaluating the students' learning and development, assisting PTs to become familiar with the curriculum and its content, and assisting PTs to become aware of the importance of doing self-evaluation. As these questions indicate, the interviews conducted with the CTs were qualitative.

"Qualitative interviews are distinguished from survey interviews in being less structured in their approach and in allowing individuals to expand on their responses to questions" (Jones, 1991, p. 203, 1985). Qualitative interviews allow researchers to go beyond the "yes" or "no" or the other predetermined, limited response choices which are common in survey interviews. In this sense, qualitative interviews are open-ended. Patton (1990) explains the idea of open-endedness as follows:

> The purpose of open-ended interviewing is not to put things in someone's mind (for example, the interviewer's preconceived categories for organizing the world) but to access the perspective of the person being interviewed. We interview people to find out from them those things we cannot directly observe...The purpose of interviewing, then, is to enter into

the other person's perspective. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, and able to be made explicit. (p. 278)

During the data collection period, in order to avoid common problems in interviews such as inaccuracies due to poor recall and bias, the researcher asked for the permission of the interviewees to audiotape the interviews in order to collect data systematically and more accurately.

Data Collection in the Interviews

In the qualitative interviews, the participants were chosen from among the

CTs who would be representative of the entire CT population in the selected schools. The interviewees were heads of department in their schools. The sampling was based on the following categories:

Ankara	Bursa
State Primary	State Primary
State Secondary	State Secondary
Private Primary	Private Primary
Private Secondary	Private Secondary

Based on these categories, a total of eight CTs from Ankara and Bursa were selected and interviewed. All of those CTs were females. The identity of the interviewees will not be disclosed. The CTs in Ankara will be referred to as A1, A2, A3, and A4. The CTs in Bursa will respectively be referred to as B1, B2, B3, and B4. The audiotaped interviews took 410 minutes. Table 16 shows the CTs' school types and the interview times with them.

Table 16

CTs' School Types and Length of Interviews in Minutes

CT	School Type	Time
A1	State Primary	54
A2	State Secondary	47
A3	Private Primary	48
A4	Private Secondary	47
B1	State Primary	44
B2	State Secondary	63
B3	Private Primary	62
B4	Private Secondary	45

The tone of the interviews with the CTs was informal. In deciding to conduct the interviews in an informal tone, Agar's (1980) explanation was effective in which he states that:

> The general idea distinguishing formal from informal interviews is the idea of control. In the informal everything is negotiable. The informants can criticize question, correct it, point out that it is sensitive, or answer in any way they want to. (p. 90)

In order to conduct the interviews in an informal way and allow the CTs to freely state their opinions on any issue they found relevant, the researcher decided to go beyond the confines of standard interviews in which participants only answer the questions asked, and decided to do open-ended interviews which give respondents to the freedom which is not present in standard interviews. The researcher did not ask the research questions in a predetermined order; rather, the order appeared in the course of each interview. Also, in order to make sure the CTs understood the questions, the researcher carefully prepared the questions prior to the interviews in the way described in the "formation of the researcher designed questionnaire" section. When the researcher was unsure of what the CTs exactly meant, she asked

the CTs to paraphrase their statements for clarification. Paraphrasing allowed the CTs to clarify their statements and make their meanings clear. .

An important condition that ensures success in interviews is establishing rapport. Agar (1980) states that establishing rapport is crucially important in conducting successful interviews. In order to establish rapport, the interviewer should conduct herself in such a way that the interviewees would be convinced that the researcher respects the opinion of the interviewees and wants to learn what they actually think. For the interviewer to be nonjudgmental is a vital part of establishing rapport as well. As this researcher had been working in the field for a considerable period of time, establishing rapport was not a problem because her enthusiasm and interest in the subject was apparent to the CTs. The researcher also assured the CTs that their identities would not be revealed in this study. This contributed to the establishment of rapport and established the researcher as a trustworthy person in the eyes of the CTs.

Data Analysis in the Interviews

According to Agar (1980), audio taping and transcribing interviews is the way to collect and analyze data. Data analysis is done by reducing, thus simplifying, the data in order to identify the underlying patterns which form the crux of this research. To that end, in this research, data analysis for the interviews was done after all interviews had been completed. The researcher recorded and transcribed all interviews in their entirety. For the transcription process, the average amount of time spent for each hour of recording was nearly six hours.

During the period of data collection and analysis, the researcher focused on the patterns that emerged when CTs answered the research questions and reduced the data so that greater level of abstraction to communicate the results better could be achieved.

Triangulation

In each research study, it is important to strengthen the validity and the reliability of the findings. This is done by triangulation which is also called cross-checking the data. Triangulation is the use of multiple sources of evidence in a

research study. In order to control bias in research studies, triangulation is a viable tool that is used. According to Denzin (1978), there are four types of triangulation: methodological triangulation, data triangulation, investigator triangulation, and theory triangulation. This study used two of these triangulation types, namely, methodological triangulation and data triangulation. Mathison (1988) states that "methodological triangulation refers to the use of multiple methods in the examination of a social phenomenon…Data triangulation refers to several data sources, the obvious being the inclusion of more than one individual as a source of data."(p.14).

Methodological triangulation has two types: within-method triangulation and between-method triangulation. Of these two, within-method triangulation was used in this research study: The questionnaire was administered to all CTs in Ankara and in Bursa in order to capture the perception differences in terms of the challenges CTs faced. Within-method triangulation was also used in the interviews with the establishment of the four groups in Ankara and Bursa.

Data triangulation was done both in the questionnaire and in the interviews. In the questionnaire, it was done as follows: first, all CTs were included in the sample. This was followed by the establishment of the two city groups, namely, Ankara and Bursa. As for the interviews, the four groups were adhered to, and, as has been mentioned before, eight CTs who were representative of their groups in Ankara and Bursa were chosen and interviewed. These groups were established in order to obtain a rich description of the CTs' perceptions on the challenges they faced. To sum up, the administration of the questionnaire to all CTs and the establishment of these groups made it possible to do both methodological triangulation and data triangulation in this study.

CHAPTER IV

DATA ANALYSIS: QUESTIONNAIRES AREA I

The questionnaire that was administered to the participating CTs was used to capture their perceptions on the fifty-seven items in the eleven main areas that formed the scope of this research. As each area was formed to capture CTs' perceptions on separate issues, the results will also be presented in separate chapters to report CTs' responses. The items whose results will be reported in each area are actually the sub-areas of those eleven main areas. The analyses of the Ankara and the Bursa groups' responses to each one of those items will be presented in the form of Tables in order to present visual summaries of the results.

Firstly, frequency analyses of the two groups' responses to each item will be presented in two separate Tables. This will be followed by the presentation of the correlation analyses of the groups' responses in the same manner. The first table under each item will report the results of the Ankara group, and the second one will report the results of the Bursa group.

The CTs were asked to respond to each item in the questionnaire by choosing choose one of the five options which were always, frequently, occasionally, rarely, and never. Of those five options, "always" and "frequently" are provided to enable the CTs to express varying degress of positive opinion, "occasionally" is provided to express neutral opinion, while "rarely" and "never" are provided to express negative opinion on an increasing scale.

Area 1. Assisting PTs to Become Familiar with the Students in the Class

There were three items in this area that were used to capture CTs' perceptions. They were: taking into consideration PTs' needs in getting to know the students, guiding PTs, and introducing PTs to the students.

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Frequency Results of the Groups

Item 1. Taking into Consideration PTs' Needs in Getting to Know the Students

78% of the CTs in the Ankara group and 44% of the CTs in the Bursa group chose the "always" option. The 34% difference between the two groups is statistically highly significant. 14% of the CTs in Ankara and 50% of the CTs in Bursa responded to the option "frequently." 8% of the CTs in Ankara and 6% of the CTs Bursa marked the item "occasionally" which represented the average level of view. There was no response to the unexpected negative level of items 'rarely' and 'never' in both groups. Tables 17 and 18 present this information.

Table 17

Taking into Consideration PTs' Needs in Getting to Know the Students- Ankara Group

Needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	4	8	8	8
	Frequently	7	14	14	22
	Always	39	78	78	100
	Total	50	100	100	

Table 18

Taking into Consideration PTs' Needs in Getting to Know the Students- Bursa Group

Needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	3	6	6	6
	Frequently	25	50	50	56
	Always	22	44	44	100
	Total	50	100	100	

Item 2. Guiding PTs

CTs who participated in the questionnaire in Ankara and in Bursa have expected and contributive thoughts for guiding PTs in learning about their students. However, there are differences in the findings when CTs in Ankara and Bursa were compared based on the cateegorized item 'always'. The responses of the two groups showed that , concerned CTs in the Ankara group showed 10% more attentive contribution to guide PTs in getting to know their students in classes compared to CTs in Bursa. 22% of attentive CTs in the Bursa group stated that they frequently guided PTs in getting to know their students while 16% of attentive CTs were frequently guided PTs in the Ankara group. In average, 2% of CTs in the Ankara group occasionally guided PTs, and 4% of CTs in the Bursa group followed them. 2% of CTs in the Ankara group and 3% of CTs in the Bursa group did not respond to the item in the questionnaire.

Table 19

Guiding PTs- Ankara Group

Guiding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	1	2	2	2
	Frequently	8	16	16	18
	Always	39	78	78	96
	No response	2	4	4	100
	Total	50	100	100	

Table 20

Guiding PTs- Bursa Group

Guiding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	2	4	4	4
	Frequently	11	22	22	26
	Always	34	68	68	94
	No response	3	6	6	100
	Total	50	100	100	

Item 3. Introducing PTs to the Students

CTs who participated in the questionnaire in the Ankara and in Bursa groups had expected and contributive thoughts for introducing PTs to the students in their classes. However, there was a very slight quantitative difference in quantities in the findings when CTs in the Ankara and the Bursa groups were compared according to the quantity based on the identified and categorized item 'always'. According to these two items- 'always' in the Ankara group and 'always' in the Bursa group, CTs in the Ankara group showed 4% more attentive contribution in introducing PTs to their students in their classes compared to CTs in the Bursa group.

Table 21

Introducing PTs to the Students – Ankara Group

PTs' identity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2	2	2
	Occasionally	2	4	4	6
	Frequently	3	6	6	12
	Always	43	86	86	98
	No response	1	2	2	100
	Total	50	100	100	

Table 22

Introducing PTs to the Students – Bursa Group

PTs' identity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2	2	2
	Rarely	2	4	4	6
	Frequently	4	8	8	14
	Always	41	82	82	96
	No response	2	4	4	100
	Total	50	100	100	

Frequency Summary of Area 1: Assisting PTs to Become Familiar with the Students in the Class

The results gained from CTs in the Ankara group and CTs in the Bursa group showed that CTs made strong contributions to PTs' training on assisting PTs to become familiar with the students in the classes. Enabling PTs to become familiar with the students, both groups made a high degree of contribution by fulfilling their responsibilities in three different sub-areas. Firstly, responding to PTs' needs for getting to know their students, CTs in the Ankara group created a difference by 34%, and made a higher degree of contribution. Secondly, CTs in both groups had a related amount of contribution to PTs in guiding them to know their students by 10%. Thirdly, groups had again related amount of contribution in introducing PTs to their students in their classes by 4%. In short, CTs in both groups stated that they fulfilled the expected responsibilities.

Correlation Results of the Groups

Cooperating teachers contributed to PTs' training in three different ways in the stated sub-areas. They were: PTs' needs in getting to know the students; guiding PTs on becoming familiar with the students in the class; introducing PTs to the students to contribute to PTs' becoming familiar with the students.

Item 1. Taking into Consideration PTs' Needs in Getting to Know the Students

CTs who participated in practice-based courses responded their views on the variable 'needs' in Table 23 in the findings presented in area 1. The Table 23 below showed the variables which have strong correlations with the variable- 'needs'. These correlations were presented with their coefficients and with their positive or negative relations.

The correlation (0.411) between the variables 'Needs' and 'Improvement of TLP' was strong, positive, and meaningful when the relation was in the limits of a 99% confidence interval (a=0.01). The variables 'Lesson planning', 'Preparing and developing materials', 'Time management' were also well correlated with the variable 'Needs' by the following correlation coefficients- 0.320, 0.347 and 0.337, respectively. In a similar tendency, the correlation coefficients of stated variables were in the limits of a 95% confidence interval (a=0.05) that there was positive and meaningful relation between needs and these variables. On the contrary to these findings, negative and meaningful relation (-0.300) was observed between the variable 'Needs' and the variable 'Total years of professional experience' in the limits of 95% confidence interval (a=0.05) as seen in Table 23.

In the light of these findings, it could be said that CTs highly cared for PTs' needs when they strongly contributed to improving PTs' target language proficiency. Additionally, it could be added that CTs considered PTs' needs in getting to know the students in their classes when they contributed to PTs' planning lessons, preparing and developing materials and managing their times in teaching. In contrast with the positive consideration of CTs on the former competencies, it was proved by the figures that CTs who became experienced in the condition of total years in the profession did not prefer caring about PTs' needs.

Table 23

Taking into Consideration PTs' Needs in Getting to Know the Students – Ankara
Group

		Total years of proffes, experience	V4	V5	V9	V28
Needs	Pearson Correlation	-0,300	0,320	0,347	0,337	0,411
	Sig. (2-tailed)	0,034	0,023	0,014	0,017	0,003
	N	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Needs' and other variables given in Table 24 below showed the correlation coefficients and their positive or negative relations. These correlations were presented below:

The correlation between the variables 'Needs' and other variables 'Time management', 'Improvement of TLP' Time management strategies , Students' opinions was strong, positive, and meaningful when the relation was in the limits of a 99% confidence interval (a=0.01) by the following correlation coefficients- 0.421, 0.399, 0.386 and 0. 375. The variables 'Guiding', 'Learning environment', 'Variety in teaching', 'Testing and evaluation', 'Democratic professional', 'Innovations and changes' were also well correlated with the variable 'Needs' by the following correlation coefficients- 0.356, 0.298, 0.339, 0. 301, 0.336 and 0.319 respectively. In a similar direction, the correlation coefficients of stated variables were in the limits of a 95% confidence interval (a=0.05) that there was positive and meaningful relation between needs and those variables.

By the help of these findings, it could be said that CTs highly cared for PTs' needs when they strongly contributed to PTs' managing time, improving their language, developing their time management strategies and considering their students' opinions. In addition to contributions, CTs considered PTs' needs in getting to know the students in their classes when they contributed to PTs' training through guiding them, organizing the learning environment, concerning variety in teaching, learning varied testing and evaluation methods, becoming democratic in the profession and becoming alert on innovations and changes in the teaching.

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Table 24

Taking into Consideration PTs' Needs in Getting to Know the Students – Bursa Group

		V2	V6	V8	V9	V11	V22	V28	V29	V38	V39
Needs	Pearson Correlation	0,356	0,298	0,339	0,421	0,301	0,336	0,399	0,375	0,386	0,319
	Sig. (2-tailed)	0,011	0,036	0,016	0,002	0,034	0,017	0,004	0,007	0,006	0,024
	N	50	50	50	50	50	50	50	50	50	50

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Item 2. Guiding PTs

The correlation of CTs' views in Ankara between the variable 'Guiding' and other variables given in Table 25 below showed the correlation coefficients and their positive or negative relations:

The correlation between the variables 'Guiding' and other variables 'Children' rights' , 'Ethics' , 'Self-confidence' , 'Emphasizing use of IT' , 'Participating in any PDF' , was positive and meaningful when the relation was in the limits of a 95% confidence interval (a=0.05) by the following correlation coefficients- 0.322, 0.282, 0.301, 0.318 and 0.288. By the help of these findings, it could be said that CTs cared for PTs' training in guiding them. When they specifically contributed to PTs' concerns on children' rights, ethics, building up their confidence, they could comfortable construct guiding relations with PTs via given importance to the stated variables in Table 23.

Table 25

Guiding PTs – Ankara Group

		V19	V25	V36	V46	V47
Guiding	Pearson Correlation	0,322	0,282	0,301	0,318	0,288
	Sig. (2-tailed)	0,022	0,047	0,033	0,024	0,043
	N	50	50	50	50	50

* Correlation is significant at the 0.05 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Guiding' and other variables given in Table 26 below showed the correlation coefficients and their positive or negative relations:

The correlation between the variables 'Guiding' and the variable 'Self-evaluation' was strong, positive and meaningful when the relation was in the limits of a 99% confidence interval (a=0.01) by the following correlation coefficient-0.368. The variables 'Needs', 'Variety in teaching', 'Classroom management and relations', 'Classroom management and relations', 'Awareness on IPPs', 'Managing stress', 'Language proficiency' were well correlated with the variable 'Guiding' in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.356, 0.280, 0.334, 0.325, 0.333, 0.315 respectively, and there was a positive, meaningful relation between the variable 'Guiding' and the other variables listed in the Table 26 below.

By the help of these findings, it could be said that CTs in the Bursa group sensitively cared for PTs' training on guiding. When they strongly contributed to PTs' concerns 'Self-evaluation', they willingly supported their guiding relations with PTs. According to the given findings, CTs in the Bursa group also demonstrated specific correlations between the views on 'Guiding' and the views on 'Needs', 'Variety in teaching', 'Classroom management and relatıons', 'Classroom management and relations', 'Awareness on IPPs', 'Managing stress', and 'Language proficiency'.

Table 26

Guiding PTs – Bursa Group

		V1	V8	V10	V27	V32	V35	V40
Guiding	Pearson Correlation	0,356	0,280	0,334	0,368	0,325	0,333	0,315
	Sig. (2-tailed)	0,011	0,049	0,018	0,009	0,021	0,018	0,026
	N	50	50	50	50	50	50	50

| * | Correlation is significant at the 0.05 level (2-tailed). |
| ** | Correlation is significant at the 0.01 level (2-tailed). |

Item 3. Introducing PTs to the Students

The correlation of CTs' views in Ankara between the variable 'Guiding' and other variables given in Table 27 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Principles & Values of TES', 'Opposing discrimination' were well correlated with the view on the variable 'PTs' identity' in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.310, 0.297 respectively, and there was a positive, meaningful relation between the variable 'PTs' identity' and the other views stated as variables in Table 27 below.

By the help of these findings, it could be said that CTs in Ankara group sensitively cared for PTs' training in making PTs known by their students in the classes. When they contributed to making PTs known by the variables 'Principles and values of TES' and 'Opposing discrimination', these views were correlated with the view of introducing PTs to the students.

Table 27

Introducing PTs to the Students – Ankara Group

		V17	V21
PTs' identity	Pearson Correlation	0,310	0,297
	Sig. (2-tailed)	0,028	0,036
	N	50	50
*	Correlation is significant at the 0.05 level (2-tailed).		

The correlation of CTs' views in Bursa between the variable 'Guiding' and other variables given in Table 28 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Human rights', 'Ethics' and 'Developing and changing schools' were well correlated with the view on the variable 'PTs' identity' in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.292, 0.329, 0.310 respectively, and there was a positive, meaningful relation between the variable 'PTs' identity' and the other views stated as variables in Table 28 below. CTs in Bursa had also negative views on the variable 'PTs' identity'.

When CTs in Bursa had negative correlation (- 0.346) between the variable 'PTs' identity' and 'Directives and practices on disables', they also became less sensitive to introduce PTs to the students in the class in a negative direction.

By the help of these findings, it could be said that CTs in theBursa group sensitively cared for PTs' training on making PTs known by their students in the classes. When they contributed to make PTs' known by the students via the variables 'Human rights', 'Ethics' and 'Developing and changing schools', these views were correlated with the view of introducing PTs to the students. In contrast to the stated positive and meaningful correlation between the variables, there was also negative and meaningful correlation between the views on the variables 'PTs' identity' and ''Directives and practices on disables'.

Table 28

Introducing PTs to the Students – Bursa Group

		V20	V25	V53	V56
PTs' identity	Pearson Correlation	0,292	0,329	0,310	-0,346
	Sig. (2-tailed)	0,039	0,020	0,029	0,014
	N	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).				

Correlation Summary of Area 1 : Assisting PTs to Become Familiar with the Students in the Class

In area one, there were three sub-areas. The first one these areas was CTs' consideration about PTs' needs in getting to know the students, and the correlated views of CTs in both cities for the stated variables were different. In the Bursa group the most significant correlation was observed in the variables 'Time management', 'Improvement of TLP', 'Students' opinions' and 'Time management strategies' while in the Ankara group it was observed in the variable 'Improvement of TLP'. The interesting point in Ankara group in the findings was the correlation between the variables 'Needs' and 'Total years of professional experience'. When CTs in Ankara group became more experienced in the profession, they showed decreasing consideration on PTs' needs to know their students better in the class, but in Bursa group, there was no such a negative relation between the variables. The

correlations of other mentioned variables as they were shown in Tables 23 and 24 were in a similar positive direction respectively.

The second sub-area was CT's thoughts for guiding PTs on getting to know their students, and PTs needed some kind of guiding from CTs to know their students. CTs in both groups had thoughts about their contributions to PTs' training on learning more about their students. Their related views had some correlations shown in Tables 25 and 26. CTs in Ankara group had specifically correlated views between the variables 'Guiding' and other variables 'Children' rights' , 'Ethics', 'Self-confidence' , 'Emphasizing use of IT' , 'Participating in any PDF' while CTs in the Bursa group had strong views correlated between the variable 'Guiding' and the variable 'Self-evaluation'. CTs in Bursa had also specifically correlated views on the variable 'Guiding' and the other variables 'Needs', 'Variety in teaching', 'Classroom management and relations', 'Classroom management and relations', 'Awareness on IPPs', 'Managing stress', and 'Language proficiency'.

CTs' willingness in introducing PTs to their students was the last sub-area in Area 1. While CTs in the Ankara group had well correlated views between the variable 'PTs' identity' and the variables 'Principles & Values of TES', 'Opposing discrimination', CTs in the Bursa group had also positive and meaningful correlations between the variable 'PTs' identity' and the variables 'Human rights', 'Ethics' and 'Developing and changing schools'. However, CTs in the Bursa group had views in the negative direction on the variable 'PTs' identity'. It could be said that CTs in Bursa decreased their contribution to PTs in introducing them to students when their contribution to PTs' training on 'Directives and practices on disabled' was low.

CHAPTER V

DATA ANALYSIS: QUESTIONNAIRES AREA 2
Area 2. Assisting PTs in the Planning, Implementation and
Evaluation of the Teaching and Learning Process

There were seven items that were used to capture CTs' perceptions in this area. They were: assisting PTs in doing lesson plans, assisting PTs in developing materials, arranging the learning environment, planning out-of-class activities for the professional development of PTs, introducing variety into teaching to help PTs recognize individual differences among students, assisting PTs to develop time management skills, setting an example for PTs with regard to classroom management and learning to establish relationships with students.

Frequency Results of the Groups
Item 1. Assisting PTs in doing lesson plans

CTs who participated in the questionnaire in Ankara and in Bursa have contributive thoughts for assisting PTs in doing lesson plans. However, the quantities in the findings were lower than CTs' expected contributions when CTs' responses in the Ankara group and in the Bursa group were compared according to the quantity based on the identified and categorized item 'always'. According to these two items- 'always' in the Ankara group and 'always' in the Bursa group, CTs in the Ankara group showed 48% attentive contributions to PTs' doing lesson plans compared to CTs in the Bursa group, 30%. In contrast to the results described through the item 'always', the Bursa group made a difference in responding to the item 'frequently'. CTs in the Bursa group stated that they had 52% frequent contribution to PTs planning lessons compared to CTs' contributions in the Ankara group, 36%.

Table 29

Assisting PTs in Doing Lesson Plans - Ankara Group

Lesson planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2	2	2
	Rarely	1	2	2	4
	Occasionally	5	10	10	14
	Frequently	18	36	36	50
	Always	24	48	48	98
	No response	1	2	2	100
	Total	50	100	100	

Table 30

Assisting PTs in Doing Lesson Plans - Bursa Group

Lesson planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2	2	2
	Occasionally	8	16	16	18
	Frequently	26	52	52	70
	Always	15	30	30	100
	Total	50	100	100	

Item 2. Assisting PTs in Developing Materials

CTs who participated in the questionnaire in the Ankara and in the Bursa had lower contribution than their expected contribution in PTs' developing materials. According to the defined items- 'always' in the Ankara group and 'always' in the Bursa group, CTs in the Ankara group showed 38% attentive contribution to PTs' doing lesson plans compared to CTs in the Bursa group, 18%. In contrast with the

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results described through the item 'always' in the scale, the Bursa group made a difference in responding to the item 'frequently' in the scale. CTs in the Bursa group stated that they had 32% frequent contribution to PTs preparing and developing materials compared to CTs contribution in preparing and developing materials in the Ankara group, 24%.

Table 31

Assisting PTs in Developing Materials – Ankara Group

Preparing and developing materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	10	10	10
	Rarely	3	6	6	16
	Occasionally	10	20	20	36
	Frequently	12	24	24	60
	Always	19	38	38	98
	No response	1	2	2	100
	Total	50	100	100	

Table 32

Assisting PTs in Developing Materials – Bursa Group

Preparing and developing materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	6	12,0	12,0	12,0
	Occasionally	19	38,0	38,0	50,0
	Frequently	16	32,0	32,0	82,0
	Always	9	18,0	18,0	100,0
	Total	50	100,0	100,0	

Item 3. Arranging the Learning Environment

CTs who participated in the questionnaire in Ankara and in Bursa had lower contributions than their expected contributions in PTs' arranging the

learning environment. According to the defined items- 'always' in the Ankara group and 'always' in the Bursa group, CTs in the Ankara group showed 54% attentive contribution to PTs' arranging the learning environment compared to CTs in the Bursa group, 38%. In contrast to the results described through the item 'always' in the scale, the Bursa group made a difference in responding to the item 'frequently' in the scale. CTs in the Bursa group stated that they had 46% frequent contributions to PTs' arranging the learning environment compared to CTs contributions in arranging the learning environment in the Ankara group, 30%. The rest of the findings illustrated in Tables 33 and 34 were almost identical.

Table 33

Arranging the Learning Environment – Ankara Group

Learning environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	5	10,0	10,0	12,0
	Frequently	15	30,0	30,0	42,0
	Always	27	54,0	54,0	96,0
	No response	2	4,0	4,0	100,0
	Total	50	100,0	100,0	

Table 34

Arranging the Learning Environment – Bursa Group

Learning environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Occasionally	6	12,0	12,0	14,0
	Frequently	23	46,0	46,0	60,0
	Always	19	38,0	38,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Item 4. Planning out-of-class Activities for the Professional Development of PTs

CTs who participated in the questionnaire in Ankara and in Bursa had lower contributions in planning off-task activities than their expected contributions in PTs' training through off-task activities. According to the defined items- 'always' in the Ankara group and 'always' in the Bursa group, CTs in the Ankara group had lower views on such a contribution than they were expected to assist them- 28%. In accord with the findings described through the item 'always' in the scale, the Bursa group had approximate contributions to PTs in responding to the item 'always' in the scale. Both groups had lower expected views when they responded to the item 'frequently' in the scale just like their lower responses to the item 'always'. While 34% of CTs in the Ankara group stated that they frequently contributed to PTs training in off-task activities, 26% of CTs in the Bursa group stated that they showed a frequent contribution to PTs' training on the issue. Concerning the findings in both tables, the figures for the item 'occasionally' attracted attention. 32% of CTs in the Ankara group occasionally assisted PTs training in off-task activities, and 30% of CTs in the Bursa group occasionally contributed to PTs in off-task activities. Their responses to the item 'occasionally' could be accepted higher than the responses given to the item 'always' in the scale.

Table 35

Planning out-of-class Activities for the Professional Development of PTs – Ankara Group

Off-task activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Rarely	2	4,0	4,0	6,0
	Occasionally	16	32,0	32,0	38,0
	Frequently	17	34,0	34,0	72,0
	Always	14	28,0	28,0	100,0
	Total	50	100,0	100,0	

Table 36

Planning out-of-class Activities for the Professional Development of PTs – Bursa Group

Off-task activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	10,0	10,0	10,0
	Rarely	7	14,0	14,0	24,0
	Occasionally	15	30,0	30,0	54,0
	Frequently	13	26,0	26,0	80,0
	Always	10	20,0	20,0	100,0
	Total	50	100,0	100,0	

Item 5. Introducing Variety into Teaching to Help PTs Recognize Individual Differences among Students

CTs who participated in the questionnaire in Ankara and in Bursa had lower views about contributing to PTs' training in variety in teaching than their expected contribution to PTs' training in variety in   teaching. According to the defined

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items- 'always' in the Ankara group and 'always' in the Bursa group, CTs in the Ankara group had lower views on such a contribution than they were expected to assist them- 34%. In accord with the findings described through the item 'always' in the scale, the Bursa group had 10% lower contribution to PTs in responding to the item 'always' in the scale, 24%. In contrast with the figures illustrated in item 'always', both groups stated higher views to the item 'frequently' in the scale. 54% of CTs in the Ankara group and 52% of CTs in Bursa group stated that they frequently assisted PTs' training on variety in teaching. The unexpected figures given to the item 'occasionally' were 12% in the Ankara group and 24% in the Bursa group. These figures represented average level of contribution from CTs in both groups.

Table 37

Introducing Variety into Teaching to Help PTs Recognize Individual Differences among Students – Ankara Group

Variety in teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	6	12,0	12,0	12,0
	Frequently	27	54,0	54,0	66,0
	Always	17	34,0	34,0	100,0
	Total	50	100,0	100,0	

Table 38

Introducing Variety into Teaching to Help PTs Recognize Individual Differences among Students – Bursa Group

Variety in teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	12	24,0	24,0	24,0
	Frequently	26	52,0	52,0	76,0
	Always	12	24,0	24,0	100,0
	Total	50	100,0	100,0	

Item 6. Assisting PTs to Develop Time Management Skills

CTs who participated in the questionnaire in Ankara and in Bursa had lower views on assisting PTs to develop time management skills than their expected contributions to PTs' training in time management. According to the defined items- 'always' in the Ankara group and 'always' in the Bursa group, CTs in the Ankara group had lower views on such a contribution than they were expected to assist them- 44%. In parallel with the findings described through the item 'always' in the scale, the Bursa group had 14% lower contribution to PTs in responding to the item 'always' in the scale, 30%. In contrast to the figures illustrated in item 'always', both groups stated higher views to the item 'frequently' in the scale. 54% of CTs in the Bursa group and 48% of CTs in the Ankara group stated that they frequently assisted PTs' training in developing time management. There was 6% difference between the figures found, but that difference was assumed as approximate figures.

Table 39

Assisting PTs to Develop Time Management Skills – Ankara Group

Time management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	4	8,0	8,0	8,0
	Frequently	24	48,0	48,0	56,0
	Always	22	44,0	44,0	100,0
	Total	50	100,0	100,0	

Table 40

Assisting PTs to Develop Time Management Skills – Bursa Group

Time management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	8	16,0	16,0	16,0
	Frequently	27	54,0	54,0	70,0
	Always	15	30,0	30,0	100,0
	Total	50	100,0	100,0	

Item 7. Setting an Example for PTs with Regard to Classroom Management and Learning to Establish Relationships with Students

CTs who participated in the questionnaire in the Ankara and in the Bursa had very high expected views about classroom management and establishing relationships with students as they were supposed to contribute to PTs. According to he defined items- 'always' in the Ankara group and 'always' in the Bursa group, 6% of CTs in the Ankara group had higher contributive views on such a contribution than they were expected to. In accord with the findings described through the item 'always' in the scale. The Bursa group had 72% contribution to PTs. In the total of positive expected items 'always' and 'frequently', both groups had the highest figures in the table- 100% contribution in both groups.

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Table 41

Setting an Example for PTs with Regard to Classroom Management and Learning to Establish Relationships with Students – Ankara Group

Classroom management and relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	12	24,0	24,0	24,0
	Always	38	76,0	76,0	100,0
	Total	50	100,0	100,0	

Table 42

Setting an Example for PTs with Regard to Classroom Management and Learning to Establish Relationships with Students – Bursa Group

Classroom management and relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	14	28,0	28,0	28,0
	Always	36	72,0	72,0	100,0
	Total	50	100,0	100,0	

Frequency Summary of Area 2: Assisting PTs in the Planning, Implementation and Evaluation of the Teaching and Learning Process

The results gained from CTs in the Ankara group and CTs in the Bursa group showed some amount of reasonable contribution to PTs' training in assisting PTs in the planning, implementation and evaluation of the teaching and learning process. Enabling PTs to plan, implement, evaluate their teaching and their students' learning, both groups had some degree of contribution by fulfilling their responsibilities in seven different sub-areas. The first one of these seven sub- areas was doing lesson plans for their students' learning and their teaching, and CTs in the Ankara group

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created a difference by 18% through the defined item 'always'. While CTs in the Bursa group had a further contribution in planning lessons by providing 16% more frequent help, approximate 6% help was occasionally provided compared to CTs in the Ankara group.

The second sub-area was assisting PTs in developing materials for the teaching and learning process. CTs in Ankara stated that they had 62% average contribution in the total of figures given in the items 'always' and 'frequently' in the scale while CTs in Bursa showed 50% lower average contribution to PTs' developing materials. There were 12% more contribution of CTs in Ankara. However, these total percentages of contributions were lower than the expected contributions of CTs in assisting PTs in developing materials.

The third sub-area was arranging the learning environment. CTs in the Ankara group had a 84% positive expected contribution to PTs concerning the learning environment in the total of items 'always' and 'frequently' in the scale. CTs in Bursa had an identical contribution to PTs' arranging the learning environment in the total, too.

The fourth sub-area was planning out-of-class activities for the professional development of PTs. CTs stated lower contributions on out-of-class activities. While 62% of CTs in the Ankara group responded to the items 'always' and 'frequently' in total, 46% of CTs in the Bursa group reacted to the same items in total. The difference in responses of both groups was 16%. In the end, findings of both groups were not at the level of positive expected contributions in total.

The fifth sub-area was introducing variety into teaching to help PTs recognize individual differences among students. When expected positive responses to the items 'always' and 'frequently' were added, the total figures, 88% in Ankara and 76% in Bursa, were expected findings. However, there was a difference in the figures of Ankara and Bursa. That difference was 12% in contributing to PTs' training in introducing variety into teaching. More interesting than that finding was the figures responded to the item 'occasionally'. 24% of the CTs in Bursa stated their preference of contribution as occasional help.

The sixth seven sub-area was assisting PTs to develop time management skills. 92% of CTs in Ankara expressed that they had positive expected contribution

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to PTs on developing time management skills while 84% of CTs in the Bursa group stated that they had positive expected contribution to PTs' development. However, there was a difference in figures in the total of items 'always' and 'frequently'. That difference was 8% contribution, and that approximate figure could be assumed as reasonable since the difference was lower than 10% in total.

The seventh sub-area was setting an example for PTs with regard to classroom management and learning to establish relationships with students. CTs in both groups had very high views on PTs' assisting through classroom management and setting relationship with students. 100% of CTs stated that they contributed to PTs' training on the defined skills.

Correlation Results of the Groups

Item 1. Assisting PTs in Doing Lesson Plans

The correlation of CTs' views in Ankara between the variable 'Lesson planning' and other variables given in Table 43 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Preparing and developing materials', 'Evaluation of subject knowledge', 'Family relations', 'Varied opinions and contributions' were significantly correlated with the view on the variable 'Lesson planning' in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.470, 0.369, 0.376, 0.419 respectively, and there was a strong, positive and meaningful relation between the variable 'Lesson planning' and the other views stated as variables in Table 43 below.

Besides these strong correlations given in the Table 43, CTs in Ankara had also well correlated views on the variable 'Lesson planning'. When CTs had specific correlation between the variable 'Lesson planning' and the variables 'Needs', 'Time management', 'Developing and learning difficulties' with the correlated coefficients 0.320, 0.327, 0.354 respectively in the limits of a 95% confidence interval (a=0.05), there was a positive, meaningful relation between the variable 'Lesson planning' and the other views stated as variables in Table 43 below.

By the help of these findings, it could be said that CTs in the Ankara group sensitively cared for PTs' training on planning lessons. The correlation between the

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variable 'Lesson planning' and the variables 'Preparing and developing materials', 'Evaluation of subject knowledge', 'Family relations', 'Varied opinions and contributions' were strong, positive, and meaningful. In a similar tendency, other variables mentioned in Table 43 were also well correlated.

Table 43

Assisting PTs in Doing Lesson Plans -Ankara Group

		V1	V5	V9	V12	V16	V30	V31
Lesson planning	Pearson Correlation	0,320	0,470	0,327	0,369	0,376	0,419	0,354
	Sig. (2-tailed)	0,023	0,001	0,020	0,008	0,007	0,002	0,012
	N	50	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).							
**	Correlation is significant at the 0.01 level (2-tailed).							

The correlation of CTs' views in Bursa between the variable 'Lesson planning' and other variables given in Table 44 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Preparing and developing materials', 'Off-task activities', 'Evaluating students' progress', 'The legality and ethics in Information Technology', 'Enthusiasm and willingness', 'Cooperating with teaching associations' and 'Precautions for disables' in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.403,0.384, 0.522, 0.370, 0.384, 0.414, 0.429 respectively, and there was a strong, positive and meaningful relation between the variable 'Lesson planning' and the other views stated in the variables in Table 44 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training very sensitively in planning lessons. It could be said that CTs' correlated views between the variable 'Lesson planning' and the other variables stated in the paragraph above were strong, positive, and meaningful.

Table 44

Assisting PTs in Doing Lesson Plans -Bursa Group

		V5	V7	V13	V26	V41	V49	V57
Lesson planning	Pearson Correlation	0,403	0,384	0,522	0,370	0,384	0,414	0,429
	Sig. (2-tailed)	0,004	0,006	0,000	0,008	0,006	0,003	0,002
	N	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

Item 2. Assisting PTs in Developing Materials

The correlation of CTs' views in Ankara between the variable 'Preparing and developing materials' and other variables given in Table 45 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Lesson planning', 'Learning environment', 'Off-task activities', 'Time management', 'Evaluating students' progress', 'Family relations', 'Children' rights', 'Human rights', 'Varied opinions and contributions', 'Developing and learning difficuties', 'Cooperating with teaching associations' in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.470,0.520, 0.383, 0.401, 0.386, 0.468, 0.554, 0.460, 0.407, 0.470, 0.385 respectively, and there was a strong, positive and meaningful relation between the variable 'Preparing and developing materials' and the other views stated in the variables in Table 45 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training very sensitively on their preparing and developing materials. It could be said that CTs' correlated views between the variable 'Preparing and developing materials' and the other variables stated in the paragraph above were strong, positive, and meaningful.

Table 45

Assisting PTs in Developing Materials - Ankara Group

		V4	V6	V7	V9	V13
Preparing and developing materials	Pearson Correlation	0,470	0,520	0,383	0,401	0,386
	Sig. (2-tailed)	0,001	0,000	0,006	0,004	0,006
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

		V16	V19	V20	V30	V31	V49
Preparing and developing materials	Pearson Correlation	0,468	0,554	0,460	0,407	0,470	0,385
	Sig. (2-tailed)	0,001	0,000	0,001	0,003	0,001	0,006
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

The correlation of CTs' views in Bursa between the variable 'Preparing and developing materials' and other variables given in Table 46 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Lesson planning', 'Learning environment', 'Testing and evaluation', Evaluating students' progress', 'Family relations', 'Principles and values of TES', 'Children' rights', 'Human rights', 'Planning professional development', 'Directives and practices on disables' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.403,0.370, 0.453, 0.601, 0.370, 0.376, 0.595, 0.377, 0.459, 0.418 respectively, and there was a strong, positive, and meaningful relation between the variable 'Preparing and developing materials' and the other views stated in the variables in Table 46 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training very sensitively in their preparing and developing materials. It could be added that CTs' correlated views between the variable 'Preparing and developing materials' and the other variables stated in the paragraph above were strong, positive, and meaningful.

Table 46

Assisting PTs in Developing Materials - Bursa Group

		V4	V6	V11	V13	V16	V17	V19	V20	V50	V56
Preparing and developing materials	Pearson Correlation	0,403	0,370	0,453	0,601	0,370	0,376	0,595	0,377	0,459	0,418
	Sig. (2-tailed)	0,004	0,008	0,001	0,000	0,008	0,007	0,000	0,007	0,001	0,003
	N	50	50	50	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

Item 3. Arranging the Learning Environment for PTs

The correlation of CTs' views in Ankara between the variable 'Learning environment' and other variables given in Table 47 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Time management', 'Testing and evaluationi , 'Children' rights', 'Human rights', 'Improvement of TLP', 'Developing and learning difficulties', 'Participation in activities, 'Developing and changing schools', 'Awareness of official directives', 'Precautions for disabled', were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0. 491,0. 363, 0. 443, 0. 395, 0. 364, 0. 439, 0. 374, 0. 417, 0. 448, 0. 371 respectively, and there was a strong, positive, and meaningful relation between the variable 'Learning environment' and the other views stated in the variables in Table 47 below. :

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training very sensitively in arranging the learning environment for better teaching. It could be added that CTs' correlated views between the variable 'Learning environment' and the other variables stated in the paragraph above were strong, positive, and meaningful.

Table 47

Arranging the Learning Environment for PTs - Ankara Group

		V9	V11	V19	V20	V28	V31	V52	V53	V54	V57
Learning environment	Pearson Correlation	0,491	0,363	0,443	0,395	0,364	0,439	0,374	0,417	0,448	0,371
	Sig. (2-tailed)	0,000	0,009	0,001	0,005	0,009	0,001	0,007	0,003	0,001	0,008
	N	50	50	50	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Learning environment' and other variables given in Table 48 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Preparing and developing materials', 'Testing and evaluation', 'Subject specific program', 'Opposing discrimination', 'National & international values', 'The Legality and ethics in Information Technology', 'Reliability and consistency', 'Overcoming difficulties', 'Managing stress' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.370, 0.377, 0.386, 0. 498, 0. 443, 0.361, 0.457, 0.417, 0.537 respectively, and there was a strong, positive, and meaningful relation between the variable 'Learning environment' and the other views stated in the variables in Table 48 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training very sensitively on arranging the learning environment for better teaching. It could be added that CTs' correlated views between the variable 'Learning environment' and the other variables stated in the paragraph above were strong, positive, and meaningful.

Table 48

Arranging the Learning Environment for PTs - Bursa Group

		V5	V11	V18	V21	V23	V26	V33	V34	V35
Learning environment	Pearson Correlation	0,370	0,377	0,386	0,498	0,443	0,361	0,457	0,417	0,537
	Sig. (2-tailed)	0,008	0,007	0,006	0,000	0,001	0,010	0,001	0,003	0,000
	N	50	50	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

Item 4. Planning out-of-class Activities for the Professional Development of PTs

The correlation of CTs' views in Ankara between the variable 'off-task activities' and other variables given in Table 49 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Preparing and developing materials' ,'Children' rights' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.370, 0.383 respectively, and there was a strong, positive and meaningful relation between the variable 'off-task activities', and the other views stated in the variables in Table 49 below. CTs' views on the variables 'Human rights', 'Improvement of TLP', 'Participating in any PDF', 'Official directives and proposals', 'Directives and practices on disabled', 'Precautions for disabled', 'Learning environment', 'Variety in teaching', 'Family relations' were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.288, 0.328, 0.321, 0.344, 0.320, 0.361, 0.295, 0.327, 0.330 respectively, and there was a positive and meaningful relation between the variable 'off-task activities' and the other views stated in the variables in Table 49 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training very sensitively on off-task activities. It could be added that CTs' correlated views between the variable 'off-task activities' and the other variables stated in the paragraph above were both strong, positive, meaningful, and others were positive and meaningful with the 95% value.

Table 49

Planning out-of-class Activities for the Professional Development of PTs - Ankara
Group

		V5	V6	V8	V16	V19
Off-task activities	Pearson Correlation	0,383	0,295	0,327	0,330	0,370
	Sig. (2-tailed)	0,006	0,038	0,021	0,019	0,008
	N	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

		V20	V28	V47	V55	V56	V57
Off-task activities	Pearson Correlation	0,288	0,328	0,321	0,344	0,320	0,361
	Sig. (2-tailed)	0,042	0,020	0,023	0,014	0,023	0,010
	N	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'off-task activities' and other variables given in Table 50 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Lesson planning', 'Variety in teaching', 'Testing and evaluation', 'National and international values', 'The Legality and ethics in Information Technology', 'Students' opinions', 'Awareness on IPPs' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.384, 0.472, 423, 0.367, 0.386, 0.418, 0.370 respectively, and there was a strong, positive and meaningful relation between the variable 'off-task activities', and the other views stated in the variables in 50 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training very sensitively on off-task activities. It could be added that CTs' correlated views between the variable 'off-task activities' and the other variables stated in the paragraph above were strong, positive, and meaningful.

Table 50

Planning out-of-class Activities for the Professional Development of PTs - Bursa Group

		V4	V8	V11	V23	V26	V29	V32
Off-task activities	Pearson Correlation	0,384	0,472	0,423	0,367	0,386	0,418	0,370
	Sig. (2-tailed)	0,006	0,001	0,002	0,009	0,006	0,003	0,008
	N	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

Item 5. Introducing Variety into Teaching to Help PTs Recognize Individual Differences among Students

The correlation of CTs' views in Ankara between the variable 'Individual and cultural differences' and other variables given in the Table 51 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Evaluating students' progress', 'Opposing discrimination', 'Ethics', 'The Legality and ethics in Information Technology', 'Self-evaluation', 'Improvement of TLP', 'Overcoming difficulties', 'Self-confidence', 'Following changes in IT', 'Raising interest in related fields', 'Emphasizing use of IT', 'Planning professional development' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.512, 0.458, 0.485, 0.645, 0.580, 0.532, 0.462, 0.452, 0.537, 0.488, 0.629, 0.468 respectively, and there was a strong, positive and meaningful relation between the variable 'off-task activities', and the other views stated in the variables in Table 51 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training very sensitively on individual and cultural differences. It could be added that CTs' correlated views between the variable 'Individual and cultural differences' and the other variables stated in the paragraph above were strong, positive, and meaningful.

Table 51

Introducing Variety into Teaching to Help PTs Recognize Individual Differences
among Students - Ankara Group

		V13	V21	V25	V26	V27	V28
Individual and cultural differences	Pearson Correlation	0,512	0,458	0,485	0,645	0,580	0,532
	Sig. (2-tailed)	0,000	0,001	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

		V34	V36	V43	V44	V46	V50
Individual and cultural differences	Pearson Correlation	0,462	0,452	0,537	0,488	0,629	0,468
	Sig. (2-tailed)	0,001	0,001	0,000	0,000	0,000	0,001
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

The correlation of CTs' views in Bursa between the variable 'Individual and cultural differences' and other variables given in the Table 52 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Children' rights', 'National and international values', 'Ethics', 'The Legality and ethics in Information Technology' in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.423, 0.650, 0.425, 0.415 respectively, and there was a strong, positive, and meaningful relation between the variable 'off-task activities', and the other views stated in the variables in Table 52 below.

Other CTs' views were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.359, 0.343, 0.343, 0.348. Their views on the variables 'Human rights', 'Off-task activities', 'Testing and evaluation', 'Principles and values of TES' had positive and meaningful relations between the variable 'Individual and cultural differences' and the other views stated in Table 52.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training very sensitively on individual and cultural differences. It could be added that CTs' correlated views between the variable 'Individual and cultural differences' and the other variables stated in the paragraph above were strong, positive, and meaningful.

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Table 52

Introducing Variety into Teaching to Help PTs Recognize Individual Differences among Students - Bursa Group

		V7	V11	V17	V19	V20	V24	V25	V26
Individual and cultural differences	Pearson Correlation	0,343	0,343	0,348	0,423	0,359	0,650	0,425	0,415
	Sig. (2-tailed)	0,015	0,015	0,013	0,002	0,011	0,000	0,002	0,003
	N	50	50	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).								
**	Correlation is significant at the 0.01 level (2-tailed).								

Item 6. Assisting PTs to Develop Time Management Skills

The correlation of CTs' views in Ankara between the variable 'Time management' and other variables given in Table 53 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Preparing and developing materials', 'Learning environment', 'Variety in teaching', 'Evaluation of subject knowledge', 'Evaluating students' progress', Improvement of TLP', 'Students' opinions', 'Varied opinions and contributions', 'Higher-order thinking skills', 'Time management strategies', 'Innovations and changes', 'Awareness of official directives' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.401, 0.491, 0.451, 0.380, 0.443, 0.440, 0.398, 0.376, 0.462, 0.545, 0.366, 0.379 respectively, and there was a strong, positive, and meaningful relation between the variable 'Time management', and the other views stated in the variables in Table 53 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training very sensitively on managing their times in teaching. It could be added that CTs' correlated views between the variable 'Time management' and the other variables stated in the paragraph above were strong, positive, and meaningful.

Table 53

Assisting PTs to Develop Time Management Skills - Ankara Group

		V5	V6	V8	V12	V13	V28
Time management	Pearson Correlation	0,401	0,491	0,451	0,380	0,443	0,440
	Sig. (2-tailed)	0,004	0,000	0,001	0,007	0,001	0,001
	N	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

		V29	V30	V37	V38	V39	V54
Time management	Pearson Correlation	0,398	0,376	0,462	0,545	0,366	0,379
	Sig. (2-tailed)	0,004	0,007	0,001	0,000	0,009	0,007
	N	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Time management' and other variables given in Table 54 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Needs', 'Variety in teaching', 'Testing and evaluation', 'Evaluation of subject knowledge', 'Ethics', 'Improvement of TLP', 'Managing stress', 'Time management strategies', 'Innovations and changes', 'Language proficiency' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.421, 0.391, 0.423, 0.387, 0.387, 0.396, 0.465, 0.409, 0.429, 0.472 respectively, and there was a strong, positive and meaningful relation between the variable 'Time management' and the other views stated in the variables in Table 54 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training very sensitively on individual and cultural differences. It could be added that CTs' correlated views between the variable 'Individual and cultural differences' and the other variables stated in the paragraph above were strong, positive, and meaningful.

Table 54

Assisting PTs to Develop Time Management Skills - Bursa Group

		V1	V8	V11	V12	V25	V28	V35	V38	V39	V40
Time management	Pearson Correlation	0,421	0,391	0,423	0,387	0,387	0,396	0,465	0,409	0,429	0,472
	Sig. (2-tailed)	0,002	0,005	0,002	0,005	0,005	0,004	0,001	0,003	0,002	0,001
	N	50	50	50	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

Item 7. Setting an Example for PTs with Regard to Classroom Management and Learning to Establish Relationships with Students

The correlation of CTs' views in Ankara between the variable 'Classroom management and relations' and other variables given in Table 55 below showed the correlation coefficients and their positive or negative relations:

CTs' views between the variables 'Classroom management and relations' and 'Self-confidence' were strongly, positively, and meaningfully correlated in the limits of a 99% confidence interval (a=0.01), and their correlated coefficient was 0.377. In addition to these highly correlated views, CTs had also positive and meaningful correlated views in the limits of a 95% confidence interval (a=0.05). These correlated variables were 'Testing and evaluation', 'Evaluating students' progress', 'Reliability and consistency', and their correlated coefficients were 0.322, 0.358, 0.321.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training very sensitively on managing classes and building relations with students. It could be added that CTs' correlated view between the variable 'classroom management and relations' and the other variable stated in the paragraph above was strong, positive and meaningful. These CTs also had positively and meaningfully correlated views between the variable 'Classroom management and relations' and the other well related views figured in Table 55 below.

Table 55

Setting an Example for PTs with Regard to Classroom Management and Learning to Establish Relationships with Students - Ankara Group

		V11	V13	V33	V36
Classroom management and relations	Pearson Correlation	0,322	0,358	0,321	0,377
	Sig. (2-tailed)	0,023	0,011	0,023	0,007
	N	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).				
**	Correlation is significant at the 0.01 level (2-tailed).				

The correlation of CTs' views in Bursa between the variable 'Classroom management and relations' and other variables given in Table 56 below showed the correlation coefficients and their positive or negative relations:

CTs' views between the variables 'Classroom management and relations' and, 'Varied opinions and contributions', 'Self-evaluation', 'Students' opinions', 'Awareness on IPPs' were strongly, positively, and meaningfully correlated in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.503, 0.472, 0.410, 0,408. In addition to these highly correlated views, CTs had also positive and meaningful correlated views in the limits of a 95% confidence interval (a=0.05). These correlated variables were 'Guiding', 'Improvement of TLP', 'Managing stress', and their correlated coefficients were 0.334, 0.337, 0.355. In contrast with these positive correlated views, CTs had also negatively and meaningfully correlated view between the variables 'Classroom management and relations' and 'Cooperating in team work' in the limits of a 95% confidence interval (a=0.05), and their correlated coefficient was -0,333.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training very sensitively in managing classes and building relations with students. It could be added that CTs' correlated views between the variable 'Classroom management and relations' and the other variables stated in the paragraph above was strong, positive and meaningful. These CTs also had positively and meaningfully correlated views between the variable 'Classroom management and relations' and the other well related views. Besides these positive views, these

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CTs also had negatively correlated view between the dependent variable and the other variables given in Table 56 below.

Table 56

<u>Setting an Example for PTs with Regard to Classroom Management and Learning to Establish Relationships with Students - Bursa Group</u>

		V2	V27	V28	V29	V30	V32	V35	V51
Classroom management and relations	Pearson Correlation	0,334	0,472	0,337	0,410	0,503	0,408	0,355	-0,333
	Sig. (2-tailed)	0,018	0,001	0,017	0,003	0,000	0,003	0,011	0,018
	N	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Correlation Summary of Area 2: Assisting PTs in the Planning, Implementation and Evaluation of the Teaching and Learning Process

In area 2, there were seven sub-areas. The first sub-area was CTs' assisting PTs in doing lesson plans. CTs in the Ankara group had strongly correlated views on the variables 'Preparing and developing materials', 'Evaluation of subject knowledge', 'Family relations', 'Varied opinions and contributions' while CTs in the Bursa group also had strong correlation with other variables such as 'Preparing and developing materials', 'Off-task activities', 'Evaluating students' progress', 'The legality and ethics in Information Technology', 'Enthusiasm and willingness', 'Cooperating with teaching associations' and 'Precautions for disables'. Among these variables, CTs in both groups showed significant correlation through their views between the variables 'Lesson planning' and ''Preparing and developing materials', but other correlated views were different. Apart from these strongly correlated views, CTs in the Ankara group also had well correlated views between the variable 'Lesson planning' and the variables 'Needs', 'Time management', 'Developing and learning difficulties'.

The second sub-area was CTs' assisting PTs in developing materials. CTs in both groups expressed that they were highly sensitive with regard to PTs' training on developing materials. CTs in the Ankara group had significantly strong views on the variables 'Lesson planning', 'Learning environment', 'Off-task activities', 'Time

management', 'Evaluating students' progress', 'Family relations', 'Children' rights', 'Human rights', 'Varied opinions and contributions', 'Developing and learning difficuties', 'Cooperating with teaching associations' while CTs also had very strong views on the variables 'Lesson planning', 'Learning environment', 'Testing and evaluation', Evaluating students' progress', 'Family relations', 'Principles and values of TES', 'Children' rights', 'Human rights', 'Planning professional development', 'Directives and practices on disabled'. As it was observed by the given figures in Tables 45 and 46, these highly strong views were very well correlated with the variable 'Preparing and developing materials'.

The third sub-area was arranging learning environment. CTs in both groups expressed that they were highly sensitive with regard to PTs' training in arranging learning environment. CTs in the Ankara group had significantly strong views on the variables 'Time management', 'Testing and evaluation' , 'Children' rights', 'Human rights', 'Improvement of TLP', 'Developing and learning difficulties', 'Participation in activities, 'Developing and changing schools', 'Awareness of official directives', 'Precautions for disabled' while CTs in Bursa also had very strong views on the variables 'Preparing and developing materials', 'Testing and evaluation', 'Subject specific program', 'Apposing discrimination', 'National & international values', 'The Legality and ethics in Information Technology', 'Reliability and consistency', 'Overcoming difficulties', and 'Managing stress'. As it was observed by the given figures in Tables 47 and 48, these highly strong views were very well correlated with the variable 'Arranging learning environment'.

The fourth sub-area was planning out-of-class activities for the professional development of PTs. CTs in the Ankara group had strong and less strong, positive, and meaningful views correlated with the dependent variable 'Off-task activities', and the highest positive correlated coefficient was the independent variable 'Preparing and developing materials', and the highest well related correlated coefficient was the independent variable 'Precautions for disables'. CTs in the Bursa group had also strong, positive and meaningful views correlated with the dependent variable 'Off-task activities', and the highest positive correlated coefficient was the independent variable 'Variety in teaching', and the higher positive correlated coefficient was the independent variable 'Testing and evaluation'.

The fifth sub-area was individual and cultural differences. CTs in both groups expressed that they were highly sensitive with regard to PTs' training in individual and cultural differences. CTs in the Ankara group had significantly strong views on the variables 'Evaluating students' progress', 'Opposing discrimination', 'Ethics', 'The Legality and ethics in Information Technology', 'Self-evaluation', 'Improvement of TLP', 'Overcoming difficulties', 'Self-confidence', 'Following changes in IT', 'Raising interest in related fields', 'Emphasizing use of IT', 'Planning professional development' while CTs in Bursa had also very strong views on the variables 'Children' rights', 'National and international values', 'Ethics', 'The Legality and ethics in Information Technology'. As it was observed by the given figures in the Table 51 and 52, these highly strong views were very well correlated with the variable 'individual and cultural differences'. However, CTs in Bursa, but not CTs in Ankara also had 95% value correlated views between the dependent variable and the other stated variables in Table 52.

The sixth sub-area was managing time in teaching. CTs in both the Ankara group and the Bursa group had strongly correlated views about the dependent variable 'Time management'. 'Variety in teaching', 'Evaluation of subject knowledge', 'Improvement of TLP', 'Time management strategies', 'Innovations and changes' were the commonly shared and strongly, positively, and meaningfully correlated variables with the dependent variable 'Time management'. Other variables given as figures in the sixth sub-area were also strongly, positively, and meaningfully correlated with the dependent variable, but these variables represented different correlated views and not shared by both groups.

The final sub-area was 'Classroom management and relations'. While CTs in the Ankara group had very significant correlated views between the variables 'Classroom management and relations' and 'Self-confidence', they had well correlated views between the dependent variable and the other three independent variables. However, CTs in the Bursa group had more independent variables which were very significantly correlated and well correlated with the dependent variable. The most significantly correlated variables and the more significantly correlated variables in both groups were different. In addition to these differences among the correlated variables in both groups, the negatively and meaningfully correlated

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variable was only observed in the Bursa group between the variables 'Classroom management and relations' and 'Cooperating in team work'.

DATA ANALYSIS: QUESTIONNAIRES AREA 3

Area 3. Assisting PTs in Monitoring and Evaluating
Students' Learning and Development

Frequency Results of the Groups

Cooperating teachers contributed to PTs' training in four different ways in assisting PTs in choosing the appropriate testing and evaluation methods and techniques; assisting PTs in using multiple appropriate testing and evaluation techniques to test students' subject knowledge; assisting PTs in analyzing and interpreting data to monitor students' progress and their learning processes; assisting PTs to familiarize themselves with the school and to benefit from its facilities in monitoring students' learning and development. First, the frequencies of the CTs' views, and in the completion of it, the correlation analysis are presented below.

Item 1. Assisting PTs in Choosing the Appropriate Testing and Evaluation Methods and Techniques

CTs who participated in the questionnaire in Ankara and in Bursa had lower average views on assisting PTs in choosing the appropriate testing and evaluation methods and techniques than expected. According to the defined items- 'always' in the Ankara group and 'always' in the Bursa group, while 38% of CTs in the Ankara group stated that they always contributed to PTs, 8% less CTs in the Bursa group stated their continuous contribution on the defined issue. In distant figures with the findings described through the item 'always' in the scale, there were differences in the figures given in the item 'frequently'. While the Bursa group had 58% frequent

contribution to PTs, the Ankara group had 52% frequent contribution to PTs in choosing the appropriate testing and evaluation methods and techniques. As for the response given to the item 'occasionally', both groups responded almost identically- 10% and 12%.

Table 57

Assisting PTs in Choosing the Appropriate Testing and Evaluation Methods and Techniques - Ankara Group

Testing and evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	5	10,0	10,0	10,0
	Frequently	26	52,0	52,0	62,0
	Always	19	38,0	38,0	100,0
	Total	50	100,0	100,0	

Table 58

Assisting PTs in Choosing the Appropriate Testing and Evaluation Methods and Techniques - Bursa Group

Testing and evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	6	12,0	12,0	12,0
	Frequently	29	58,0	58,0	70,0
	Always	15	30,0	30,0	100,0
	Total	50	100,0	100,0	

Item 2. Assisting PTs in Using Multiple Appropriate Testing and Evaluation Techniques to Test Students' Subject Knowledge

CTs who participated in the questionnaire in Ankara and in Bursa had average views on assisting PTs in using multiple appropriate testing and evaluation techniques to test students' subject knowledge. According to the defined items- 'always' in the Ankara group and 'always' in the Bursa group, while 24% of CTs in

the Ankara group stated that they always contributed to PTs, 2% less CTs in the Bursa group stated their continuous contribution on the defined issue. In distant figures with the findings described between the item 'always' and the item 'frequently' in the scale, there were differences in the figures on the item 'frequently'. While the Bursa group had 50% frequent contribution to PTs, the Ankara group had 48% frequent contribution to PTs in assisting PTs in using multiple appropriate testing and evaluation techniques to test students' subject knowledge. As for the response given to the item 'occasionally', both groups responded almost identically- 4% and 2%.

Table 59

Assisting PTs in Using Multiple Appropriate Testing and Evaluation Techniques to Test Students' Subject Knowledge - Ankara Group

Evaluation of subject knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	4,0	4,0	4,0
	Occasionally	12	24,0	24,0	28,0
	Frequently	24	48,0	48,0	76,0
	Always	12	24,0	24,0	100,0
	Total	50	100,0	100,0	

Table 60

Assisting PTs in Using Multiple Appropriate Testing and Evaluation Techniques to Test Students' Subject Knowledge - Bursa Group

Evaluation of subject knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	13	26,0	26,0	28,0
	Frequently	25	50,0	50,0	78,0
	Always	11	22,0	22,0	100,0
	Total	50	100,0	100,0	

Item 3. Assisting PTs in Analyzing and Interpreting Data to Monitor Students'
Progress and Their Learning Processes

CTs in the Ankara group believed in analyzing and interpreting data to monitor students' progress and their learning process, and their responses to the related positive expected item 'always' proved that they had 14% more contribution compared to CTs in the Bursa group. In a similar tendency, CTs in the Ankara group responded to the item 'frequently' higher than CTs in the Bursa group. They again had 14% more contribution regarding the same responsibility.

Table 61

Assisting PTs in Analyzing and Interpreting Data to Monitor Students' Progress and Their Learning Processes - Ankara Group

Evaluating students' progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	7	14,0	14,0	16,0
	Frequently	27	54,0	54,0	70,0
	Always	15	30,0	30,0	100,0
	Total	50	100,0	100,0	

Table 62

Assisting PTs in Analyzing and Interpreting Data to Monitor Students' Progress and Their Learning Processes - Bursa Group

Evaluating students' progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Rarely	3	6,0	6,0	8,0
	Occasionally	18	36,0	36,0	44,0
	Frequently	20	40,0	40,0	84,0
	Always	8	16,0	16,0	100,0
	Total	50	100,0	100,0	

Item 4. Assisting PTs to Familiarize Themselves with the School and to Benefit from Its Facilities in Monitoring Students' Learning and Development

CTs in the Ankara group reported that they were exerting effort in making PTs familiar with school and its facilities in monitoring students' learning and development, and 58% of CTs in the Ankara group always made an average contribution to PTs' training. CTs in the Bursa group responded similar, and 58% CTs claimed that they always made a contribution to PTs' training on the defined skill. In a similar tendency, 28% of CTs in the Ankara group responded to the item 'frequently' 2% higher than CTs in the Bursa group 26%. The findings also proved that 14% of CTs in both groups made occasional contribution to PTs' training.

Table 63

Assisting PTs to Familiarize Themselves with the School and to Benefit from Its Facilities in Monitoring Students' Learning and Development - Ankara Group

A School & its facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	7	14,0	14,0	14,0
	Frequently	14	28,0	28,0	42,0
	Always	29	58,0	58,0	100,0
	Total	50	100,0	100,0	

Table 64

Assisting PTs to Familiarize Themselves with the School and to Benefit from Its Facilities in Monitoring Students' Learning and Development - Bursa Group

A School & its facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	7	14,0	14,0	14,0
	Frequently	13	26,0	26,0	40,0
	Always	29	58,0	58,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Frequency Summary of Area 3: Assisting PTs in Monitoring and Evaluating the Students' Learning and Development

CTs are responsible to contribute to PTs in monitoring and evaluating students' learning and development. CTs stated that they fulfilled their contribution on the defined issue by assisting PTs in four sub-areas. The first one of these sub-areas was assisting PTs in choosing the appropriate testing and evaluation methods and techniques. 90% of CTs in Ankara had positive expected contribution to PTs on developing appropriate testing and evaluation methods and techniques while 88% of CTs in Bursa had positive expected contribution to PTs' development. In the findings the responses tothe items 'always' and 'frequently' both for the Ankara and Bursa groups were almost identical in the total.

The second sub-area was assisting PTs in using multiple appropriate testing and evaluation techniques to test students' subject knowledge. In the total of the percentages given to the items 'always' and 'frequently', CTs in both groups gave identical responses on the defined issue. Such contribution of CTs was positive and expected.

The third sub-area was assisting PTs in analyzing and interpreting data to monitor students' progress and their learning processes. CTs in Ankara stated that they were more interested in assisting PTs in analyzing and interpreting data to monitor students' progress. In the total of response percentages given to the items 'always' and 'frequently', CTs in Ankara had higher contribution compared to CTs in Bursa 84% and 56%. The difference in total was 28%.

The final sub-area was assisting PTs to familiarize themselves with the school and to benefit from its facilities in monitoring students' learning and development. CTs in Ankara and Bursa stated that they were interested in making PTs familiar with school and its facilities. The findings for both groups were almost identical-86% and 84%. According to the findings, both groups had made positive and expected contribution to PTs' training as they were expected.

<center>**Correlation Results of the Groups**</center>

Item 1. Assisting PTs in Choosing the Appropriate Testing and Evaluation Methods and Techniques

      The correlation of CTs' views in Ankara between the variable 'Testing and evaluation' and other variables given in Table 65 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Evaluation of subject knowledge', 'Democratic professional', 'Official directives and proposals', 'Opposing discrimination', 'Learning environment' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.520,0.402, 0.393, 0.392, 0.363 respectively, and there was a strong, positive,and meaningful relation between the variable 'Testing and evaluation' and the other views stated in the variables in Table 65 below.

      CTs' views on the variables 'Variety in teaching', 'Classroom management and relations', 'Evaluating students progress', 'Improvement of TLP', 'Reliability and consistency', 'Innovations and changes', 'Language proficiency' were in the limits of a 95% confidence interval (0.05), and their correlated coefficients were 0.340, 0.322, 0.325, 0.345, 0.352, 0.316, 0.325 respectively, and there was a positive and meaningful relation between the variable 'Testing and evaluation' and the other views stated in the variables in Table 65 below.

      By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training very sensitively on recognizing, choosing, and practicing the testing and evaluation methods and techniques. It could be added that CTs' correlated views between the variable 'Testing and evaluation' and the some of the variables stated in the paragraph above were strong, positive, and meaningful while they had positive and meaningful correlations with the others stated in the former paragraph.

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Table 65

Assisting PTs in Choosing the Appropriate Testing and Evaluation Methods and Techniques - Ankara Group

		V6	V8	V10	V12	V13	V21
Testing and evaluation	Pearson Correlation	0,363	0,340	0,322	0,520	0,325	0,392
	Sig. (2-tailed)	0,009	0,016	0,023	0,000	0,021	0,005
	N	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

		V22	V28	V33	V39	V40	V55
Testing and evaluation	Pearson Correlation	0,402	0,345	0,352	0,316	0,325	0,393
	Sig. (2-tailed)	0,004	0,014	0,012	0,026	0,021	0,005
	N	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Testing and evaluation' and other variables given in Table 66 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Preparing and developing materials', 'Learning environment', 'Off-task activities', 'Time management', 'Evaluation of subject knowledge', 'National and international values', 'The legality and ethics in Information Technology' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.453,0.377, 0.423, 0.423, 0.592, 0.494, 0.456 respectively, and there was a strong, positive and meaningful relation between the variable 'Testing and evaluation' and the other views stated in the variables in Table 66 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training very sensitively on recognizing, choosing, and practicing the testing and evaluation methods and techniques. It could be added that CTs' correlated views between the variable 'Testing and evaluation' and the some of the variables stated in the paragraph above were strong, positive, and meaningful.

Table 66

Assisting PTs in Choosing the Appropriate Testing and Evaluation Methods and Techniques - Bursa Group

		V5	V6	V7	V9	V12	V23	V26
Testing and evaluation	Pearson Correlation	0,453	0,377	0,423	0,423	0,592	0,494	0,456
	Sig. (2-tailed)	0,001	0,007	0,002	0,002	0,000	0,000	0,001
	N	50	50	50	50	50	50	50

**	Correlation is significant at the 0.01 level (2-tailed).

Item 2. Assisting PTs in Using Multiple Appropriate Testing and Evaluation Techniques to Test Students' Subject Knowledge

The correlation of CTs' views in Ankara between the variable 'Testing and evaluation' and other variables given in Table 67 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Lesson planning', 'Variety in teaching', 'Time management', 'Testing and evaluation', 'Evaluating students' progress', 'Cultural centers', 'Students' opinions', 'Varied opinions and contributions', 'Time management strategies' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.369,0.426, 0.380, 0.520, 0.618, 0.370, 0.374, 0.489, 0.410 respectively, and there was a strong, positive and meaningful relation between the variable 'Testing and evaluation' and the other views stated in the variables in Table 67 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training very sensitively on recognizing, choosing, and practicing the testing and evaluation methods and techniques. It could be added that CTs' correlated views between the variable 'Testing and evaluation' and the some of the variables stated in the paragraph above were strong, positive, and meaningful while with the others stated in the former paragraph they had positive, and meaningful correlations.

Table 67

Assisting PTs in Using Multiple Appropriate Testing and Evaluation Techniques to Test Students' Subject Knowledge - Ankara Group

		V4	V8	V9	V11	V13	V15	V29	V30	V38
Evaluation of subject knowledge	Pearson Correlation	0,369	0,426	0,380	0,520	0,618	0,370	0,374	0,489	0,410
	Sig. (2-tailed)	0,008	0,002	0,007	0,000	0,000	0,008	0,007	0,000	0,003
	N	50	50	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Testing and evaluation' and other variables given in Table 68 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Variety in teaching', 'Time management', 'Testing and evaluation', 'The legality and ethics in Information Technology', 'Managing stress', 'Language proficiency' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.427,0.387, 0.592, 0.468, 0.429, 0.367 respectively, and there was a strong, positive, and meaningful relation between the variable 'Testing and evaluation' and the other views stated in the variables in Table 68 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training very sensitively on recognizing, choosing and practicing the testing and evaluation methods and techniques. It could be added that CTs' correlated views between the variable 'Testing and evaluation' and some of the variables stated in the paragraph above were strong, positive, and meaningful.

Table 68

Assisting PTs in Using Multiple Appropriate Testing and Evaluation Techniques to Test Students' Subject Knowledge - Bursa Group

		V8	V9	V11	V26	V35	V40
Evaluation of subject knowledge	Pearson Correlation	0,427	0,387	0,592	0,468	0,429	0,367
	Sig. (2-tailed)	0,002	0,005	0,000	0,001	0,002	0,009
	N	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

Item 3. Assisting PTs in Analyzing and Interpreting Data to Monitor Students'
Progress and Their Learning Processes

The correlation of CTs' views in Ankara between the variable 'Evaluation of students' progress' and other variables given in Table 69 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Variety in teaching', 'Time management', 'Evaluation of subject knowledge', 'Democratic professional', 'Individual and cultural differences', 'The legality and ethics in Information Technology', 'Self-evaluation', 'Improvement of TLP', 'Reliability and consistency', 'Overcoming difficulties', 'Self-confidence', 'Higher-order thinking skills', 'Time management strategies', 'Official directives and proposals' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.424,0.443, 0.618, 0.395, 0.512, 0.386, 0.425, 0.365, 0.407, 0.413, 0.453, 0. 474, 0.422, 0.376 respectively, and there was a strong, positive, and meaningful relation between the variable 'Evaluation of students' and the other views stated in the variables in Table 69 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training very sensitively on analyzing and interpreting data to monitor students' progress and their learning processes. It could be added that CTs' correlated views between the variable 'Evaluating students' progress' and the variables stated in the paragraph above were strong, positive, and meaningful.

Table 69

Assisting PTs in Analyzing and Interpreting Data to Monitor Students' Progress and
Their Learning Processes - Ankara Group

		V8	V9	V12	V22	V24	V26	V27
Evaluating students' progress	Pearson Correlation	0,424	0,443	0,618	0,395	0,512	0,386	0,425
	Sig. (2-tailed)	0,002	0,001	0,000	0,005	0,000	0,006	0,002
	N	50	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).						

		V28	V33	V34	V36	V37	V38	V55
Evaluating students' progress	Pearson Correlation	0,365	0,407	0,413	0,453	0,474	0,422	0,376
	Sig. (2-tailed)	0,009	0,003	0,003	0,001	0,001	0,002	0,007
	N	50	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).						

The correlation of CTs' views in Bursa between the variable 'Evaluation of students' progress' and other variables given in Table 70 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Lesson planning', 'Preparing and developing materials', 'Family relations', 'Developing and learning difficulties' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.522, 0.601, 0.373, 0.367 respectively, and there was a strong, positive, and meaningful relation between the variable 'Evaluation of students' progress' and the other views stated in the variables in Table 70 below.

CTs' views on the other variables 'School and its facilities', 'Cultural centers', 'Children' rights' were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.301, 0.291, 0.318 respectively, and there was a positive and meaningful relation between the variable 'Evaluation of students' progress' and the other views stated in the variables in Table 70 below

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training very sensitively on analyzing and interpreting data to monitor students' progress and their learning processes. It could be added that CTs' correlated views between the variable 'Evaluating students' progress' and the

variables stated in the paragraph above were strong, positive, and meaningful while they also had positive and meaningful correlated views with some other variables given in the same table.

Table 70

Assisting PTs in Analyzing and Interpreting Data to Monitor Students' Progress and Their Learning Processes - Bursa Group

		V4	V5	V14	V15	V16	V19	V31
Evaluating students' progress	Pearson Correlation	0,522	0,601	0,301	0,291	0,373	0,318	0,367
	Sig. (2-tailed)	0,000	0,000	0,034	0,041	0,008	0,024	0,009
	N	50	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).							
**	Correlation is significant at the 0.01 level (2-tailed).							

Item 4. Assisting PTs to Familiarize Themselves with the School and to Benefit from Its Facilities in Monitoring Students' Learning and Development

The correlation of CTs' views in Ankara between the variable 'School and its facilities' and other variables given in Table 71 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Awareness on IPPs', 'Subject specific program', 'Raising interest in related fields', 'Overcoming difficulties', 'Literacy in technology' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.566, 0.472, 0.427, 0.360, 0.368 respectively, and there was a strong, positive, and meaningful relation between the variable 'School and its facilities' and the other views stated in the variables in Table 71 below.

CTs' views on the other variables 'Evaluation of subject knowledge', 'Principles and Values of TES', 'Individual and cultural differences', 'Varied opinions and contributions' were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.338, 0.344, 0.286, 0.279 respectively, and there was a positive and meaningful relation between the variable 'Evaluation of students' progress' and the other views stated in the variables in Table 71 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training very sensitively on 'School and its facilities'. It could be added that CTs' correlated views between the variable 'School and its facilities' and

the variables stated in the paragraph above were strong, positive, and meaningful while they also had positive and meaningful correlated views with some other variables given in the same table.

Table 71

Assisting PTs to Familiarize Themselves with the School and to Benefit from Its Facilities in Monitoring Students' Learning and Development - Ankara Group

		V12	V17	V18	V24	V30	V32	V34	V42	V44
A School & its facilities	Pearson Correlation	0,338	0,344	0,472	0,286	0,279	0,566	0,360	0,368	0,427
	Sig. (2-tailed)	0,016	0,014	0,001	0,044	0,050	0,000	0,010	0,009	0,002
	N	50	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'School and its facilities' and other variables given in Table 72 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the other variables 'Learning environment', 'Evaluating students' progress', 'Students' opinions' were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.292, 0.301, 0.354 respectively, and there was a positive and meaningful relation between the variable 'Evaluation of students' progress' and the other views given in the variables in Table 72 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training very sensitively on 'School and its facilities'. It could be added that CTs' correlated views between the variable 'School and its facilities' and the variables stated in the paragraph above were positive and meaningful.

Table 72

Assisting PTs to Familiarize Themselves with the School and to Benefit from Its Facilities in Monitoring Students' Learning and Development - Bursa Group

		V6	V13	V29
A School & its facilities	Pearson Correlation	0,292	0,301	0,354
	Sig. (2-tailed)	0,040	0,034	0,012
	N	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).			

Correlation Summary of Area 3: Assisting PTs in Monitoring and Evaluating the Students' Learning and Development

The first sub-area in area 3 was assisting PTs in choosing the appropriate testing and evaluation methods and techniques. CTs in both groups mentioned that they were highly sensitive regarding PTs' training in choosing the appropriate tests and evaluations. CTs in Ankara group had significantly strong views on the variables ''Evaluation of subject knowledge', 'Democratic professional', 'Official directives and proposals', 'Opposing discrimination', 'Learning environment' while CTs in Bursa also had very strong views on the variables 'Preparing and developing materials', 'Learning environment', 'Off-task activities', 'Time management', 'Evaluation of subject knowledge', 'National and international values', 'The legality and ethics in Information Technology'. As it was observed by the given figures in Table 66, these highly strong views were very well correlated with the variable 'Preparing and developing materials'. In addition to these strong, positive, and meaningful correlations, CTs in Ankara but not CTs in Bursa also had positive and meaningfully correlated views on the variables 'Variety in teaching', 'Classroom management and relations', 'Evaluating students progress', 'Improvement of TLP', 'Reliability and consistency', 'Innovations and changes', and 'Language proficiency'.

The second sub-area was assisting PTs in using multiple appropriate testing and evaluation techniques to test students' subject knowledge. CTs in both groups mentioned that they were highly sensitive about PTs' training on using multiple appropriate testing and evaluation techniques to test students' subject knowledge. CTs in the Ankara group had significantly strong views on the variables 'Lesson planning', 'Variety in teaching', 'Time management', 'Testing and evaluation', 'Evaluating students' progress', 'Cultural centers', 'Students' opinions', 'Varied opinions and contributions', 'Time management strategies' while CTs in Bursa had also very strong views on the variables 'Variety in teaching', 'Time management', 'Testing and evaluation', 'The legality and ethics in Information Technology', 'Managing stress', and 'Language proficiency'. As it was observed by the given figures in the Tables 67 and 68, these highly strong views were very well correlated with the variable 'Evaluating Students' subject knowledge'. In addition to the

strength, positivity, and meaningfulness of correlations, CTs in Ankara and Bursa shared these common strong, positive, and meaningfully correlated views on the variables 'Variety in teaching', 'Time management', and 'Testing and evalation'. The other variables were not shared commonly by these groups.

The third sub-area was assisting PTs in analyzing and interpreting data to monitor students' progress and their learning processes. CTs in the Ankara group and in the Bursa group strongly stated that they contributed to PTs' training to analyze and interpret data to monitor students' progress and their learning processes. CTs in the Ankara group had strong, positive and meaningfully correlated views on many variables 'Variety in teaching', 'Time management', 'Evaluation of subject knowledge', 'Democratic professional', 'Individual and cultural differences', 'The legality and ethics in Information Technology', 'Self-evaluation', 'Improvement of TLP', 'Reliability and consistency', 'Overcoming difficulties', 'Self-confidence', 'Higher-order thinking skills', 'Time management strategies', and 'Official directives and proposals' while CTs in the Bursa group had also strongly, positively and meaningfully correlated views on the variables 'Lesson planning', 'Preparing and developing materials', 'Family relations', 'Developing and learning difficulties'. In parallel to these strongly, positively and meaningfully correlated views, CTs in Bursa group had also positive and meaningful views on the variables 'School and its facilities', 'Cultural centers', and 'Children' rights'.

The final sub-area was assisting PTs to familiarize themselves with the school and to benefit from its facilities in monitoring students' learning and development. CTs in the Ankara group had strong, positive and meaningful views on some of the variables 'Awareness on IPPs', 'Subject specific program', 'Raising interest in related fields', 'Overcoming difficulties', 'Literacy in technology', and they also had positive and meaningful correlated views on the some other variables 'Evaluation of subject knowledge', 'Principles and Values of TES', 'Individual and cultural differences', and 'Varied opinions and contributions'. However, CTs in the Bursa group had a few well correlated views with the dependent variable 'School and its facilities'. The views stated in the variables which were not parallel to the variables in the Ankara group were 'Learning environment', 'Evaluating students' progress', and 'Students' opinions'.

CHAPTER VII

DATA ANALYSIS: QUESTIONNAIRES AREA 4

Area 4. Assisting PTs in Establishing Working Relationships
with the School

There were two subareas in area 4. They were encouraging active participation of PTs in the process of transforming the school into a center of culture and informing PTs with regard to the relationships of students' families with the school. In the following, the frequencies of the CTs' views, and correlated views are presented.

Frequency Results of the Groups

Item 1. Encouraging Active Participation of PTs in the Process of Transforming the School into a Center of Culture

CTs in the Ankara and Bursa groups had weaker contribution in assisting PTs in transforming the school into cultural centers. 36% of CTs in Ankara and in Bursa groups occasionaly made contributions to PTs' training. 24% of CTs in the Ankara group said that they frequently helped PTs in transforming schools into cultural centers while 24% of CTs expressed that they frequently supported PTs to recognize the schools' other face, cultural centers. While 22% of CTs in the Bursa group claimed that they rarely made a contribution to PTs' training on the defined skill, 14% of CTs in the Ankara group stated that they rarely helped PTs gain the skill. In an unexpected tendency, 18% of CTs in the Bursa group responded to the item 'never', and CTs in Ankara responded 10% less than CTs in the Bursa group-8%. The findings also proved that 6% of CTs in the Ankara group did not respond to the item while CTs in the Bursa group responded to all varied items.

Table 73

Encouraging Active Participation of PTs in the Process of Transforming the School
into a Center of Culture - Ankara Group

Cultural centers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	8,0	8,0	8,0
	Rarely	7	14,0	14,0	22,0
	Occasionally	19	38,0	38,0	60,0
	Frequently	12	24,0	24,0	84,0
	Always	5	10,0	10,0	94,0
	No response	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

Table 74

Encouraging Active Participation of PTs in the Process of Transforming the School
into a Center of Culture - Bursa Group

Cultural centers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	18,0	18,0	18,0
	Rarely	11	22,0	22,0	40,0
	Occasionally	18	36,0	36,0	76,0
	Frequently	9	18,0	18,0	94,0
	Always	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

***Item 2. Informing PTs with the Regard to the Relationships of Students' Families
with the School***

CTs in the Ankara and Bursa groups had very weak contributions in
informing PTs about family relations. While CTs in the Ankara group mostly
responded to the item 'occasionally'- 34%, CTs in the Bursa group mostly responded
to the item 'rarely'-30%. The second unexpected high percentage was given to the
item 'rarely' by CTs in Bursa- 32%. The third astonishing percentage was given to
the item 'frequently' by CTs in Ankara 22%. While it was expected that CTs had

given positive responses to the item 'always', they did not give high responses to that identified item in both groups,10%-12%.

Table 75

Informing PTs with the Regard to the Relationships of Students' Families with the School - Ankara Group

Family relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	14,0	14,0	14,0
	Rarely	10	20,0	20,0	34,0
	Occasionally	17	34,0	34,0	68,0
	Frequently	11	22,0	22,0	90,0
	Always	5	10,0	10,0	100,0
	Total	50	100,0	100,0	

Table 76

Informing PTs with the Regard to the Relationships of Students' Families with the School - Bursa Group

Family relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	12,0	12,0	12,0
	Rarely	16	32,0	32,0	44,0
	Occasionally	15	30,0	30,0	74,0
	Frequently	7	14,0	14,0	88,0
	Always	6	12,0	12,0	100,0
	Total	50	100,0	100,0	

Frequency Summary of Area 4: Assisting PTs in Establishing Working Relationships with the School

There were two sub-areas of area 4. The first one of these two areas was about transforming schools into cultural centers. CTs who participated in the questionnaire showed lower expected contribution to PTs training in a positive manner in transforming schools into cultural centers. In the total of the responses

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given to the items which were represented as positive and expected level- 'always' and 'frequently', CTs in the Ankara group and CTs in the Bursa group showed lower contribution than they were expected, 34%- 24%. There was 10% difference in their contribution to these positive, expected items. When responses given to the unexpected level, the total of percentages given to the items 'rarely' and 'never', CTs in the Bursa group had higher percentages, 40% compared to the CTs in the Ankara group, 20%. When responses given to the item 'occasionally' which represented the average level are considered, the percentages for both groups were identical, 36%-36%.

The second sub-area was informing PTs with regard to the relationships of students' families with the school. CTs both in Ankara and Bursa stated that they could not have expected contributions to PTs' training on family relations. When their positive, expected level of views were concerned, 32% of CTs in Ankara and 26% of CTs in Bursa responded to the item 'always' and 'frequently' in total. When their average level of contributions was stated, 34% of CTs in Ankara and 30% of CTs in Bursa responded to the item 'occasionally'. When their unexpected level of contributions was expressed, 44% of CTs in Bursa and 34% of CTs in Ankara responded to the item 'rarely' and 'never' in total.

Correlation Results of the Groups

Item 1. Encouraging Active Participation of PTs in the Process of Transforming the School into a Center of Culture

The correlation of CTs' views in Ankara between the variable 'Cultural centers' and other variables given in Table 77 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Human rights', 'Improvement of TLP', 'Students' opinions', 'Varied opinions and contributions', 'Innovations and changes', 'Participation in off-task activities', 'Participating in any PDF', 'Professional media', 'Cooperating with teaching associations', 'Participation in activities', 'Developing and changing schools', 'Directives and practices on disabled', 'Precautions for

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disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.565, 0.394, 0.366, 0.470, 0.415, 0.467, 0.363, 0.426, 0.421, 0.372, 0.364, 0.402, 0.379 respectively, and there was a strong, positive, and meaningful relation between the variable 'Cultural centers' and the other views stated in the variables in Table 77 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training very sensitively on 'Cultural centers'. It could be added that CTs' correlated views between the variable 'Cultural centers' and the variables stated in the paragraph above were strong, positive, and meaningful while they also had positive and meaningful correlated views with some other variables stated in the same table.

Table 77

Encouraging Active Participation of PTs in the Process of Transforming the School into a Center of Culture - Ankara Group

		V20	V28	V29	V30	V39	V45
Cultural centers	Pearson Correlation	0,565	0,394	0,366	0,470	0,415	0,467
	Sig. (2-tailed)	0,000	0,005	0,009	0,001	0,003	0,001
	N	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

		V47	V48	V49	V52	V53	V56	V57
Cultural centers	Pearson Correlation	0,363	0,426	0,421	0,372	0,364	0,402	0,379
	Sig. (2-tailed)	0,010	0,002	0,002	0,008	0,009	0,004	0,007
	N	50	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Cultural centers' and other variables given in Table 78 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Family relations', 'Principles and Values of TES', 'Children' rights', 'Human rights', 'The legality and ethics in Information Technology', 'Participation in off-task activities', 'Professional media', 'Cooperating with teaching associations', 'Planning professional development', 'Cooperating in team work', 'Directives and practices on disabled', 'Precautions for disabled' were in

the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.577, 0.409, 0.415, 0.454, 0.436, 0.396, 0.385, 0.422, 0.532, 0.526, 0.414, 0.507 respectively, and there was a strong, positive and meaningful relation between the variables 'Cultural centers' and the other views stated in the variables in Table 78 below.

CTs' views on the other variables 'University of graduation', 'Democratic professional', 'Varied opinions and contributions' were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were -0.343, -0.295, -0.297 respectively, and there was a negative and meaningful relation between the variable 'Cultural centers' and the other views stated in the variables in Table 78 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training on 'Cultural centers'. It could be added that CTs' correlated views between the variables 'Cultural centers' and the other independent variables stated in the paragraph above were positive and meaningful while they had also negative and meaningful correlated views with some other variables stated in the same table.

Table 78

Encouraging Active Participation of PTs in the Process of Transforming the School into a Center of Culture - Bursa Group

		University of Graduation	V16	V17	V19	V20	V22	V26
Cultural centers	Pearson Correlation	-0,343	0,577	0,409	0,415	0,454	-0,295	0,436
	Sig. (2-tailed)	0,015	0,000	0,003	0,003	0,001	0,037	0,002
	N	50	50	50	50	50	50	50

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

		V30	V45	V48	V49	V50	V51	V56	V57
Cultural centers	Pearson Correlation	-0,297	0,396	0,385	0,422	0,532	0,526	0,414	0,507
	Sig. (2-tailed)	0,037	0,004	0,006	0,002	0,000	0,000	0,003	0,000
	N	50	50	50	50	50	50	50	50

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Item 2. Informing PTs with the Regard to the Relationships of Students' Families with the School

The correlation of CTs' views in Ankara between the variable 'Family relations' and other variables given in Table 79 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Lesson planning', 'Preparing and developing materials', 'Cultural centers', 'Children' rights', 'Human rights', 'Students' opinions', 'Varied opinions and contributions', 'Developing and learning difficulties', 'Higher-order thingking skills', 'Participation in off-task activities', 'Cooperating with teaching associations', 'Cooperating in team work', 'Participation in activities', 'Directives and practices on disabled', 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.376, 0.468, 0.481, 0.650, 0.611, 0.403, 0.455, 0.395, 0.369, 0.439, 0.451, 0.408, 0.433, 0.538, 0.555   respectively, and there was a strong, positive, and meaningful relation between the variables 'Family relations' and the other views stated in the variables in Table 79 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training regarding 'Family relations'. It could be added that CTs' correlated views between the variables 'Family relations' and the other independent variables stated in the paragraph above were strong, positive, and meaningful.

Table 79

Informing PTs with the Regard to the Relationships of Students' Families with the School - Ankara Group

Family relations		V4	V5	V15	V19	V20	V29	V30
	Pearson Correlation	0,376	0,468	0,4806	0,6501	0,611	0,403	0,455
	Sig. (2-tailed)	0,007	6E-04	0,0004	3E-07	2E-06	0,004	9E-04
	N	50	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

Family relations		V31	V37	V45	V49	V51	V52	V56	V57
	Pearson Correlation	0,395	0,369	0,4392	0,451	0,408	0,433	0,538	0,555
	Sig. (2-tailed)	0,005	0,008	0,0014	0,001	0,003	0,002	6E-05	3E-05
	N	50	50	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Family relations' and other variables given in Table 80 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Preparing and developing materials', 'Evaluating students' progress', 'Cultural centers', 'Principles and values of TES', 'Children' rights' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.370, 0.373, 0.577, 0.446, 0.428 respectively, and there was a strong, positive, and meaningful relation between the variables 'Family relations' and the other views stated in the variables in Table 80 below.

CTs' views on the other variables 'Human rights', 'The legality and ethics in Information Technology', 'Raising interest in related fields', 'Planning professional development', 'Developing and changing schools' were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.314, 0.305, 0.307, 0.306, 0.353 respectively, and there was a positive and meaningful relation between the variables 'Family relations' and the other views stated in the variables in Table 80 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training on 'Family relations'. It could be added that CTs' correlated

views between the variables 'Family relations' and the other five independent variables stated in the paragraph above were strong, positive, and meaningful while they also had positive and meaningful correlated views with some other variables stated in the same table.

Table 80

Informing PTs with the Regard to the Relationships of Students' Families with the School - Bursa Group

		V5	V13	V15	V17	V19	V20	V26	V44	V50	V53
Family relations	Pearson Correlation	0,370	0,373	0,577	0,446	0,428	0,314	0,305	0,307	0,306	0,353
	Sig. (2-tailed)	0,008	0,008	0,000	0,001	0,002	0,026	0,032	0,030	0,031	0,012
	N	50	50	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Correlation Summary of Area 4: Assisting PTs in Establishing Working Relationships with the School

In area 4, there were two sub-areas. The first one was encouraging active participation of PTs in the process of transforming the school into a center of culture. CTs in the Ankara group stated that they had strongly, positively and meaningfully correlated views between the dependent variable 'Cultural centers' and 'Human rights', 'Improvement of TLP', 'Students' opinions', 'Varied opinions and contributions', 'Innovations and changes', 'Participation in off-task activities', 'Participating in any PDF', 'Professional media', 'Cooperating with teaching associations', 'Participation in activities', 'Developing and changing schools', 'Directives and practices on disabled', 'Precautions for disabled'. Among these correlated views, the correlated coefficients for the independent variables ''Human rights', 'Varied opinions and contributions', 'Participation in off-task activities', 'Developing and changing schools'. CTs in the Bursa group also expressed their strong, positive and meaningful correlated views. They had shared views with their colleagues which were 'Human rights', 'Participation in off-task activities', 'Professional media', 'Cooperating with teaching associations', 'Precautions for

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disables'. Moreover, CTs in the Bursa group also had well correlated views, which were 'University of graduation', 'Democratic professional', and 'Varied opinions and contributions'.

The second sub-area was informing PTs with regard to the relationships of students' families with the school. CTs in the Ankara group had very strong, positive and meaningful correlated views between the dependent variable 'Family relations' and 'Lesson planning', 'Preparing and developing materials', 'Cultural centers', 'Children' rights', 'Human rights', 'Students' opinions', 'Varied opinions and contributions', 'Developing and learning difficulties', 'Higher-order thingking skills', 'Participation in off-task activities', 'Cooperating with teaching associations', 'Cooperating in team work', 'Participation in activities', 'Directives and practices on disabled', and 'Precautions for disabled'. CTs in Bursa group had shared views with their colleagues which were 'Preparing and developing materials', , 'Cultural centers', 'Principles and values of TES', 'Children' rights', and they were strongly, positively, and meaningfully correlated with the variable 'Family relations' while variables such as 'Human rights', 'The legality and ethics in Information Technology', 'Raising interest in related fields', 'Planning professional development', and 'Developing and changing schools' were well correlated with the dependent variable 'Family relations'.

CHAPTER VIII

DATA ANALYSIS: QUESTIONNAIRES AREA 5

Area 5. Assisting PTs to Become Familiar with
the Curriculum and its Content

In area 5, there were two sub-areas. These sub-areas were 'Assisting PTs to comprehend the fundamental values and principles of the Turkish National Education System' and 'Explaining the specific approaches, goals, principles, and techniques of the subject matter curriculum to PTs'. Their frequent views are presented firs, and later their coefficiency is to be followed below.

Frequency Results of the Groups

Item 1. Assisting PTs to Comprehend the Fundamental Values and Principles of the Turkish National Education System

CTs in the Ankara and Bursa groups had different contributions in informing PTs about fundamental principles and values of the Turkish National Education System. While CTs in the Ankara group responded to the item 'always'- 50%, CTs in the Bursa group had a lower response to the item 'always'-26%. The second surprising percentage was given to the item 'frequently' by CTs in Ankara- 18%, and CTs in Bursa gave 10% higher response to the same item 28%. The third astonishing percentage was given to the item 'occasionally' by CTs in Bursa, 38%, and CTs in Ankara had 10% lower response to the same item- 24%. Both groups had approximate responses to the item 'rarely', 8%-6%.

Table 81

Assisting PTs to Comprehend the Fundamental Values and Principles of the Turkish
National Education System - Ankara Group

Principles & Values of TES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	4	8,0	8,0	8,0
	Occasionally	12	24,0	24,0	32,0
	Frequently	9	18,0	18,0	50,0
	Always	25	50,0	50,0	100,0
	Total	50	100,0	100,0	

Table 82

Assisting PTs to Comprehend the Fundamental Values and Principles of the Turkish
National Education System - Bursa Group

Principles & Values of TES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	3	6,0	6,0	6,0
	Occasionally	19	38,0	38,0	44,0
	Frequently	14	28,0	28,0	72,0
	Always	13	26,0	26,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Item 2. Explaining the Specific Approaches, Goals, Principles, and Techniques of the Subject Matter Curriculum to PTs

CTs in the Ankara and Bursa groups had different contributions in informing PTs about subject specific program. While CTs in the Ankara group responded to the item 'always'- 32%, CTs in the Bursa group had a lower response to the item 'always'-20%. The response given to the item 'frequently' by CTs in Ankara was 50% and 42%. The third response given to the item 'occasionally' by CTs in Bursa was 24% and in Ankara it was 12%. Other responses given to the items 'rarely', 'never', and 'no response' were approximate figures in both groups.

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Table 83

Explaining the Specific Approaches, Goals, Principles, and Techniques of the
Subject Matter Curriculum to PTs - Ankara Group

Subject specific program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Rarely	1	2,0	2,0	4,0
	Occasionally	6	12,0	12,0	16,0
	Frequently	25	50,0	50,0	66,0
	Always	16	32,0	32,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Table 84

Explaining the Specific Approaches, Goals, Principles, and Techniques of the
Subject Matter Curriculum to PTs - Bursa Group

Subject specific program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	4,0	4,0	4,0
	Rarely	3	6,0	6,0	10,0
	Occasionally	12	24,0	24,0	34,0
	Frequently	21	42,0	42,0	76,0
	Always	10	20,0	20,0	96,0
	No response	2	4,0	4,0	100,0
	Total	50	100,0	100,0	

*Frequency Summary of Area 5: Assisting PTs to Become Familiar with
the Curriculum and its Content*

There are two sub-areas of area 5. One of these areas was assisting PTs to comprehend the fundamental values and principles of the Turkish national education system. CTs in Bursa could not have expected contributions to PTs' training in informing PTs about the Turkish national education system like CTs in Ankara - the positive expected level of contribution, 66.7% - 100%. When their positive, expected level of views were examined, 68% of CTs in Ankara stated that they contributed as expected, but 54% of CTs in Bursa responded to the item 'always' and 'frequently'

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combined, and their responses could not reach to the expected level. When their average level of contributions was examined, 38% of CTs in Bursa and 24% of CTs in Ankara responded to the item 'occasionally'.

The last one of these two areas was explaining the specific approaches, goals, principles, and techniques of the subject matter curriculum to PTs. CTs in Bursa could not have expected positive contributions to PTs' training in informing PTs about subject specific program like CTs in Ankara - the positive expected level of contribution, 66.7% - 100%. When CTs' positive, expected level of views were concerned, 82% of CTs in Ankara stated their contribution as expected, but 62% of CTs in Bursa responded to the item 'always' and 'frequently' in total, and their responses could not reach to the expected level. When their average level of contributions was stated, 24% of CTs in Bursa and 12% of CTs in Ankara responded to the item 'occasionally'.

Correlation Results of the Groups

Item 1. Assisting PTs to Comprehend the Fundamental Values and Principles of the Turkish National Education System

The correlation of CTs' views in Ankara between the variable 'Principles of the Turkis Educational System' and other variables given in Table 85 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Opposing discrimination', 'Democratic professional', 'Individual and cultural differences', 'The legality and ethics in Information Technology', 'Enthusiasm and willingness', 'Literacy in technology', 'Raising interest in related fields', 'Awareness of official directives', and 'Official directives and proposals' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.423, 0.446, 0.366, 0.376, 0.460, 0.504, 0.439, 0.364, 0.564 respectively, and there was a strong, positive, and meaningful relation between the variables 'Principles of the Turkish Educational System' and the other views stated in the variables in Table 85 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training on 'Principles of the Turkish Educational System'. It could be added that CTs' correlated views between the variables 'Principles of the Turkish

Educational System' and the other nine independent variables stated in the paragraph above were strong, positive and meaningful.

Table 85

Assisting PTs to Comprehend the Fundamental Values and Principles of the Turkish National Education System - Ankara Group

		V21	V22	V24	V26	V41	V42	V44	V54	V55
Principles & Values of TES	Pearson Correlation	0,42 3	0,44 6	0,36 6	0,37 6	0,46 0	0,50 4	0,43 9	0,36 4	0,56 4
	Sig. (2-tailed)	0,00 2	0,00 1	0,00 9	0,00 7	0,00 1	0,00 0	0,00 1	0,00 9	0,00 0
	N	50	50	50	50	50	50	50	50	50

| ** | Correlation is significant at the 0.01 level (2-tailed). |

The correlation of CTs' views in Bursa between the variable 'Principles of the TES' and other variables given in Table 86 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Family relations', 'Subject specific program', 'Children' rights', 'Human rights', 'Participation in off-task activities', 'Professional media', 'Cooperating with teaching associations', 'Planning professional development', and 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.446, 0.465, 0.582, 0.522, 0.536, 0.425, 0.471, 0.506, 0.514 respectively, and there was a strong, positive and meaningful relation between the variables 'Principles of the Turkish Educational System' and the other views stated in the variables in Table 86 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training regarding 'Principles of the Turkish Educational System'. It could be added that CTs' correlated views between the variables 'Principles of the Turkish Educational System' and the other nine independent variables stated in the paragraph above were strong, positive, and meaningful.

Table 86

Assisting PTs to Comprehend the Fundamental Values and Principles of the Turkish
National Education System - Bursa Group

		V16	V18	V19	V20	V45	V48	V49	V50	V57
Principles & Values of TES	Pearson Correlation	0,446	0,465	0,582	0,522	0,536	0,425	0,471	0,506	0,514
	Sig. (2-tailed)	0,001	0,001	0,000	0,000	0,000	0,002	0,001	0,000	0,000
	N	50	50	50	50	50	50	50	50	50

| ** | Correlation is significant at the 0.01 level (2-tailed). |

***Item 2. Explaining the Specific Approaches, Goals, Principles, and Techniques of
the Subject Matter Curriculum to PTs***

The correlation of CTs' views in Bursa between the variable 'Subject specific
program' and other variables given in Table 87 below showed the correlation
coefficients and their positive or negative relations:

CTs' views on the variables, 'School and its facilities', 'Principles and values of the
Turkish Educational System', 'Apposing discrimination', 'Individual and cultural
differences', 'The legality and ethics in Information Technology', 'Self-evaluation',
'Awareness on IPPs', 'Self-confidence', 'Literacy in technology', 'Raising interest in
related fields', and 'Planning professional development' were in the limits of a 99%
confidence interval (a=0.01), and their correlated coefficients were 0.472, 0.432,
0.424, 0.371, 0.388, 0.362, 0.504, 0.380, 0.442, 0.482, 0.396 respectively, and there
was a strong, positive, and meaningful relation between the variables 'Subject
specific program' and the other views stated in the variables in Table 87 below. CTs
also had well correlated views between the variables 'Subject specific program' and
'Reliability and consistency', and their correlated coefficient was 0.344.

By the help of these findings, it could be said that CTs in the Ankara group
cared for PTs' training in 'Subject specific program'. It could be added that CTs'
correlated views between the variables 'Subject specific program' and the other
eleven independent variables stated in the paragraph above were strong, positive and
meaningful while they also had well correlated views with the dependent variable.

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Table 87

Explaining the Specific Approaches, Goals, Principles, and Techniques of the

Subject Matter Curriculum to PTs - Ankara Group

		V14	V17	V21	V24	V26	V27
Subject specific program	Pearson Correlation	0,472	0,432	0,424	0,371	0,388	0,362
	Sig. (2-tailed)	0,001	0,002	0,002	0,008	0,005	0,010
	N	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).						
**	Correlation is significant at the 0.01 level (2-tailed).						
		V32	V33	V36	V42	V44	V50
Subject specific program	Pearson Correlation	0,504	0,344	0,380	0,442	0,482	0,396
	Sig. (2-tailed)	0,000	0,014	0,007	0,001	0,000	0,004
	N	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).						
**	Correlation is significant at the 0.01 level (2-tailed).						

The correlation of CTs' views in Bursa between the variable 'Subject specific program' and other variables given in Table 88 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables, 'Learning environment', 'Principles and values of the TES', 'Children' rights', 'National and international values', 'Overcoming difficulties', 'Managing stress', 'Higher-order thinking skills', 'Directives and practices on disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.386, 0.465, 0.408, 0.405, 0.447, 0.415, 0.382, 0.406 respectively, and there was a strong, positive, and meaningful relation between the variables 'Subject specific program' and the other views stated in the variables in Table 88 below. CTs also had well correlated views between the variables 'Subject specific program' and 'Participation in off-task activities', 'Planning professional development', and their correlated coefficient were 0.346, 0.327, and they were in the limits of a 95% confidence interval (a=0.05).

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training on 'Subject specific program'. It could be added that CTs' correlated views between the variables 'Subject specific program' and the other eleven independent variables stated in the paragraph above were strong, positive, and

meaningful while they also had well correlated views with the dependent variable.

Table 88

Explaining the Specific Approaches, Goals, Principles, and Techniques of the
Subject Matter Curriculum to PTs - Bursa Group

		V6	V17	V19	V23	V34	V35	V37	V45	V50	V56
Subject specific program	Pearson Correlation	0,386	0,465	0,408	0,405	0,447	0,415	0,382	0,346	0,327	0,406
	Sig. (2-tailed)	0,006	0,001	0,003	0,004	0,001	0,003	0,006	0,014	0,020	0,003
	N	50	50	50	50	50	50	50	50	50	50

*   Correlation is significant at the 0.05 level (2-tailed).
**   Correlation is significant at the 0.01 level (2-tailed).

***Correlation Summary of Area 5: Assisting PTs to Become Familiar with
the Curriculum and its Content***

In area 5, there were two sub-areas. The first one was assisting PTs to comprehend the fundamental values and principles of the Turkish National Education System. In the Ankara group, CTs stated that they contributed to PTs' training on the principles of the TES. CTs had strongly, positively, and meaningfully correlated views with nine different independent variables. The correlated coefficients of some of the independent variables such as 'Official directives', 'Literacy in technology' and 'Enthusiasm and willingness' were pretty high compared to the other independent variables. While these strong views were observed among the views of CTs in Ankara, CTs in Bursa also had strongly, positively, and meaningfully correlated views. They were also highly correlated with the dependent variable. The correlated coefficients of these independent variables 'Children' rights', 'Human rights', 'Participation in off-task activities', 'Planning professional development', 'Precautions for disabled' were significantly high compared to the other independent variables.

The second one of these two sub-areas was explaining the specific approaches, goals, principles, and techniques of the subject matter curriculum to PTs. CTs in both groups had strong, positive and meaningful correlated views. CTs in the

Ankara group stated that they contributed to PTs training on recognizing subject specific programs via the independent variables, and the correlated coefficients of some of these variables were high. These were 'Awareness on IPPs', 'Raising interest in related fields', and 'School and its facilities'. These CTs also had well correlated views between the variable 'Subject specific programs' and 'Reliability and consistency'. In relation to the views of CTs in Ankara, CTs in Bursa had also strong, positive and meaningful views. Especially the correlated coefficient between the variables 'Subject specific program' and 'Principles and values of the TES' was the most significant one. In addition to the highest coefficient given in Table 88, the CTs in the Bursa group also had well correlated views on PTs' participating in off-task activities and planning their professional development.

CHAPTER IX

DATA ANALYSIS: QUESTIONNAIRES AREA 6

Area 6. Assisting PTs to Recognize the Importance of
National and Universal Values

There were eight sub-areas in area 6. They were: Informing PTs on protecting and upholding children's rights, informing PTs on protecting and upholding human rights, emphasizing the importance of the need for being against discrimination and to discriminating students, displaying democratic teacher attitudes in the classroom, displaying personal support for national and universal values, stressing for PTs the need for being sensitive to students' individual and cultural differences, displaying PTs the examples of teaching which show the personal acceptance of societal and professional ethics, and explaining and displaying exemplary applications of the legal and moral responsibilities regarding the use of information and communication technologies. Firstly, the frequency results and in the completion of these results, secondly the correlation results are presented below.

Frequency Results of the Groups

Item 1. Informing PTs on Protecting and Upholding Children's Rights

CTs in the Ankara and Bursa groups had different contributions to informing PTs on protecting and upholding children's rights. While CTs in the Ankara group responded to the item 'always'- 28%, CTs in the Bursa group had a 14% lower response to the item 'always'-14%. The responses given to the item 'frequently' by CTs both in Ankara and Bursa were 32%. The response given to the item 'occasionally' by CTs in Ankara was 28% and in Bursa it was 22%. While CTs in Bursa responded to the item 'rarely' was 24%, CTs in Ankara responded to the same

item by 20% less figures - 4%. In Bursa all of the CTs responded to varied items, but in the Ankara group 2% of CTs did not respond to any of the items.

Table 89

Informing PTs on Protecting and Upholding Children's Rights - Ankara Group

Children' rights

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	6,0	6,0	6,0
	Rarely	2	4,0	4,0	10,0
	Occasionally	14	28,0	28,0	38,0
	Frequently	16	32,0	32,0	70,0
	Always	14	28,0	28,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Table 90

Informing PTs on Protecting and Upholding Children's Rights - Bursa Group

Children' rights

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	8,0	8,0	8,0
	Rarely	12	24,0	24,0	32,0
	Occasionally	11	22,0	22,0	54,0
	Frequently	16	32,0	32,0	86,0
	Always	7	14,0	14,0	100,0
	Total	50	100,0	100,0	

Item 2. Informing PTs on Protecting and Upholding Human Rights

CTs in the Ankara and Bursa groups had different contributions to informing PTs on protecting and upholding human rights. While CTs in the Ankara group responded to the item 'always'- 26%, CTs in the Bursa group had a 6% lower response to the item 'always'-20%. The responses given to the item 'frequently' by CTs in Ankara was 30%, and by CTs in Bursa was 28%. The response given to the item 'occasionally' by CTs in Ankara was 28% and in Bursa it was 36% - 8% higher response. While both CTs in the Ankara and the Bursa groups gave 8% response to the item 'rarely', CTs in Ankara responded to the item 'never' by 6%, and CTs in

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Bursa gave 8% response to the same item. Responses given to the item 'never' were approximately identical.

Tables 91

Informing PTs on Protecting and Upholding Human Rights - Ankara Group

Human rights

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	6,0	6,0	6,0
	Rarely	4	8,0	8,0	14,0
	Occasionally	14	28,0	28,0	42,0
	Frequently	15	30,0	30,0	72,0
	Always	13	26,0	26,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Tables 92

Informing PTs on Protecting and Upholding Human Rights - Bursa Group

Human rights

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	8,0	8,0	8,0
	Rarely	4	8,0	8,0	16,0
	Occasionally	18	36,0	36,0	52,0
	Frequently	14	28,0	28,0	80,0
	Always	10	20,0	20,0	100,0
	Total	50	100,0	100,0	

Item 3. Emphasizing the Importance of the Need for Being against Discrimination and not Discriminating Students

CTs in the Ankara and the Bursa groups had approximate contributions to informing PTs on emphasizing the importance of being against discrimination and discriminating people. While CTs in the Ankara group responded to the item 'always'- 70%, CTs in the Bursa group had 66% response rate to the item 'always'. The responses given to the item 'frequently' both by CTs in Ankara and Bursa was the same percents 22%. The responses given to the item 'occasionally' were approximate: they were 6% by CTs in Ankara, and 10% by CTs in Bursa. While both CTs in the Ankara group and in the Bursa group gave 2% response each to the item

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'rarely', there was no response for the item 'never'.

Table 93

Emphasizing the Importance of the Need for Being against Discrimination and not Discriminating Students - Ankara Group

Opposing discrimination

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	3	6,0	6,0	8,0
	Frequently	11	22,0	22,0	30,0
	Always	35	70,0	70,0	100,0
	Total	50	100,0	100,0	

Table 94

Emphasizing the Importance of the Need for Being against Discrimination and not Discriminating Students - Bursa Group

Opposing discrimination

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	5	10,0	10,0	12,0
	Frequently	11	22,0	22,0	34,0
	Always	33	66,0	66,0	100,0
	Total	50	100,0	100,0	

Item 4, Displaying Democratic Teacher Attitudes in the Classroom

CTs in the Ankara and the Bursa groups had identical contributions to displaying democratic teacher attitudes in the classroom. While CTs in the Ankara group responded to the item 'always'- 84%, CTs in the Bursa group had 70% response rate to the same item 'always'. The responses given to the item 'frequently' by CTs in Ankara was 14%, and responses given to the same item in the Bursa group was 14% higher than CTs in Ankara which was 28%. The responses given to the item 'occasionally' were identical, and they were 2% by both CTs in Ankara and in Bursa. There was no more response to the other items in the scale.

Table 95

Displaying Democratic Teacher Attitudes in the Classroom - Ankara Group

Democratic professional

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	1	2,0	2,0	2,0
	Frequently	7	14,0	14,0	16,0
	Always	42	84,0	84,0	100,0
	Total	50	100,0	100,0	

Table 96

Displaying Democratic Teacher Attitudes in the Classroom - Bursa Group

Democratic professional

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	1	2,0	2,0	2,0
	Frequently	14	28,0	28,0	30,0
	Always	35	70,0	70,0	100,0
	Total	50	100,0	100,0	

Item 5. Displaying Personal Support for National and Universal Values

CTs in the Ankara and the Bursa groups had approximate contributions to displaying personal support for national and universal values. While CTs in the Ankara group responded to the item 'always'- 70%, CTs in the Bursa group had 60% response rate to the same item 'always'. The responses given to the item 'frequently' by CTs in Ankara was 18%, and responses given to the same item in the Bursa group was 16% higher than CTs in Ankara, which was 24%. The responses given to the item 'occasionally' were also approximate: they were 8% by CTs in Ankara and 14% by CTs in Bursa, which was 6% higher than the former. The negative figures given to the item 'never' were identical: CTs in Ankara responded to the item 'rarely' by 2%. CTs in Bursa did not respond to the same item.

Table 97

Displaying Personal Support for National and Universal Values - Ankara Group

National & international values

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Rarely	1	2,0	2,0	4,0
	Occasionally	4	8,0	8,0	12,0
	Frequently	9	18,0	18,0	30,0
	Always	35	70,0	70,0	100,0
	Total	50	100,0	100,0	

Table 98

Displaying Personal Support for National and Universal Values - Bursa Group

Democratic professional

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	1	2,0	2,0	2,0
	Frequently	14	28,0	28,0	30,0
	Always	35	70,0	70,0	100,0
	Total	50	100,0	100,0	

Item 6. Stressing for PTs the Need for Being Sensitive to Students' Individual and Cultural Differences

CTs in the Ankara and the Bursa groups had approximate contributions to becoming sensitive to students' individual and cultural differences. While CTs in the Ankara group responded to the item 'always'- 50%, CTs in the Bursa group had 46% response rate to the same item, 'always'. The responses given to the item 'frequently' by CTs in Ankara was 42%, and responses given to the same item in the Bursa group was 6% higher than CTs in Ankara - 48%. The responses given to the item 'occasionally' were identical: they were 6% by CTs both in Ankara and in Bursa. The negative figures given to the item 'rarely' were 2% in Ankara, and CTs in both Ankara and Bursa gave no response to the item 'never' by 2%, but CTs in Bursa did not respond to the same item.

Table 99

Stressing for PTs the Need for Being Sensitive to Students' Individual and Cultural
Differences - Ankara Group

Individual and cultural differences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	3	6,0	6,0	8,0
	Frequently	21	42,0	42,0	50,0
	Always	25	50,0	50,0	100,0
	Total	50	100,0	100,0	

Table 100

Stressing for PTs the Need for Being Sensitive to Students' Individual and Cultural
Differences - Bursa Group

Individual and cultural differences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	3	6,0	6,0	6,0
	Frequently	24	48,0	48,0	54,0
	Always	23	46,0	46,0	100,0
	Total	50	100,0	100,0	

Item 7. Displaying PTs the Examples of Teaching which Show the Personal Acceptance of Societal and Professional Ethics

CTs in the Ankara and the Bursa groups had identical contributions to accepting societal and professional ethics. While CTs in the Ankara group responded to the item 'always'- 60%, CTs in the Bursa group had 68% response rate to the same item, 'always'. The responses given to the item 'frequently' by CTs in Ankara was 34%, and responses given to the same item in the Bursa group was 8% lower than CTs in Ankara, which was 26%. The responses given to the item 'occasionally' were identical, and they were 6% by CTs both in Ankara and in Bursa. There was no response to negative unexpected items 'rarely' and 'never'.

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Table 101

Displaying PTs the Examples of Teaching which Show the Personal Acceptance of Societal and Professional Ethics - Ankara Group

Ethics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	3	6,0	6,0	6,0
	Frequently	17	34,0	34,0	40,0
	Always	30	60,0	60,0	100,0
	Total	50	100,0	100,0	

Table 102

Displaying PTs the Examples of Teaching which Show the Personal Acceptance of Societal and Professional Ethics - Bursa Group

Ethics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	3	6,0	6,0	6,0
	Frequently	13	26,0	26,0	32,0
	Always	34	68,0	68,0	100,0
	Total	50	100,0	100,0	

Item 8. Explaining and Displaying Exemplary Applications of the Legal and Moral Responsibilities regarding the Use of Information and Communication Technologies

CTs in the Ankara and the Bursa groups did not have identical contributions to applying the legality and ethics in IT. While CTs in the Ankara group responded to the item 'always'- 34%, CTs in the Bursa group had 20% response rate to the same item, 'always', which was 14% lower than CTs in the Ankara group. The responses given to the item 'frequently' by CTs in Ankara was 50%, and responses given to the same item in the Bursa group was 6% lower than CTs in Ankara, which was 44%. The responses given to the item 'occasionally' were very distant in figures. While CTs in Bursa responded 24% to the item 'occasionally' but CTs in Ankara responded 16% less to the same item. There was also response to the negative unexpected items 'rarely' and 'never': they were 8% in Ankara and 12% in Bursa, the latter being 4% higher.

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Table 103

Explaining and Displaying Exemplary Applications of the Legal and Moral
Responsibilities regarding the Use of Information and Communication Technologies
- Ankara Group

The Legality and ethics in Information Technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Rarely	3	6,0	6,0	8,0
	Occasionally	4	8,0	8,0	16,0
	Frequently	25	50,0	50,0	66,0
	Always	17	34,0	34,0	100,0
	Total	50	100,0	100,0	

Table 104

Explaining and Displaying Exemplary Applications of the Legal and Moral
Responsibilities regarding the Use of Information and Communication Technologies
- Bursa Group

The Legality and ethics in Information Technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Rarely	5	10,0	10,0	12,0
	Occasionally	12	24,0	24,0	36,0
	Frequently	22	44,0	44,0	80,0
	Always	10	20,0	20,0	100,0
	Total	50	100,0	100,0	

Frequency Summary of Area 6: Assisting PTs to Recognize the Importance of National and Universal Values

In area six, there were eight sub-areas. The first one was informing PTs on protecting and upholding children's rights. CTs in Bursa could not have expected positive contributions to PTs' training in informing PTs on protecting and upholding children's rights like CTs in Ankara - the positive expected level of contribution, was 66.7%-100%. When CTs' positive, expected level of views were concerned, 60% of

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CTs in Ankara and 46% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses could not reach the expected level-66.7%-100%. When their average level of contributions was concerned, 22% of CTs in Bursa and 28% of CTs in Ankara responded to the item 'occasionally'. When their unexpected negative level of contributions was concerned, 32% of CTs in Bursa responded to the both of the items 'rarely' and 'never', but that percentage was lower for CTs in the Ankara group-10%.

The second sub-area was informing PTs in protecting and upholding human rights. CTs in Ankara and in Bursa could not have expected positive contributions to PTs' training in informing PTs in protecting and upholding human rights when the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently'. When CTs' positive, expected level of views was concerned, 56% of CTs in Ankara, and 48% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses could not reach the defined expected positive level - 66.7%-100%. When their average level of contributions was stated, 36% of CTs in Bursa and 28% of CTs in Ankara responded to the item 'occasionally'. When their unexpected negative level of contributions were stated by CTs as it was accepted as 1,00-33,3 in the accepted research assumptions, 32% of CTs in Bursa responded to both 'rarely' and 'never' which was 22% higher than responses of CTs in Ankara. CTs in the Ankara group gave 22% less response to the unexpected negative level of response items.

The third sub-area was emphasizing the importance of the need for being against discrimination and discriminating students. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on opposing discriminations when the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently'. When CTs' positive, expected level of views was concerned, 92% of CTs in Ankara, and 88% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level - 66.7% -100%.

The fourth one of these eight sub-areas was displaying democratic teacher attitudes in the classroom. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on displaying democratic teacher attitudes in

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the classroom. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 98% of CTs in Ankara, and 98% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level- over 66.7%.

The fifth sub-area was displaying personal support for national and universal values. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on national and universal values. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 88% of CTs in Ankara, and 84% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level - over 66.7%.

The sixth sub-area was stressing for PTs the need for being sensitive to students' individual and cultural differences. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on becoming sensitive to students' individual and cultural differences. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 92% of CTs in Ankara, and 94% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached to the defined expected positive level- over 66.7%.

The seventh sub-area was displaying PTs the examples of teaching which show the personal acceptance of societal and professional ethics. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on accepting societal and professional ethics. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 94% of CTs in Ankara, and 94% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level - over 66.7%.

The last sub-area was explaining and displaying exemplary applications of the legal and moral responsibilities regarding the use of information and communication technologies. CTs in the Ankara group had expected positive contributions to PTs' training on the applications of the legal and moral responsibilities of IT, 84%. In contrast to the response given by CTs in Ankara, CTs in the Bursa group had 20% lower response to the same items, which was 64% - lower than expected positive contribution, 66,7. When the average level of contribution was accepted as 33,4-66,6% for the item 'occasionally', 24% of CTs in Bursa and 8% of CTs in Ankara had responded to the item lower than expected, 33,4-66,6%.

Correlation Results of the Groups

Item 1. Informing PTs on Protecting and Upholding Children's Rights

The correlation of CTs' views in Ankara between the variable 'Children rights' and other variables given in Table 105 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables, 'Preparing and developing materials', 'Cultural centers', 'Family relations', 'Human rights', 'Managing stress', 'Innovations and changes', 'Participation in off-task activities', 'Cooperating with teaching associations', 'Cultural centers', 'Family relations', 'Human rights', 'Managing stress', 'Innovations and changes', 'Participation in off-task activities', 'Developing and changing schools', 'Directives and practices on disabled', 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were clearly very high - 0.554, 0.646, 0.650, 0.877, 0.513, 0.566, 0.533, 0.577, 0.603 , 0.599, 0.563, 0.669, 0.665 respectively, and there was a significantly strong, positive, and meaningful relation between the variables 'Children rights' and the other views stated in the variables in Table 105 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training on 'Children rights'. It could be added that CTs' correlated views between the variables 'Children rights' and the other strongly correlated

independent variables stated in the paragraph above were very strong, positive and meaningful.

Table 105

Informing PTs on Protecting and Upholding Children's Rights - Ankara Group

		V5	V15	V16	V20	V35	V39
Children' rights	Pearson Correlation	0,554	0,646	0,650	0,877	0,513	0,566
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

		V45	V49	V51	V52	V53	V56	V57
Children' rights	Pearson Correlation	0,533	0,577	0,603	0,599	0,563	0,669	0,665
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Children rights' and other variables given in Table 106 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables, 'Preparing and developing materials', 'Cultural centers', 'Family relations', 'Principles and values of the Turkish Education System', Subject specific program', 'Human rights', 'National and international values', 'Individual and cultural differences', Literacy in technology', 'Raising interest in related fields', 'Planning professional development' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were clearly very high- 0.595, 0.415, 0.428, 0.582, 0.408, 0.873, 0.407, 0.423, 0.391, 0.421, 0.460 respectively, and there was a significantly strong, positive, and meaningful relation between the variables 'Children rights' and the other views stated in the variables in Table 106 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training on 'Children rights'. It could be added that CTs' correlated views between the variables 'Children rights' and the other correlated independent variables stated in the paragraph above were strong, positive, and meaningful.

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Table 106

Informing PTs on Protecting and Upholding Children's Rights - Bursa Group

		V5	V15	V16	V17	V18
Children' rights	Pearson Correlation	0,595	0,415	0,428	0,582	0,408
	Sig. (2-tailed)	0,000	0,003	0,002	0,000	0,003
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

		V20	V23	V24	V42	V45	V50
Children' rights	Pearson Correlation	0,873	0,407	0,423	0,391	0,421	0,460
	Sig. (2-tailed)	0,000	0,003	0,002	0,005	0,002	0,001
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

Item 2. Informing PTs on Protecting and Upholding Human Rights

The correlation of CTs' views in Ankara between the variable 'Human rights' and other variables given in Table 107 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables, 'Family relations', 'Children' rights', 'Managing stress', 'Participation in off-task activities', 'Emphasizing use of IT', 'Cooperating with teaching associations', 'Cooperating in team work', 'Participation in activities', 'Developing and changing schools', 'Directives and practices on disables', 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were clearly very high - 0.611, 0.877, 0.528, 0.551, 0.528, 0.563, 0.631, 0.627, 0.657, 0.739, 0.733 respectively, and there was a significantly strong, positive, and meaningful relation between the variables 'Human rights' and the other views stated in the variables in Table 107 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training on 'Human rights'. It could be added that CTs' correlated views between the variables 'Human rights' and the other correlated independent variables stated in the paragraph above were strong, positive, and meaningful.

Table 107

Informing PTs on Protecting and Upholding Human Rights - Ankara Group

		V16	V19	V35	V45	V46
Human rights	Pearson Correlation	0,611	0,877	0,528	0,551	0,528
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

		V49	V51	V52	V53	V56	V57
Human rights	Pearson Correlation	0,563	0,631	0,627	0,657	0,739	0,733
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Human rights' and other variables given in Table 108 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables, 'Preparing and developing materials', 'Cultural centers', 'Principles and values of the Turkish Education System', 'Children' rights', 'National and international values', 'Planning professional development' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were clearly very high - 0.377, 0.454, 0.522, 0.873, 0.388, 0.374 respectively, and there was a significantly strong, positive, and meaningful relation between the variables 'Human rights' and the other views stated in the variables in Table 108.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training in 'Human rights'. It could be added that CTs' correlated views between the variables 'Human rights' and the other correlated independent variables stated in the paragraph above were strong, positive, and meaningful.

Table 108

Informing PTs on Protecting and Upholding Human Rights - Bursa Group

		V5	V15	V17	V19	V23	V50
Human rights	Pearson Correlation	0,377	0,454	0,522	0,873	0,388	0,374
	Sig. (2-tailed)	0,007	0,001	0,000	0,000	0,005	0,007
	N	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

Item 3. Emphasizing the Importance of the Need for Being against Discrimination and not Discriminating Students

The correlation of CTs' views in Ankara between the variable 'Oppozing discrimination' and other variables given in Table 109 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables, 'Ethics', 'The legality and ethics in Information Technology', 'Self-evaluation', 'Reliability and consistency', 'Overcoming difficulties', 'Innovations and changes' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were clearly very high- 0.466, 0.588, 0.433, 0.511, 0.489, 0.454 respectively, and there was a significantly strong, positive, and meaningful relation between the variables 'Opposing discrimination' and the other views stated in the variables in Table 109 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training on 'Opposing discrimination'. It could be added that CTs' correlated views between the variables 'Opposing discrimination' and the other correlated independent variables stated in the paragraph above were strong, positive and meaningful.

Table 109

Emphasizing the Importance of the Need for Being against Discrimination and not Discriminating Students - Ankara Group

		V25	V26	V27	V33	V34	V39
Opposing discrimination	Pearson Correlation	0,466	0,588	0,433	0,511	0,489	0,454
	Sig. (2-tailed)	0,001	0,000	0,002	0,000	0,000	0,001
	N	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Opposing discrimination' and other variables given in Table 110 below shows the correlation coefficients and their positive relations:

CTs' views on the variables, ''Learning environment, 'Testing and evaluation', 'National & international values', 'Ethics', 'The Legality and ethics in Information Technology', 'Managing stress', 'Higher-order thinking skills', 'Participating in any

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Professional Development Facilities' were in the limits of a 99% and 95% confidence interval (a=0.01 and A=0,05), and their correlated coefficients were high 0.498, 0.312, 0.413, 0.306, 0.352, 0.288, 0.295, 0.304 respectively, and there was a significantly strong, positive, and meaningful relation between the variables 'Opposing discrimination' and the other views stated in the variables in Table 110 below.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training on 'Opposing discrimination'. It could be added that CTs' correlated views between the variables 'Opposing discrimination' and the other correlated independent variables stated in the paragraph above were strong, positive, and meaningful.

Table 110

Emphasizing the Importance of the Need for Being against Discrimination and not Discriminating Students - Bursa Group

		V6	V11	V23	V25	V26	V35	V37	V47
Opposing discrimination	Pearson Correlation	0,498	0,312	0,413	0,306	0,352	0,288	0,295	0,304
	Sig. (2-tailed)	0,000	0,028	0,003	0,031	0,012	0,042	0,038	0,032
	N	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Item 4, Displaying Democratic Teacher Attitudes in the Classroom

The correlation of CTs' views in Ankara between the variable 'Democratic professional' and other variables given in Table 111 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Testing and evaluation', 'Evaluating students' progress', 'Principles and values of the Turkish Education System', 'Opposing discrimination', 'Individual and cultural differences', 'Reliability and consistency',

Self-confidence', 'Language proficiency', 'Enthusiasm and willingness' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were high - 0.402, 0.395, 0.446, 0.427, 0.373, 0.477, 0.537, 0.660, 0.558 respectively, and there was a significantly strong, positive and meaningful relation between the variables 'Democratic professional' and the other views stated in the variables in Table 111 below.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training on 'Democratic professional'. It could be added that CTs' correlated views between the variables 'Democratic professional' and the other correlated independent variables stated in the paragraph above were strong, positive, and meaningful.

Table 111

Displaying Democratic Teacher Attitudes in the Classroom - Ankara Group

		V11	V13	V17	V21	V24	V33	V36	V40	V41
Democratic professional	Pearson Correlation	0,402	0,395	0,446	0,427	0,373	0,477	0,537	0,660	0,558
	Sig. (2-tailed)	0,004	0,005	0,001	0,002	0,008	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Democratic professional' and other variables given in Table 112 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Varied opinions and contributions', 'Reliability and consistency', 'Overcoming difficulties' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were high- 0.583, 0.379, 0.430 respectively, and there was a strong, positive, and meaningful relation between the variables 'Democratic professional' and the other views stated in the variables in Table 112 below. CTs in the same group had also well correlated views between the variables 'Democratic professional' and 'Needs', 'Learning environment', 'Variety in teaching', 'National & international values', 'Students' opinions', 'Innovations and changes'. These coefficients were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.336, 0.322, 0.284, 0.425, 0.292,

0.285 respectively, and there was a well correlated positive and meaninful relation between these variables. In contrast with these positive, relations, CTs in the Bursa group also had negative and meaningful correlated views. These views were stated by the variable- 'Cultural centers', and it was in the limit of a 95% confidence interval (a=0.05), and their correlated coefficient was – 0.295.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training on 'Democratic professional'. It could be added that CTs' correlated views between the variables 'Democratic professional' and the other correlated independent variables stated in the paragraph above were mostly positive and meaningful, and they also had negatively directed view stated by the variable 'Cultural centers' while the highest correlated view stated was 'Democratic professional' and 'Reliability and consistency'.

Table 112

Displaying Democratic Teacher Attitudes in the Classroom - Bursa Group

		V1	V6	V8	V15	V23	V29	V30	V33	V34	V39
Democratic professional	Pearson Correlation	0,336	0,322	0,284	-0,295	0,425	0,292	0,583	0,379	0,430	0,285
	Sig. (2-tailed)	0,017	0,023	0,045	0,037	0,002	0,039	0,000	0,007	0,002	0,045
	N	50	50	50	50	50	50	50	50	50	50

| * | Correlation is significant at the 0.05 level (2-tailed). |
| ** | Correlation is significant at the 0.01 level (2-tailed). |

Item 5. Displaying Personal Support for National and Universal Values

The correlation of CTs' views in Ankara between the variable 'National and international values' and other variables given in Table 113 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Human rights', 'Individual and cultural differences', 'Ethics', 'Managing stress' , 'Following changes in IT', 'Emphasizing use of IT', 'Planning professional development', and 'Developing and changing schools'were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were high - 0.414, 0.448, 0.524, 0.454, 0.437, 0.445, 0,592, , 0.414 respectively, and there was a strong, positive and meaningful relation between the variables 'National and international values' and the other views stated in the variables in Table 113 below. In contrast with these positive relations, CTs in the Ankara group had also

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negative and meaningful correlated view. This view was stated by the variable-'Total years of involvement in teacher training', and it was in the limit of a 95% confidence interval (a=0.05), and their correlated coefficient was – 0.327.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training on 'National and international values'. It could be added that CTs' correlated views between the variables 'National and international values' and the other correlated independent variables stated in the paragraph above were mostly strong, positive, and meaningful, and they also had a negatively directed view stated by the variable 'Total years of involvement in teacher training'.

Table 113

Displaying Personal Support for National and Universal Values - Ankara Group

		Total years of inv. in t.training	V20	V24	V25	V35	V43	V46	V50	V53
National & international values	Pearson Correlation	-0,327	0,414	0,448	0,524	0,454	0,437	0,445	0,592	0,414
	Sig. (2-tailed)	0,021	0,003	0,001	0,000	0,001	0,002	0,001	0,000	0,003
	N	50	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'National and international values' and other variables given in Table 114 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Learning environment', 'Off-task activities', 'Testing and evaluation', 'Principles and values of TES', 'Subject specific program', 'Children' rights', 'Human rights', 'Opposing discrimination', 'Democratic professional', 'Individual and cultural differences', 'Ethics', 'The legality and ethics in Information Technology', 'Reliability and consistency', 'Higher-order thinking skills' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high- 0.443, 0.367, 0.494, 0.407, 0.405, 0.407, 0.388, 0.413, 0.425, 0.650, 0.369, 0.428, 0.475, 0.387 respectively, and there was a strong, positive, and meaningful relation between the variables 'National and international values' and the other views stated in the variables in Table 114 below.

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By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training on 'National and international values'. It could be added that CTs' correlated views between the variables 'National and international values' and the other correlated independent variables stated in the paragraph above were mostly strong, positive, and meaningful.

Table 114

Displaying Personal Support for National and Universal Values - Bursa Group

		V6	V7	V11	V17	V18	V19	V20
National & international values	Pearson Correlation	0,443	0,367	0,494	0,407	0,405	0,407	0,388
	Sig. (2-tailed)	0,001	0,009	0,000	0,003	0,004	0,003	0,005
	N	50	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).							
		V21	V22	V24	V25	V26	V33	V37
National & international values	Pearson Correlation	0,413	0,425	0,650	0,369	0,428	0,475	0,387
	Sig. (2-tailed)	0,003	0,002	0,000	0,008	0,002	0,000	0,006
	N	50	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).							

Item 6. Stressing for PTs the Need for Being Sensitive to Students' Individual and Cultural Differences

The correlation of CTs' views in Ankara between the variable 'Individual and cultural differences' and other variables given in Table 115 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Evaluating students' progress', 'Opposing discrimination', 'Ethics', 'The Legality and ethics in Information Technology', 'Self-evaluation', 'Improvement of TLP', 'Overcoming difficulties', 'Self-confidence', 'Following changes in IT', 'Raising interest in related fields', 'Emphasizing use of IT', 'Planning professional development' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high - 0.512, 0.458, 0.485, 0.645, 0.580, 0.532, 0.462, 0.452, 0.537, 0.488, 0.629, 0.468 respectively, and there was a strong, positive, and meaningful relation between the variables 'Individual and cultural differences' and the other views stated in the variables in Table 115 below.

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By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training on 'Individual and cultural differences'. It could be added that CTs' correlated views between the variables 'Individual and cultural differences' and the other correlated independent variables stated in the paragraph above were mostly strong, positive and meaningful.

Table 115

Stressing for PTs the Need for Being Sensitive to Students' Individual and Cultural Differences - Ankara Group

		V13	V21	V25	V26	V27	V28
Individual and cultural differences	Pearson Correlation	0,512	0,458	0,485	0,645	0,580	0,532
	Sig. (2-tailed)	0,000	0,001	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						
		V34	V36	V43	V44	V46	V50
Individual and cultural differences	Pearson Correlation	0,462	0,452	0,537	0,488	0,629	0,468
	Sig. (2-tailed)	0,001	0,001	0,000	0,000	0,000	0,001
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

The correlation of CTs' views in Bursa between the variable 'Cultural and individual differences' and other variables given in Table 116 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Children' rights', 'National & international values', 'Ethics', and 'The Legality and ethics in Information Technology' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high- 0.423, 0.650, 0.425, 0.415 respectively, and there was a strong, positive and meaningful relation between the variables 'National and international values' and the other views stated in the variables. CTs in the same group also had well correlated views with the variable 'Individual and cultural differences'. These well correlated variables were 'Off-task activities', 'Testing and evaluation', 'Principles & Values of TES', and 'Human rights', 'and they were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.326, 0.343, 0.343, 0.348, 0.359, 0.338.

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By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training on 'Cultural and individual differences'. It could be added that CTs' correlated views between the variables 'Cultural and individual differences' and the other correlated independent variables stated in the paragraph above were mostly positive and meaningful.

Table 116

Stressing for PTs the Need for Being Sensitive to Students' Individual and Cultural Differences - Bursa Group

		V7	V11	V17	V19	V20	V23	V25	V26
Individual and cultural differences	Pearson Correlation	0,343	0,343	0,348	0,423	0,359	0,650	0,425	0,415
	Sig. (2-tailed)	0,015	0,015	0,013	0,002	0,011	0,000	0,002	0,003
	N	50	50	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).								
**	Correlation is significant at the 0.01 level (2-tailed).								

Item 7. Displaying PTs the Examples of Teaching which Show the Personal Acceptance of Societal and Professional Ethics

The correlation of CTs' views in Ankara between the variable 'Ethics' and other variables given in Table 117 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Opposing discrimination', 'National & international values', 'Individual and cultural differences', 'The Legality and ethics in Information Technology', 'Overcoming difficulties', 'Emphasizing use of IT', 'Planning professional development', 'Participation in activities', and 'Developing and changing schools' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high- 0.466, 0.524, 0.485, 0.499, 0.420, 0.416, 0.450 respectively, and there was a strong, positive and meaningful relation between the variables 'Ethics' and the other views stated in the variables. CTs in the same group also had strongly, negatively and meaningfully correlated view with the variables 'Ethics' and 'Total years of professional experience'. They were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficient was -0.374.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training in 'Ethics'. It could be added that CTs' correlated views between the variables 'Ethics' and the other correlated independent variables stated in the paragraph above were mostly strong, positive, and meaningful. They also showed negatively directed view, and their negative view was strong, positive, and meaningful.

Table 117

Displaying PTs the Examples of Teaching which Show the Personal Acceptance of Societal and Professional Ethics - Ankara Group

		Total years of proffessional experience	V21	V23	V24	V26	V34	V46	V50	V52	V53
Ethics	Pearson Correlation	-0,374	0,466	0,524	0,485	0,499	0,420	0,416	0,469	0,416	0,450
	Sig. (2-tailed)	0,008	0,001	0,000	0,000	0,000	0,002	0,003	0,001	0,003	0,001
	N	50	50	50	50	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Ethics' and other variables given in Table 118 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Time management', 'National and international values', 'Individual and cultural differences', 'The legality and ethics in Information technology', 'Students' opinions', 'Awareness on IPPs', 'Overcoming difficulties', 'Higher-order thinking skills', and 'Language proficiency' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high- 0.387, 0.369, 0.425, 0.428, 0.389, 0.538, 0.367, 0.536, 0.570 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training on 'Ethics'. It could be added that CTs' correlated views between the variables 'Ethics' and the other correlated independent variables stated in the paragraph above were mostly strong, positive, and meaningful. They also showed negatively directed view, and their negative view was strong, positive, and meaningful.

Table 118

Displaying PTs the Examples of Teaching which Show the Personal Acceptance of Societal and Professional Ethics - Bursa Group

		V9	V23	V24	V26	V29	V32	V34	V37	V40
Ethics	Pearson Correlation	0,387	0,369	0,425	0,428	0,389	0,538	0,367	0,536	0,570
	Sig. (2-tailed)	0,005	0,008	0,002	0,002	0,005	0,000	0,009	0,000	0,000
	N	50	50	50	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

Item 8. Explaining and Displaying Exemplary Applications of the Legal and Moral Responsibilities regarding the Use of Information and Communication Technologies

The correlation of CTs' views in Ankara between the variable 'The legality and ethics in Information Technology' and other variables given in Table 119 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Opposing discrimination', 'Individual and cultural differences', 'Ethics', 'Self-evaluation', 'Reliability and consistency', 'Overcoming difficulties', 'Higher-order thinking skills', 'Literacy in technology', 'Following changes in IT', and 'Raising interest in related fields' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high- 0.588, 0.645, 0.499, 0.459, 0.459, 0.558, 0.509, 0.448, 0.522, 0.521 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training in 'The legality and ethics in Information Technology'. It could be added that CTs' correlated views between the variables 'The legality and ethics in Information Technology' and the other correlated independent variables stated in the paragraph above were all strong, positive, and meaningful.

Table 119

Explaining and Displaying Exemplary Applications of the Legal and Moral
Responsibilities regarding the Use of Information and Communication Technologies
- Ankara Group

		V21	V24	V25	V29	V33	V34	V37	V42	V43	V44
The Legality and ethics in Inf.Tech.	Pearson Correlation	0,588	0,645	0,499	0,459	0,459	0,558	0,509	0,448	0,522	0,521
	Sig. (2-tailed)	0,000	0,000	0,000	0,001	0,001	0,000	0,000	0,001	0,000	0,000
	N	50	50	50	50	50	50	50	50	50	50

**	Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Legality and
ethics in Information Technology' and other variables given in Table 120 below
shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Lesson planning', 'Learning environment', 'Off-task
activities', 'Testing and evaluation', 'Evaluation of subject knowledge', 'Cultural
centers', 'Principles and values of TES', 'National and international values',
'Individual and cultural differences', 'Ethics', 'Higher-order thingking skills',
'Raising interest in related fields', and 'Cooperating with teaching associations' were
in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients
were moderately high, 0.370, 0.361, 0.386, 0.456, 0.468, 0.436, 0.368, 0.428, 0.415,
0.428, 0.489, 0.473, 0.366 respectively, and there was a strong, positive and
meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group
cared for PTs' training on 'The legality and ethics in Information Technology'. It
could be added that CTs' correlated views between the variables 'The legality and
ethics in Information Technology' and the other correlated independent variables
stated in the paragraph above were all strong, positive, and meaningful.

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Table 120

Explaining and Displaying Exemplary Applications of the Legal and Moral

Responsibilities regarding the Use of Information and Communication Technologies

- Bursa Group

		V4	V6	V6	V11	V12	V15
The Legality and ethics in Information Technology	Pearson Correlation	0,370	0,361	0,386	0,456	0,468	0,436
	Sig. (2-tailed)	0,008	0,010	0,006	0,001	0,001	0,002
	N	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).					

		V17	V23	V24	V25	V37	V44	V49
The Legality and ethics in Information Technology	Pearson Correlation	0,368	0,428	0,415	0,428	0,489	0,473	0,366
	Sig. (2-tailed)	0,009	0,002	0,003	0,002	0,000	0,001	0,009
	N	50	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).						

Correlation Summary of Area 6: Assisting PTs to Recognize the Importance of National and Universal Values

In area 6, there were eight sub-areas which were different ways of recognizing the importance of national and universal values. CTs expressed that they contributed to PTs' training in recognizing these values. The first sub-area was informing PTs in protecting and upholding children's rights. CTs in the Ankara group had a very high correlated views with the dependent variable 'Children rights'. The correlated coefficients of some variables were very significantly correlated. They were 'Human rights', 'Family relations', 'Directives and practices on disabled', 'Precautions for disabled'. While these CTs had such high correlated coefficients on 'Children rights' and other variables, CTs in the Bursa group showed a similar tendency in understanding he fullfillment of the skill. Their correlated views were a bit different. With the variable 'Human rights', Bursa group had a very high correlated coefficient just like their colleagues in the Ankara group, but they also had high relations with the variables 'Preparing and developing materials', and 'Principles and values of TES'.

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The second sub-area was informing PTs on protecting and upholding human righs. CTs in the Ankara group had strong views on protecting and upholding 'Human rights' in teaching. They had very highly correlated coefficients with the dependent variable 'Human rights'.   These highly correlated coefficients were 'Children' rights', 'Developing and changing schools', 'Directives and practices on disabled', and 'Precautions for disabled'. CTs in the Bursa group showed highly correlaated coefficients on the variables 'Children' rights', and 'Principles and values of TES' among the other high coefficients.

The third sub-area was emphasizing the importance of the need for being against discrimination and not discriminating students. CTs in the Ankara group had stongly, positively and meaningfully correlated views with other variables given in Table 109   It is recognizable that correlated coefficients of some independent variables were very high. They were 'Ethics', 'The legality and ethics in Information Technology', and 'Reliability and consistency'. CTs in the Bursa group had strongly, positively and meaningfully correlated views on 'Opposing discrimination'. The highest correlated coefficients among them was 'The legality and ethics in Information Technology', and it was followed by the variables 'Reliability and consistency' and 'Overcoming difficulties'.

The fourth sub-area was displaying democratic teacher attitudes in the classroom. CTs in the Ankara group stated that they contributed to PTs' displaying democratic teacher attitudes in the classroom. Their views were observed through the correlated coefficents given in Table 111, and some of these correlated coefficients were found higher than the others. They were 'Language proficiency', 'Enthusiasm and willingness', and 'Self-confidence'. CTs in the Bursa group had three variedly categorized views correlated with the variable 'Democratic professional'. Their highest, strong, positive and meaningful view correlated with the dependent variable 'Democratic professional' was 'Varied opinions and contributions' while their well correlated highest coefficient was between 'Democratic professional' and 'Needs', and their negatively directed view was between 'Democratic professional' and 'Cultural centers'.

The fifth sub-area was displaying personal support for national and universal values. CTs in the Ankara group had strongly, positively, and meaningfully correlated views. The higher correlated coefficients among these variables were the coefficients for the dependent variable 'National and international values' and 'Planning professional development', 'Ethics' while the negatively directed, meaningfully correlated variable was between the dependent variable 'National and international values' and the independent variable 'Total years of involvement in teacher training'. CTs in the Bursa group had also strongly, positively, and meaningfully correlated views with the variable 'National and international values'. The highest coefficient of these correlated views was 'Individual and cultural differences'. These CTs stated that there was a significantly high relation between the variables 'National and international values' and 'Individual and cultural differences'.

The sixth sub-area was stressing for PTs the need for being sensitive to students' individual and cultural differences. CTs in the Ankara group had highly correlated views between the variable 'Cultural and individual differences' and the other stated variables. The highest correlated coefficient between these variables was 'The Legality and ethics in Information Technology', and the other high correlated coefficients were ''Emphasizing use of IT' and 'Self-evaluation'. Besides these positively correlated views, CTs in the Bursa group also had strong, positive, and meaningful correlations with the variable 'Cultural and individual differences'. In the Bursa group, the highest correlated coefficient among these variables was 'National and international values'.

The seventh sub-area was displaying PTs the examples of teaching which show the personal acceptance of societal and professional ethics. CTs in the Ankara group had stated that they contributed to PTs developing sensitivity on societal and professional ethics. They had strong, positive, and meaningful views correlated with other variables. The highest strong, positive, and meaningful view among the other independent variables was 'National and international values'. They also had negatively, strongly, and meaningfully correlated view. It was between the variables 'Ethics' and 'Total years of professional experience'. In parallel to the views of CTs

in Ankara, CTs in Bursa also had strongly, positively, and meaningfully correlated views. The highest correlated coefficient among other views was between 'Ethics' and 'Language proficiency', and the other higher coefficients were 'Awareness on IPPs', and 'Higher-order thinking skills'.

The final sub-area was explaining and displaying examplary applications of the legal and moral responsibilities regarding the use of information and communication technologies. CTs in the Ankara group had significantly strong, positive and meaningful views correlated with the variable 'The legality and ethics in Information Technology'. The highest correlated coefficient was of the independent variable 'Individual and cultural differences', and the other higher variables which had the higher correlated coefficients were 'Opposing discrimination', and 'Overcoming difficulties'. CTs in the Bursa group had strong, positive and meaningful views correlated with the dependent variable 'The legality and ethics in Information Technology'. The highest correlated coefficient was loaded on the variable 'Higher-order thinking skills', and the other high coefficients were of the variables 'Raising interest in related fields' and 'Evaluation of subject knowledge'.

CHAPTER X

DATA ANALYSIS: QUESTIONNAIRES AREA 7

Area 7. Assisting PTs to Become Aware of the Importance of
Doing Self-Evaluation

There were five sub-areas in this area. They were: Doing self evaluation of personal performance to set an example for PTs, utilizing the results of their self-evaluation in improving the teaching and learning process to set an example for PTs, incorporating the opinions of students in the classroom for self-evaluation to set an example for PTs, displaying openness for different opinions and criticism to set an example for PTs, and display of seeking the reasons for changes in students' behavioral and learning related problems firstly in themselves to set an example for PTs.

Frequency Results of the Groups
Item 1. Doing Self Evaluation of Personal Performance to Set an Example for PTs

CTs in the Ankara and in the Bursa groups had approximate contributions in doing self evaluation of personal performance. While CTs in the Ankara group responded to the item 'always'- 58%, CTs in the Bursa group had 30% response rate to the same item, 'always', which was 28% lower than CTs' response rate in the Ankara group. The responses given to the item 'frequently' by CTs in Ankara was 30%, and responses given to the same item in the Bursa group was 30% higher than CTs' responses in Ankara, which was 60%. The responses given to the item 'occasionally' were almost identical in figures. CTs in Bursa responded 2% less to

the item 'occasionally' than CTs in Ankara responded to the same item - 10%. There was also response to the negative unexpected items 'rarely' and 'never'. They were 2% in Ankara and 2% in Bursa.

Table 121

Doing Self Evaluation of Personal Performance to Set an Example for PTs - Ankara Group

Self-evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Occasionally	5	10,0	10,0	12,0
	Frequently	15	30,0	30,0	42,0
	Always	29	58,0	58,0	100,0
	Total	50	100,0	100,0	

Table 122

Doing Self Evaluation of Personal Performance to Set an Example for PTs - Bursa Group

Self-evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	4	8,0	8,0	8,0
	Frequently	30	60,0	60,0	68,0
	Always	15	30,0	30,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Item 2. Utilizing the Results of Their Self-Evaluation in Improving the Teaching and Learning Process to Set an Example for PTs

CTs in the Ankara and in the Bursa groups had different contributions in utilizing the results of their self-evaluation in improving the teaching and learning process. While CTs in the Ankara group responded to the item 'always'- 52%, CTs in the Bursa group had 28% response rate to the same item, 'always', which was

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24% lower than CTs' response rate in the Ankara group. The responses given to the item 'frequently' by CTs in Ankara was 32%, and responses given to the same item in the Bursa group was 26% higher than CTs' responses in Ankara, which was 56%. The responses given to the item 'occasionally' were almost identical in figures. CTs in Bursa responded 2% more to the item 'occasionally' than CTs in Ankara responded to the same item, 12%. There was also response to the negative unexpected items 'rarely' and 'never', and CTs in Ankara gave 4% response, but CTs in Bursa did not respond to the same items.

Table 123

Utilizing the Results of Their Self-Evaluation in Improving the Teaching and Learning Process to Set an Example for PTs - Ankara Group

Improvement of TLP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Rarely	1	2,0	2,0	4,0
	Occasionally	5	10,0	10,0	14,0
	Frequently	16	32,0	32,0	46,0
	Always	26	52,0	52,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Table 124

Utilizing the Results of Their Self-Evaluation in Improving the Teaching and Learning Process to Set an Example for PTs - Bursa Group

Improvement of TLP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	6	12,0	12,0	12,0
	Frequently	28	56,0	56,0	68,0
	Always	14	28,0	28,0	96,0
	No response	2	4,0	4,0	100,0
	Total	50	100,0	100,0	

Item 3. Incorporating the Opinions of Students in the Classroom for Self-Evaluation to Set an Example for PTs

CTs in the Ankara and in the Bursa groups had approximate contributions on incorporating students' opinions. While CTs in the Ankara group responded to the item 'always'- 38%, CTs in the Bursa group had 44% response rate to the same item, 'always', which was 6% higher than CTs' response rate in the Ankara group. The responses given to the item 'frequently' by CTs in Ankara was 40%, and responses given to the same item in the Bursa group was also 40%. The responses given to the item 'occasionally' were approximate in figures. CTs in Bursa responded 6% less to the item 'occasionally' than CTs in Ankara responded to the same item - 12%. There was also response to the negative unexpected items 'rarely' and 'never', and CTs both in Ankara and in Bursa gave 4% response.

Table 125

Incorporating the Opinions of Students in the Classroom for Self-Evaluation to Set an Example for PTs - Ankara Group

Students' opinions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Rarely	1	2,0	2,0	4,0
	Occasionally	9	18,0	18,0	22,0
	Frequently	20	40,0	40,0	62,0
	Always	19	38,0	38,0	100,0
	Total	50	100,0	100,0	

Table 126

Incorporating the Opinions of Students in the Classroom for Self-Evaluation to Set
an Example for PTs - Bursa Group

Students' opinions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Rarely	1	2,0	2,0	4,0
	Occasionally	6	12,0	12,0	16,0
	Frequently	20	40,0	40,0	56,0
	Always	22	44,0	44,0	100,0
	Total	50	100,0	100,0	

*Item 4. Displaying Openness for Different Opinions and Criticism to Set an
Example for PTs*

CTs in the Ankara and in the Bursa groups had approximate contributions on openness for different opinions and contributions. While CTs in the Ankara group responded to the item 'always'- 52%, CTs in the Bursa group had 62% response rate to the same item, 'always', which was 10% higher than CTs' response rate in the Ankara group. The responses given to the item 'frequently' by CTs in Ankara was 28%, and responses given to the same item in the Bursa group was 32%. The responses given to the item 'occasionally' were different in figures. CTs in Bursa responded 14% less to the item 'occasionally' than CTs in Ankara responded to the same item - 6%. There was no given response to the negative unexpected items 'rarely' and 'never' in the Ankara and in the Bursa groups.

Table 127

Displaying Openness for Different Opinions and Criticism to Set an Example for PTs
- Ankara Group

Varied opinions and contributions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	10	20,0	20,0	20,0
	Frequently	14	28,0	28,0	48,0
	Always	26	52,0	52,0	100,0
	Total	50	100,0	100,0	

Table 128

Displaying Openness for Different Opinions and Criticism to Set an Example for PTs
- Bursa Group

Varied opinions and contributions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	3	6,0	6,0	6,0
	Frequently	16	32,0	32,0	38,0
	Always	31	62,0	62,0	100,0
	Total	50	100,0	100,0	

Item 5. Display of Seeking the Reasons for Changes in Students' Behavioral and Learning Related Problems Firstly in Themselves to Set an Example for PTs

CTs in the Ankara and in the Bursa groups had different and distant contributions on students' behavioral and learning related problems. While CTs in the Ankara group responded to the item 'always'- 26%, CTs in the Bursa group had 28% response rate to the same item, 'always'. The responses given to the item 'frequently' by CTs in Ankara was 26%, and responses given to the same item in the Bursa group was 46%, 20% difference in response rate. The responses given to the item 'occasionally' were almost identical in figures, 24% in Ankara and 22% in Bursa. There was 20% difference in the given responses to the negative unexpected items 'rarely' and 'never', 24% in Ankara and 4% in the Bursa groups.

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Table 129

Display of Seeking the Reasons for Changes in Students' Behavioral and Learning
Related Problems Firstly in Themselves to Set an Example for PTs - Ankara Group

Developing and learning difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	4,0	4,0	4,0
	Rarely	10	20,0	20,0	24,0
	Occasionally	12	24,0	24,0	48,0
	Frequently	13	26,0	26,0	74,0
	Always	13	26,0	26,0	100,0
	Total	50	100,0	100,0	

Table 130

Display of Seeking the Reasons for Changes in Students' Behavioral and Learning
Related Problems Firstly in Themselves to Set an Example for PTs - Bursa Group

Varied opinions and contributions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	3	6,0	6,0	6,0
	Frequently	16	32,0	32,0	38,0
	Always	31	62,0	62,0	100,0
	Total	50	100,0	100,0	

***Frequency Summary of Area 7: Assisting PTs to Become Aware of the Importance
of Doing Self-Evaluation***

In area seven, there were five sub-areas. The first one was doing self-
evaluation of personal performance to set an example for PTs. CTs in the Ankara
and in the Bursa groups had expected positive contributions to PTs' training in doing
self evaluation. When the positive expected level of contribution was accepted as
66.7%-100% in total of the figures given to the items 'always' and 'frequently', and
when CTs' positive, expected level of views was concerned, 88% of CTs in Ankara,
and 90% of CTs in Bursa responded to the items 'always' and 'frequently' in total,

and their responses reached the defined expected positive level - over 66.7%.

The second sub-area was utilizing the results of their self-evaluation in improving the teaching and learning process to set an example for PTs. CTs in the Ankara and the Bursa groups had expected positive contributions to PTs' training in improving the teaching and learning process. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 84% of CTs in Ankara, and 94% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level - over 66.7%.

The third sub-area was incorporating the opinions of students in the classroom for self-evaluation to set an example for PTs. CTs in the Ankara and the Bursa groups had expected positive contributions to PTs' training in incorporating the opinions of students. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 78% of CTs in Ankara and 84% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level - over 66.7%. CTs' responses to the item 'occasionally' were almost identical, 18% in Ankara and 12% in Bursa.

The fourth sub-area was displaying openness for different opinions and criticism to set an example for PTs. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training in different opinions and contributions. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 80% of CTs in Ankara and 94% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level- over 66.7%. CTs' responses to the item 'occasionally' were not approximate, 20% in Ankara and 6% in Bursa.

The final sub-area was display of seeking the reasons for changes in students' behavioral and learning related problems firstly in themselves to set an example for

PTs. CTs in Ankara did not have expected positive contributions to PTs' training-52%, but CTs in the Bursa groups had expected positive contributions to PTs' training in the stated responsibility, 74%. Between the two groups, there was 22% difference in response to the positive items when the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned the Ankara group had lower than expected rate ,66.7%. CTs' responses to the item 'occasionally' were almost identical, 24% in Ankara and 22% in Bursa, but their unexpected negative level of views about their contributions were pretty different, 24% in Ankara and 4% in Bursa.

Correlation Results of the Groups

Item 1. Doing Self Evaluation of Personal Performance to Set an Example for PTs

The correlation of CTs' views in Ankara between the variable 'Self-evaluation' and other variables given in Table 131 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Evaluating students' progress', 'Opposing discrimination', 'Individual and cultural differences', 'The legality and ethics in Information Technology', 'Improvement of TLP', 'Students' opinions', 'Varied opinions and contributions', 'Reliability and consistency', and 'Overcoming difficulties' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.425, 0.433, 0.580, 0.459, 0.808, 0.508, 0.470, 0.542, 0.446 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training in 'Self-evaluation'. It could be added that CTs' correlated views between the variables 'Self-evaluation' and the other correlated independent variables stated in the paragraph above were all strong, positive, and meaningful.

Table 131

Doing Self Evaluation of Personal Performance to Set an Example for PTs - Ankara
Group

		V13	V21	V24	V26	V28	V29	V30	V33	V34
Self-evaluation	Pearson Correlation	0,425	0,433	0,580	0,459	0,808	0,508	0,470	0,542	0,446
	Sig. (2-tailed)	0,002	0,002	0,000	0,001	0,000	0,000	0,001	0,000	0,001
	N	50	50	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Self-evaluation' and other variables given in Table 132 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Time management', 'Classroom management and relations', Subject specific program', 'Opposing discrimination', 'Democratic professional', 'Individual and cultural differences', 'The legality and ethics in IT', 'Improvement of TLP', Students' opinions', 'Varied opinions and contributions', 'Reliability and consistency', and 'Language proficiency' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.3420, 0.273, 0.273, 0.273, 0.279, 0.270, 0.322, 0.293, 0.709, 0.313, 0.325, 0.257, 0.273 respectively, and there was a strong, positive and meaningful relation. By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training in 'Self-evaluation'. It could be added that CTs' correlated views between the variables 'Self-evaluation' and the other correlated independent variables stated in the paragraph above were all strong, positive, and meaningful.

Table 132

Doing Self Evaluation of Personal Performance to Set an Example for PTs - Bursa
Group

		V9	V10	V18	V21	V22	V24
Self-evaluation	Pearson Correlation	0,342	0,273	0,273	0,279	0,270	0,322
	Sig. (2-tailed)	0,000	0,006	0,006	0,005	0,007	0,001
	N	100	100	100	100	100	100

** Correlation is significant at the 0.01 level (2-tailed).

		V26	V28	V29	V30	V33	V40
Self-evaluation	Pearson Correlation	0,293	0,709	0,313	0,325	0,257	0,273
	Sig. (2-tailed)	0,003	0,000	0,002	0,001	0,010	0,006
	N	100	100	100	100	100	100

** Correlation is significant at the 0.01 level (2-tailed).

Item 2. Utilizing the Results of Their Self-Evaluation in Improving the Teaching and Learning Process to Set an Example for PTs

The correlation of CTs' views in Ankara between the variable 'Improvement of teaching and learning process' and other variables given in Table 133 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Needs', 'Time management', Individual and cultural differences', 'Ethics', 'Self-evaluation', 'Students' opinions', 'Varied opinions and contributions', 'Participating in any PDF', 'Professional media', and 'Planning professional development' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.411, 0.440, 0.532, 0.408, 0.808, 0.468, 0.426, 0.439, 0.437, 0.414 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training in 'Improvement of teaching and learning process'. It could be added that CTs' correlated views between the variables 'Improvement of teaching and learning process' and the other all correlated independent variables stated in the paragraph above were strong, positive, and meaningful.

Table 133

Utilizing the Results of Their Self-Evaluation in Improving the Teaching and
Learning Process to Set an Example for PTs - Ankara Group

		V1	V9	V24	V25	V27	V29	V30	V47	V48	V50
Improvement of TLP	Pearson Correlation	0,411	0,440	0,532	0,408	0,808	0,468	0,426	0,439	0,437	0,414
	Sig. (2-tailed)	0,003	0,001	0,000	0,003	0,000	0,001	0,002	0,001	0,001	0,003
	N	50	50	50	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Improvement of teaching and learning process' and other variables given in Table 134 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Needs', 'Time management', 'Self-evaluation', 'Time management strategies', and 'Innovations and changes' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.399, 0.396, 0.535, 0.470, 0.393 respectively, and there was a strong, positive and meaningful relation. CTs in the same group also had well correlated views with the variable 'Improvement of TLP', and these variables were 'Following changes in IT', 'Developing and changing schools', 'Classroom management and relations', and 'Students' opinions', and they were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.302, 0.343, 0.337, 0.333.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training in 'Improvement of teaching and learning process'. It could be added that CTs' correlated views between the variables 'Improvement of teaching and learning process' and all the other correlated independent variables stated in the paragraph above were strong, positive, and meaningful while some other variables were well correlated with the dependent variable 'Improvement of teaching and learning process'.

Table 134

Utilizing the Results of Their Self-Evaluation in Improving the Teaching and

Learning Process to Set an Example for PTs - Bursa Group

		V1	V9	V10	V27	V29	V38	V39	V43	V53
Improvement of TLP	Pearson Correlation	0,399	0,396	0,337	0,535	0,333	0,470	0,393	0,302	0,343
	Sig. (2-tailed)	0,004	0,004	0,017	0,000	0,018	0,001	0,005	0,033	0,015
	N	50	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Item 3. Incorporating the Opinions of Students in the Classroom for Self-Evaluation to Set an Example for PTs

The correlation of CTs' views in Ankara between the variable 'Students' opinions' and other variables given in Table 135 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Time management', 'Evaluation of subject knowledge', 'Cultural centers', 'Family relations', 'The legality and ethics in Information Technology', 'Self-evaluation', 'Improvement of TLP', 'Varied opinions and contributions', 'Awareness of official directives', and 'Official directives and proposals' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were high, 0.398, 0.374, 0.366, 0.403, 0. 404, 0.508, 0.468, 0.605, 0.439, 0.410 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training in 'Students' opinions'. It could be added that CTs' correlated views between the variables 'Students' opinions' and all the other correlated independent variables stated in the paragraph above were strong, positive, and meaningful.

Table 135

Incorporating the Opinions of Students in the Classroom for Self-Evaluation to Set an Example for PTs - Ankara Group

		V9	V12	V15	V16	V26
Students' opinions	Pearson Correlation	0,398	0,374	0,366	0,403	0,404
	Sig. (2-tailed)	0,004	0,007	0,009	0,004	0,004
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

		V27	V28	V30	V54	V55
Students' opinions	Pearson Correlation	0,508	0,468	0,605	0,439	0,410
	Sig. (2-tailed)	0,000	0,001	0,000	0,001	0,003
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

The correlation of CTs' views in Bursa between the variable 'Students' opinions' and other variables given in Table 136 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Needs', 'Off-task activities', 'Classroom management and relations', 'Ethics', 'Varied opinions and contributions', 'Developing and learning difficulties', 'Awareness on IPPs', and 'Enthusiasm and willingness' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.375, 0.418, 0.410, 0.389, 0.521, 0.430, 0.480, 0.432 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group cared for PTs' training in 'Students' opinions'. It could be added that CTs' correlated views between the variables 'Students' opinions' and all the other correlated independent variables stated in the paragraph above were strong, positive and meaningful.

Table 136

Incorporating the Opinions of Students in the Classroom for Self-Evaluation to Set an Example for PTs - Bursa Group

		V1	V7	V10	V25	V30	V31	V32	V41
Students' opinions	Pearson Correlation	0,375	0,418	0,410	0,389	0,521	0,430	0,480	0,432
	Sig. (2-tailed)	0,007	0,003	0,003	0,005	0,000	0,002	0,000	0,002
	N	50	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

Item 4. Displaying Openness for Different Opinions and Criticism to Set an Example for PTs

The correlation of CTs' views in Ankara between the variable 'Varied opinions and contributions' and other variables given in Table 137 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Evaluation of subject knowledge', 'Cultural centers', 'Family relations', 'Self-evaluation', 'Improvement of TLP', 'Students' opinions', 'Developing and learning difficulties', 'Higher-order thinking skills', 'Innovations and changes' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.489, 0.470, 0.455, 0.470, 0.426, 0.605, 0.407, 0.531, 0.473 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group cared for PTs' training in 'Varied opinions and contributions'. It could be added that CTs' correlated views between the variables 'Varied opinions and contributions' and the all other correlated independent variables stated in the paragraph above were strong, positive and meaningful.

Table 137

Displaying Openness for Different Opinions and Criticism to Set an Example for PTs - Ankara Group

		V12	V15	V16	V27	V28	V29	V31	V37	V39
Varied opinions and contributions	Pearson Correlation	0,489	0,470	0,455	0,470	0,426	0,605	0,407	0,531	0,473
	Sig. (2-tailed)	0,000	0,001	0,001	0,001	0,002	0,000	0,003	0,000	0,001
	N	50	50	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Varied opinions and contributions' and other variables given in Table 138 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Classroom management and relations', 'Democratic professional', 'Students' opinions' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.503, 0.583, 0.521 respectively, and there was a strong, positive, and meaningful relation. Besides these positive relations, they also had strong, negative and meaningful views correlated with the dependent variable. They were 'Cooperating in team work' and 'Participation in activities', and they were also in the limits of a 99% confidence interval (0.01), and their correlated coefficients were -0.428 and -0.362. In addition to these positive and negative strong correlations, CTs' views on the variables 'Sex', 'Professional media', 'Directives and practices on disabled', 'Precautions for disabled', 'Cultural centers' were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were -0.314, -0.298, -0.282, -0.297, -0.297 respectively, and there was a negative and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had some positive and negative contributions to PTs' training in 'Varied opinions and contributions'. It could be added that CTs' correlated views between the variables 'Varied opinions and contributions' and the all other correlated independent variables stated in the paragraph above were strong, positive and meaningful; strong, negative and meaningful; negative and meaningful.

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Table 138

Displaying Openness for Different Opinions and Criticism to Set an Example for PTs - Bursa Group

		Sex	V10	V15	V22	V29	V48	V51	V52	V56	V57
Varied opinions and contributions	Pearson Correlation	-0,314	0,503	0,297	0,583	0,521	-0,298	-0,428	-0,362	-0,282	-0,297
	Sig. (2-tailed)	0,027	0,000	0,037	0,000	0,000	0,036	0,002	0,010	0,048	0,036
	N	50	50	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Item 5. Display of Seeking the Reasons for Changes in Students' Behavioral and Learning Related Problems Firstly in Themselves to Set an Example for PTs

The correlation of CTs' views in Ankara between the variable 'Developing and learning difficulties' and other variables given in Table 139 below showed the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Preparing and developing materials', 'Learning environment', 'Family relations', 'Varied opinions and contributions', 'Awareness on IPPs', 'Higher-order thinking skills' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.470, 0.439, 0.395, 0.407, 0.380, 0.405 respectively, and there was a strong, positive and meaningful relation. In addition to these positive strong correlations, CTs' views on the variables 'Total years of involvement in teacher training', 'Lesson planning' were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.344, 0.354 respectively, and there was a positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had some strong, positive and meaningful correlated views and less strong, positive and meaningful contributions to PTs' training in 'Developing and learning difficulties'.

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Table 139

Display of Seeking the Reasons for Changes in Students' Behavioral and Learning Related Problems Firstly in Themselves to Set an Example for PTs - Ankara Group

		Total years of invol. in t.training	V4	V5	V6	V16	V30	V32	V37
Developing and learning difficulties	Pearson Correlation	0,344	0,354	0,470	0,439	0,395	0,407	0,380	0,405
	Sig. (2-tailed)	0,014	0,012	0,001	0,001	0,005	0,003	0,006	0,004
	N	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Developing and learning difficulties' and other variables given in Table 140 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Evaluating students' progress', 'Students' opinions', 'Enthusiasm and willingness', and 'Planning professional development' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.367, 0.430, 0.409, 0.363 respectively, and there was a strong, positive and meaningful relation. In addition to these positive strong correlations, CTs' views on the variables 'Children' rights', 'Human rights', 'Lesson planning', 'Preparing and developing materials', 'Awareness on IPPs', 'Varied opinions and contributions', 'Literacy in technology' were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.338, 0.301, 0.293, 0.303, 0.302, 0.346, 0.289 respectively, and there was a positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had some strong, positive and meaningful correlated views and less strong, positive, and meaningful contributions to PTs' training in 'Developing and learning difficulties'.

Table 140

Display of Seeking the Reasons for Changes in Students' Behavioral and Learning
Related Problems Firstly in Themselves to Set an Example for PTs - Bursa Group

		V4	V5	V13	V19	V20
Developing and learning difficulties	Pearson Correlation	0,293	0,303	0,367	0,338	0,301
	Sig. (2-tailed)	0,039	0,033	0,009	0,016	0,033
	N	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

		V29	V30	V32	V41	V42	V50
Developing and learning difficulties	Pearson Correlation	0,430	0,346	0,302	0,409	0,289	0,363
	Sig. (2-tailed)	0,002	0,014	0,033	0,003	0,042	0,010
	N	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Correlation Summary of Area 7: Assisting PTs to Become Aware of the Importance of Doing Self-Evaluation

In area 7, there were five sub-areas, and the first was doing self evaluation of personal performance to set an example for PTs. CTs in the Ankara group had strong, positive, and meaningful views correlated with the dependent variable 'Self-evaluation', and the highest positive correlated coefficient belonged to the independent variable 'Improvement of TLP', and the higher positive correlated coefficient belonged to the independent variable 'Individual and cultural differences'. CTs in the Bursa group also had strong, positive and meaningful views correlated with the dependent variable 'Self-evaluation', and the highest, positive correlated coefficient belonged to the independent variable 'Improvement of TLP', and the higher, positive correlated coefficient belonged to the independent variable 'Time management'.

The second sub-area was utilizing the results of their self-evaluation in improving the teaching and learning process to set an example for PTs. CTs in both

groups stated that they contributed to PTs in improving the teaching and learning process. CTs in the Ankara group had strong, positive, and meaningful views correlated with the dependent variable 'Improvement of TLP', and the highest correlated coefficient among these independent variables belonged to the independent variable 'Self-evaluation', and the other stronger, more positive and more meaningful correlated coefficients belonged to these independent variables 'Individual and cultural differences' and 'Students' opinions'. CTs in the Bursa group had strong, positive and meaningful correlated views. Among these views, the highest correlated coefficient was identical to the one which CTs in the Ankara group had ,'Self-evaluation', and the other stronger, more positive, and more meaningful correlated coefficient belonged to the independent variable 'Time management strategies'which was different from the correlated view of CTs in the Ankara group. The other independent variables in the Bursa group were well correlated variables listed in Table 134.

The third sub-area was incorporating the opinions of students in the classroom for self-evaluation to set an example for PTs. CTs in the Ankara group stated strong, positive, and meaningful views correlated with the dependent variable 'Students' opinions', and the highest correlated coefficient belonged to the independent variable 'Varied opinions and contributions', and the other higher correlated coefficient was the independent variable 'Self-evaluation'. CTs in the Bursa group had strong, positive, and meaningful views correlated with the dependent variable 'Students' opinions', and the highest correlated coefficient belonged to the independent variable 'Varied opinions and contributions'.

The fourth sub-area was displaying openness for different opinions and criticism to set an example for PTs. CTs in the Ankara group had strong, positive and meaningful views correlated with the independent variables shown in Table 137. The highest correlated coefficient belonged to the independent variable 'Students' opinions', and the higher correlated coefficient belonged to the independent variable 'Higher-order thinking skills'. CTs in the Bursa group had strong negative and positive correlated views with the dependent variable 'Varied opinions and contributions'. The highest positive correlated coefficient belonged to the independent variable 'Democratic professional', and the highest negative correlated

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coefficient belonged to the independent variable 'Cooperating in team work'. They also had well correlated negative view correlated with the variable 'Varied opinions and contributions', and it was the independent variable 'Sex'.

The final sub-area was display of seeking the reasons for changes in students' behavioral and learning related problems firstly in themselves to set an example for PTs. CTs in Ankara had strong, positive, and meaningful views about contributing to PTs recognizing students' developing and learning difficulties. The highest correlated coefficient belonged to the independent variable 'Preparing and developing materials'. The higher well correlated view was 'Lesson planning'. CTs in the Bursa group had some strong, positive, and meaningful correlated views and less strong, positive and meaningful contributions to PTs' training in 'Developing and learning difficulties'. The highest strong, positive and meaningful correlated coefficient belonged to the independent variable 'Students' opinions', and the highest well correlated positive and meaningful view belonged to the independent variable 'Varied opinions and contributions'.

CHAPTER XI

DATA ANALYSIS: QUESTIONNAIRES AREA 8

Area 8. Assisting PTs to Better Understand the Process of
Professional Development

There were thirteen sub-areas in this area. They were: Assisting PTs to realize the importance of their own personal strengths and professional competence, stressing for PTs the importance of consistency and honesty in their conduct in the classroom, emphasizing for PTs the importance of coping with problems, building awareness in PTs for knowing the ways of managing stress and using them for professional success, emphasizing the importance of having self confidence in teachers, emphasizing the importance of having higher order thinking skills in teachers and utilizing them, assisting PTs to learn time management strategies and to utilize them in teaching, explaining the importance of adapting new ideas and changes, stressing the importance of using English grammatically and intelligibly, emphasizing the importance of fulfilling professional responsibilities enthusiastically and willingly, emphasizing the importance of being technology literate for teachers, emphasizing the importance of monitoring the latest developments in information and communication technologies, emphasizing the importance of following developments in related fields, participating in professional activities in those fields, and applying what is learned in those fields into teaching.

Item 1. Assisting PTs to Realize the Importance of Their Own Personal Strengths and Professional Competence

CTs in the Ankara and in the Bursa groups had almost identical contributions on the importance of personal and professional strengths. While CTs in the Ankara group responded to the item 'always'- 32%, CTs in the Bursa group had 34% response rate to the same item, 'always'. The responses given to the item 'frequently' by CTs in Ankara was 54%, and responses given to the same item in the Bursa group was 52%, 2% slight difference in response rate. The responses given to the item 'occasionally' were identical in figures, 12% both in Ankara and Bursa. There was no difference in the total in the given responses to the negative unexpected items 'rarely' and 'never' - 2% in Ankara and 2% in the Bursa.

Table 141

Assisting PTs to Realize the Importance of Their Own Personal Strengths and Professional Competence - Ankara Group

Awareness on IPPs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Occasionally	6	12,0	12,0	14,0
	Frequently	27	54,0	54,0	68,0
	Always	16	32,0	32,0	100,0
	Total	50	100,0	100,0	

Table 142

Assisting PTs to Realize the Importance of Their Own Personal Strengths and Professional Competence - Bursa Group

Awareness on IPPs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	6	12,0	12,0	14,0
	Frequently	26	52,0	52,0	66,0
	Always	17	34,0	34,0	100,0
	Total	50	100,0	100,0	

Item 2. Stressing for PTs the Importance of Consistency and Honesty in Their Conduct in the Classroom

CTs in the Ankara and in the Bursa groups had almost identical contributions on importance of consistency and honesty in teachers' conduct in the classroom. While CTs in the Ankara group responded to the item 'always'- 76%, CTs in the Bursa group had 66% response rate to the same item 'always'. There was 10% difference in the response rates. The responses given to the item 'frequently' by CTs in Ankara was 20%, and responses given to the same item in the Bursa group was 34% - 14% difference in response rate. The responses given to the item 'occasionally' was 4% in Ankara, but there was no response to the same item in the Bursa group - which represented CTs' average level of views. There was no given response to the negative unexpected items 'rarely' and 'never' both in the Ankara and in the Bursa groups.

Table 143

Stressing for PTs the Importance of Consistency and Honesty in Their Conduct in the Classroom - Ankara Group

Reliability and consistency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	2	4,0	4,0	4,0
	Frequently	10	20,0	20,0	24,0
	Always	38	76,0	76,0	100,0
	Total	50	100,0	100,0	

Table 144

Stressing for PTs the Importance of Consistency and Honesty in Their Conduct in the Classroom - Bursa Group

Reliability and consistency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	17	34,0	34,0	34,0
	Always	33	66,0	66,0	100,0
	Total	50	100,0	100,0	

Item 3. Emphasizing for PTs the Importance of Coping with Problems

CTs in the Ankara and in the Bursa groups had almost identical contributions on the importance of coping with problems. While CTs in the Ankara group responded to the item 'always'- 52%, CTs in the Bursa group had 46% response rate to the same item, 'always'. There was 6% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 40%, and responses given to the same item in the Bursa group was 42%, 2% very slight difference in response rate. The responses given to the item 'occasionally' was 8% in Ankara, and the response to the same item in the Bursa group was 12%, which represented CTs' average level of views. There was no given response to the negative unexpected items 'rarely' and 'never' both in the Ankara and in the Bursa groups.

Table 145

Emphasizing for PTs the Importance of Coping with Problems - Ankara Group

Overcoming difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	4	8,0	8,0	8,0
	Frequently	20	40,0	40,0	48,0
	Always	26	52,0	52,0	100,0
	Total	50	100,0	100,0	

Table 146

Emphasizing for PTs the Importance of Coping with Problems - Bursa Group

Overcoming difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	6	12,0	12,0	12,0
	Frequently	21	42,0	42,0	54,0
	Always	23	46,0	46,0	100,0
	Total	50	100,0	100,0	

Item 4. Building Awareness in PTs for Knowing the Ways of Managing Stress and Using Them for Professional Success

CTs in the Ankara and in the Bursa groups had almost identical contributions on the ways of managing stress and using them for professional success. While CTs

in the Ankara group responded to the item 'always'- 40%, CTs in the Bursa group had 32% response rate to the same item, 'always'. There was 8% difference in response rates.

The responses given to the item 'frequently' by CTs in Ankara was 48%, and responses given to the same item in the Bursa group was 44%, a slight 4% difference in response rate. The responses given to the item 'occasionally' was 10% in Ankara, and the response to the same item in the Bursa group was 20%, which represented CTs' average level of views. There was 10% difference in response rate. Given responses to the negative unexpected item 'rarely' were 2% in Ankara and 4% in the Bursa group, but there was no response to the item 'never'.

Table 147

Building Awareness in PTs for Knowing the Ways of Managing Stress and Using Them for Professional Success - Ankara Group

Managing stress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	5	10,0	10,0	12,0
	Frequently	24	48,0	48,0	60,0
	Always	20	40,0	40,0	100,0
	Total	50	100,0	100,0	

Table 148

Building Awareness in PTs for Knowing the Ways of Managing Stress and Using Them for Professional Success - Bursa Group

Managing stress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	4,0	4,0	4,0
	Occasionally	10	20,0	20,0	24,0
	Frequently	22	44,0	44,0	68,0
	Always	16	32,0	32,0	100,0
	Total	50	100,0	100,0	

Item 5. Emphasizing the Importance of Having Self Confidence in Teachers

CTs in the Ankara and the Bursa groups had almost identical contributions on having self confidence in teachers. While CTs in the Ankara group responded to the item 'always'- 76%, CTs in the Bursa group had 64% response rate to the same item, 'always'. There was 12% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 22%, and responses given to the same item in the Bursa group was 36%, 14% difference in response rate. There was no response given to the item 'occasionally'. No response was given to the negative unexpected items 'rarely' and 'never' by both groups, but 2% of CTs in Ankara did not respond to the items at all.

Table 149

Emphasizing the Importance of Having Self Confidence in Teachers - Ankara Group

Self-confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	11	22,0	22,0	22,0
	Always	38	76,0	76,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Table 150

Emphasizing the Importance of Having Self Confidence in Teachers - Bursa Group

Self-confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	18	36,0	36,0	36,0
	Always	32	64,0	64,0	100,0
	Total	50	100,0	100,0	

Item 6. Emphasizing the Importance of Having Higher Order Thinking Skills in Teachers and Utilizing Them

CTs in the Ankara and in the Bursa groups had almost identical contributions on having higher order thinking skills in PTs and utilizing them. While CTs in the Ankara group responded to the item 'always'- 52%, CTs in the Bursa group had 64% response rate to the same item, 'always'. There was 12% difference in response rates.

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The responses given to the item 'frequently' by CTs in Ankara was 40%, and responses given to the same item in the Bursa group was 36% - 4% difference in response rate. There was no response given to the item 'occasionally' in Bursa, but 4% of CTs in the Ankara group responded to the same item. While no response was given to the negative unexpected item 'rarely' in the Bursa group, 4% of CTs responded to the same item in the Ankara group. CTs in both groups did not respond to the item 'never'.

Table 151

Emphasizing the Importance of Having Higher Order Thinking Skills in Teachers and Utilizing Them - Ankara Group

Higher-order thinking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	4,0	4,0	4,0
	Occasionally	2	4,0	4,0	8,0
	Frequently	20	40,0	40,0	48,0
	Always	26	52,0	52,0	100,0
	Total	50	100,0	100,0	

Table 152

Emphasizing the Importance of Having Higher Order Thinking Skills in Teachers and Utilizing Them - Bursa Group

Higher-order thinking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	10	20,0	20,0	22,0
	Frequently	24	48,0	48,0	70,0
	Always	15	30,0	30,0	100,0
	Total	50	100,0	100,0	

Item 7. Assisting PTs to Learn Time Management Strategies and to Utilize Them in Teaching

CTs in the Ankara and in the Bursa groups had almost identical contributions in learning time management strategies and utilizing them in teaching. While CTs in the Ankara group responded to the item 'always' - 48%, CTs in the Bursa group had

38% response rate to the same item, 'always'. There was 10% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 46%, and responses given to the same item in the Bursa group was 42% - 4% difference in response rate. While 4% of CTs responded to the item 'occasionally' in Ankara, 10% of CTs in the Bursa group responded to the same item, 6% slight difference in the frequency rate. No response was given to the negative unexpected items 'rarely' and 'never' in the Ankara group, but 6% of CTs responded to the item in the Bursa group. 2% of CTs in Ankara and 4% of CTs in the Bursa group did not give any response to none of the items.

Table 153

Assisting PTs to Learn Time Management Strategies and to Utilize Them in Teaching - Ankara Group

Time management strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	2	4,0	4,0	4,0
	Frequently	23	46,0	46,0	50,0
	Always	24	48,0	48,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Table 154

Assisting PTs to Learn Time Management Strategies and to Utilize Them in Teaching - Bursa Group

Time management strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	3	6,0	6,0	6,0
	Occasionally	5	10,0	10,0	16,0
	Frequently	21	42,0	42,0	58,0
	Always	19	38,0	38,0	96,0
	No response	2	4,0	4,0	100,0
	Total	50	100,0	100,0	

Item 8. Explaining the Importance of Adapting New Ideas and Changes

CTs in the Ankara and in the Bursa groups had approximate contributions in adapting new ideas and changes. While CTs in the Ankara group responded to the item 'always'- 60%, of CTs in the Bursa group had 50% response rate to the same item, 'always'. There was 10% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 32%, and responses given to the same item in the Bursa group was 38%, 6% difference in response rate. While 6% of CTs responded to the item 'occasionally' in Ankara, 10% of CTs in the Bursa group responded to the same item, 4% difference in the frequency rates. 2% of CTs responded to the negative unexpected item 'rarely' in the Ankara group, but no response was given to the same item in the Bursa group. None of CTs both in Ankara and in Bursa responded to the item 'never', and 2% of CTs in the Bursa group did not give any response to none of the items.

Table 155

Explaining the Importance of Adapting New Ideas and Changes - Ankara Group

Innovations and changes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	3	6,0	6,0	8,0
	Frequently	16	32,0	32,0	40,0
	Always	30	60,0	60,0	100,0
	Total	50	100,0	100,0	

Table 156

Explaining the Importance of Adapting New Ideas and Changes - Bursa Group

Innovations and changes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	5	10,0	10,0	10,0
	Frequently	19	38,0	38,0	48,0
	Always	25	50,0	50,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Item 9. Stressing the Importance of Using English Grammatically and Intelligibly

CTs in the Ankara and in the Bursa groups had approximate contributions on using English grammatically and intelligibly. While CTs in the Ankara group responded to the item 'always'- 68%, CTs in the Bursa group had 64% response rate to the same item, 'always'. There was 4% difference in the response rates. The responses given to the item 'frequently' by CTs in Ankara was 22%, and responses given to the same item in the Bursa group was 36%, 14% difference in response rate. While 4% of CTs responded to the item 'occasionally' in Ankara, none of CTs in the Bursa group responded to the same item. No response was given to the negative unexpected items 'rarely' and 'never' both in the Ankara group and in the Bursa group. While 6% of CTs in Ankara gave no response to any of the items, CTs in Bursa responded to all items.

Table 157

Stressing the Importance of Using English Grammatically and Intelligibly - Ankara Group

Language proficiency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	2	4,0	4,0	4,0
	Frequently	11	22,0	22,0	26,0
	Always	34	68,0	68,0	94,0
	No response	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

Table 158

Stressing the Importance of Using English Grammatically and Intelligibly - Bursa Group

Language proficiency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	18	36,0	36,0	36,0
	Always	32	64,0	64,0	100,0
	Total	50	100,0	100,0	

Item 10. Emphasizing the Importance of Fulfilling Professional Responsibilities Enthusiastically and Willingly

CTs in the Ankara and in the Bursa groups had almost identical contributions in fulfilling responsibilities enthusiastically and willingly. While CTs in the Ankara group responded to the item 'always'- 92%, CTs in the Bursa group had 76% response rate to the same item, 'always'. There was 16% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 8%, and responses given to the same item in the Bursa group was 20%, 12% difference in response rate. While 4% of CTs responded to the item 'occasionally' in Bursa, none of CTs in the Ankara group responded to the same item. No response was given to the negative unexpected items 'rarely' and 'never' both in the Ankara and in the Bursa groups.

Table 159

Emphasizing the Importance of Fulfilling Professional Responsibilities

Enthusiastically and Willingly - Ankara Group

Enthusiasm and willingness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	4	8,0	8,0	8,0
	Always	46	92,0	92,0	100,0
	Total	50	100,0	100,0	

Table 160

Emphasizing the Importance of Fulfilling Professional Responsibilities

Enthusiastically and Willingly - Bursa Group

Enthusiasm and willingness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	2	4,0	4,0	4,0
	Frequently	10	20,0	20,0	24,0
	Always	38	76,0	76,0	100,0
	Total	50	100,0	100,0	

Item 11. Emphasizing the Importance of Being Technology Literate for Teachers

CTs in the Ankara and in the Bursa groups had approximate contributions on becoming technology literate. While CTs in the Ankara group responded to the item 'always'- 56%, CTs in the Bursa group had 54% response rate to the same item. There was 2% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 26%, and responses given to the same item in the Bursa group was 24% - 2% slight difference in response rates. While 14% of CTs responded to the item 'occasionally' in Ankara, 20% of CTs in the Bursa group responded to the same item, 6% difference in the frequency rate. While 4% of CTs responded to the negative unexpected item 'rarely' in the Ankara group, none of CTs responded to the same item in the Bursa group. No CTs in Ankara gave response to the item 'never', and 2% of CTs in the Bursa group responded to the same item.

Table 161

Emphasizing the Importance of Being Technology Literate for Teachers - Ankara Group

Literacy in technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	4,0	4,0	4,0
	Occasionally	7	14,0	14,0	18,0
	Frequently	13	26,0	26,0	44,0
	Always	28	56,0	56,0	100,0
	Total	50	100,0	100,0	

Table 162

Emphasizing the Importance of Being Technology Literate for Teachers - Bursa Group

Literacy in technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Occasionally	10	20,0	20,0	22,0
	Frequently	12	24,0	24,0	46,0
	Always	27	54,0	54,0	100,0
	Total	50	100,0	100,0	

Item 12. Emphasizing the Importance of Monitoring the Latest Developments in Information and Communication Technologies

CTs in the Ankara and in the Bursa groups had approximate contributions on following changes in IT. While CTs in the Ankara group responded to the item 'always'- 44%, CTs in the Bursa group had 32% response rate to the same item. There was 12% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 42%, and responses given to the same item in the Bursa group was 46% - 4% difference in the response rates. While 10% of CTs responded to the item 'occasionally' in Ankara, 22% of CTs in the Bursa group responded to the same item. 4% of CTs responded to the negative unexpected items 'rarely' and 'never' in the Ankara group, but none of CTs responded to these items in the Bursa group.

Table 163

Emphasizing the Importance of Monitoring the Latest Developments in Information and Communication Technologies - Ankara Group

Following changes in IT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	4,0	4,0	4,0
	Occasionally	5	10,0	10,0	14,0
	Frequently	21	42,0	42,0	56,0
	Always	22	44,0	44,0	100,0
	Total	50	100,0	100,0	

Table 164

Emphasizing the Importance of Monitoring the Latest Developments in Information and Communication Technologies - Bursa Group

Following changes in IT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	11	22,0	22,0	22,0
	Frequently	23	46,0	46,0	68,0
	Always	16	32,0	32,0	100,0
	Total	50	100,0	100,0	

Item 13. Emphasizing the Importance of Following Developments in Related Fields, Participating in Professional Activities in Those Fields, and Applying What is Learned in Those Fields into Teaching

CTs in the Ankara and in the Bursa groups had approximate contributions on following developments in related fields. While CTs in the Ankara group responded to the item 'always'- 42%, CTs in the Bursa group had 32% response rate to the same item, 'always'. There was 10% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 30%, and responses given to the same item in the Bursa group was 36%. Responses given to the item 'occasionally' were identical - 26% in Ankara and 26% in Bursa. 2% of CTs in the Ankara group responded to the unexpected negative items 'rarely' and 'never', and 6% of CTs responded to the same items in Bursa. There was 4% difference in response rate.

Table 165

Emphasizing the Importance of Following Developments in Related Fields, Participating in Professional Activities in Those Fields, and Applying What is Learned in Those Fields into Teaching - Ankara Group

Raising interest in related fields

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	13	26,0	26,0	28,0
	Frequently	15	30,0	30,0	58,0
	Always	21	42,0	42,0	100,0
	Total	50	100,0	100,0	

Table 166

Emphasizing the Importance of Following Developments in Related Fields,

Participating in Professional Activities in Those Fields, and Applying What is

Learned in Those Fields into Teaching - Bursa Group

Raising interest in related fields

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Rarely	2	4,0	4,0	6,0
	Occasionally	13	26,0	26,0	32,0
	Frequently	18	36,0	36,0	68,0
	Always	16	32,0	32,0	100,0
	Total	50	100,0	100,0	

Frequency Summary of Area 8: Assisting PTs to Better Understand the Process of Professional Development

In area eight, there were thirteen sub-areas. The first sub-area was assisting PTs to realize the importance of their own personal strengths and professional competence. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on the importance of personal and professional development. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 86% of CTs in Ankara, and 86% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached to the defined expected positive level- over 66.7%. CTs' responses to the item 'occasionally' were not identical, 12% in Ankara and 6% in Bursa.

The second sub-area was stressing for PTs the importance of consistency and honesty in their conduct in the classroom. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on the importance of being consistent and honest in their conduct in the classroom. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 96% of CTs in Ankara, and 100% of CTs in Bursa

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responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level- much over 66.7%.

The third sub-area was emphasizing for PTs the importance of coping with problems. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on the importance of coping with problems. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 92% of CTs in Ankara, and 88% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level- over 66.7%. Their responses given to the item 'occasionally' was 8% in Ankara and 12% in Bursa.

The fourth one of these thirteen sub-areas was building awareness in PTs for knowing the ways of managing stress and using them for professional success. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on the importance of coping with problems. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 88% of CTs in Ankara, and 76% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level- over 66.7%. Their responses given to the item 'occasionally' was 10% in Ankara and 20% in Bursa.

The fifth sub-area was emphasizing the importance of having self confidence in teachers. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on the importance having self confidence in teachers. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views were concerned, 98% of CTs in Ankara, and 100% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level- much over 66.7%.

The sixth sub-area was emphasizing the importance of having higher order thinking skills in teachers and utilizing them. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on the importance having

higher order thinking skills in PTs and utilizing them. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views were concerned, 92% of CTs in Ankara and 100% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level- much over 66.7%.

The seventh sub-area was assisting PTs to learn time management strategies and to utilize them in teaching. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on time management strategies and utilizing them. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 94% of CTs in Ankara and 80% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level - much over 66.7%. Responses to the item 'occasionally' were approximate ,4% in Ankara and 10% in Bursa.

The eighth sub-area was explaining the importance of adapting new ideas and changes. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on adapting new ideas and changes. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views were concerned, 92% of CTs in Ankara, and 88% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses exceeded the defined expected positive level - much over 66.7%. Responses to the item 'occasionally' were approximate, 6% in Ankara and 10% in Bursa. There was 4% difference between the two responses given to the item.

The ninth sub-area was stressing the importance of using English grammatically and intelligibly. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training in using English grammatically and intelligibly. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 90% of CTs in Ankara, and

100% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses exceeded the defined expected positive level - much over 66.7%. Responses to the item 'occasionally' were low, 4% in Ankara; there was no response to the same item in the Bursa group. 6% of CTs did not give any response to any of the items in the questionnaire.

The tenth sub-area was emphasizing the importance of fulfilling professional responsibilities enthusiastically and willingly. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on fulfilling professional responsibilities enthusiastically and willingly. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views were concerned, 100% of CTs in Ankara, and 96% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses exceeded the defined expected positive level- much over 66.7%. Responses given to the item 'occasionally' was low - 4% in Bursa, and there was no response to the same item in the Ankara group. None of CTs gave response to the unexpected negative items 'rarely' and 'never' in both groups.

The eleventh sub-area was emphasizing the importance of being technology literate for teachers. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training on becoming technology literate. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 82% of CTs in Ankara, and 78% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level- over 66.7%. Responses given to the item 'occasionally' was not very low, 14% in Ankara and 20% Bursa. There was 6% difference in response rate. The responses given to the unexpected negative items 'rarely' and 'never' were very low - 4% in Ankara and 2% in the Bursa groups.

The twelfth sub-area was emphasizing the importance of monitoring the latest developments in information and communication technologies. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training in monitoring the latest developments in information and communication technologies.

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When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 86% of CTs in Ankara, and 78% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached to the defined expected positive level- over 66.7%. Responses given to the item 'occasionally' was not very low, 10% in Ankara and 22% Bursa. There was 12% difference in the response rates.

The last sub-area was emphasizing the importance of following developments in related fields, participating in professional activities in those fields, and applying what is learned in those fields into teaching. CTs in the Ankara and in the Bursa groups had expected positive contributions to PTs' training in following developments in the related fields and applying these into the teaching. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 72% of CTs in Ankara, and 68% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level- over 66.7%. Responses given to the item 'occasionally' was not very low. The given responses were identical - 26% in Ankara and 26% Bursa. Responses given to the unexpected negative items 'rarely' and 'never' were 2% in Ankara and 6% in Bursa.

Correlation Results of the Groups

Item 1. Assisting PTs to Realize the Importance of Their Own Personal Strengths and Professional Competence

The correlation of CTs' views in Ankara between the variable 'Awareness on IPPs' and other variables given in Table 167 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'School and its facilities', 'Subject specific program', 'Developing and learning difficulties', 'Raising interest in related fields', 'Emphasizing use of IT' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.566, 0.504, 0.380, 0.393,

0.385 respectively, and there was a strong, positive, and meaningful relation. In addition to these positive strong correlations, CTs' views on the variables 'Individual and cultural differences', 'Self-evaluation', 'Varied opinions and contributions', 'Literacy in technology', 'Following changes in IT' were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.305, 0.283, 0.288, 0.348, 0.298 respectively, and there was a well correlated positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had some strong, positive, and meaningful correlated views and less strong, positive, and meaningful contributions to PTs' training on 'Awareness on IPPs'.

Table 167

Assisting PTs to Realize the Importance of Their Own Personal Strengths and Professional Competence - Ankara Group

		V14	V18	V24	V27	V30
Awareness on IPPs	Pearson Correlation	0,566	0,504	0,305	0,283	0,288
	Sig. (2-tailed)	0,000	0,000	0,031	0,047	0,043
	N	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).					
**	Correlation is significant at the 0.01 level (2-tailed).					

		V31	V42	V43	V44	V46
Awareness on IPPs	Pearson Correlation	0,380	0,348	0,298	0,393	0,385
	Sig. (2-tailed)	0,006	0,013	0,036	0,005	0,006
	N	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).					
**	Correlation is significant at the 0.01 level (2-tailed).					

The correlation of CTs' views in Bursa between the variable 'Awareness on IPPs' and other variables given in Table 168 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Off-task activities', 'Classroom management and relations', 'Ethics', 'Students' opinions', 'Overcoming difficulties', 'Managing stress', 'Self-confidence', 'Higher-order thinking skills', 'Time management strategies', 'Innovations and changes', 'Language proficiency', 'Enthusiasm and

willingness', 'Paticipating in any PDF', and 'Professional media' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.370, 0.408, 0.538, 0.480, 0.451, 0.499, 0.365, 0.572, 0.521, 0.364, 0.482, 0.398, 0.483, 0.474 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had some strong, positive, and meaningful correlated views contributed to PTs' training on 'Awareness on IPPs'.

Table 168

Assisting PTs to Realize the Importance of Their Own Personal Strengths and Professional Competence - Bursa Group

		V7	V10	V25	V29	V34	V35	V36
Awareness on IPPs	Pearson Correlation	0,370	0,408	0,538	0,480	0,451	0,499	0,365
	Sig. (2-tailed)	0,008	0,003	0,000	0,000	0,001	0,000	0,009
	N	50	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).						

		V37	V38	V39	V40	V41	V47	V48
Awareness on IPPs	Pearson Correlation	0,572	0,521	0,364	0,482	0,398	0,483	0,474
	Sig. (2-tailed)	0,000	0,000	0,009	0,000	0,004	0,000	0,001
	N	50	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).						

Item 2. Stressing for PTs the Importance of Consistency and Honesty in Their Conduct in the Classroom

The correlation of CTs' views in Ankara between the variable 'Reliability and consistency' and other variables given in Table 169 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Evaluating students' progress', 'Opposing discrimination', 'Democratic professional', 'Individual and cultural differences', 'Ethics','The legality an ethics in Information Technology', 'Self-evaluation', 'Overcoming difficulties', 'Self-confidence', and 'Enthusiasm and willingness' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.407, 0.511, 0.477, 0.413, 0.407, 0.459, 0.542, 0.601, 0.438,

0.400 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had some strong, positive, and meaningful correlated views contributed to PTs' training on 'Relibility and consistency'.

Table 169

Stressing for PTs the Importance of Consistency and Honesty in Their Conduct in the Classroom - Ankara Group

		V13	V21	V22	V24	V25
Reliability and consistency	Pearson Correlation	0,407	0,511	0,477	0,413	0,407
	Sig. (2-tailed)	0,003	0,000	0,000	0,003	0,003
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

		V26	V27	V34	V36	V41
Reliability and consistency	Pearson Correlation	0,459	0,542	0,601	0,438	0,400
	Sig. (2-tailed)	0,001	0,000	0,000	0,001	0,004
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

The correlation of CTs' views in Bursa between the variable 'Reliability and consistency' and other variables given in Table 170 shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Learning environment', 'Democratic professional', 'National and international values', 'Overcoming difficulties', 'Managing stress', 'Self-confidence', 'Higher-order thinking skills', and 'Participating in any PDF' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.457, 0.379, 0.475, 0.668, 0.394, 0.429, 0.446, 0.387 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had some strong, positive, and meaningful correlated views contributed to PTs' training in 'Relibility and consistency'.

Table 170

Stressing for PTs the Importance of Consistency and Honesty in Their Conduct in the Classroom - Bursa Group

		V6	V22	V23	V34	V35	V36	V37	V47
Reliability and consistency	Pearson Correlation	0,457	0,379	0,475	0,668	0,394	0,429	0,446	0,387
	Sig. (2-tailed)	0,001	0,007	0,000	0,000	0,005	0,002	0,001	0,005
	N	50	50	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).							

Item 3. Emphasizing for PTs the Importance of Coping with Problems

The correlation of CTs' views in Ankara between the variable 'Overcoming difficulties' and other variables given in Table 171 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Evaluating students' progress', 'Opposing discrimination', 'Individual and cultural differences', 'Ethics', 'The legality and ethics in Information Technology', 'Self-evaluation', 'Reliability and consistency', 'Higher-order thinking skills', 'Innovations and changes', 'Following changes in IT', 'Raising interest in related fields' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.413, 0.489, 0.462, 0.420, 0.558, 0.446, 0.601, 0.470, 0.583, 0.484, 0.558 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had some strong, positive and meaningful correlated views contributed to PTs' training in 'Overcoming difficulties'.

Table 171

Emphasizing for PTs the Importance of Coping with Problems - Ankara Group

		V13	V21	V24	V25	V26	
Overcoming difficulties	Pearson Correlation	0,413	0,489	0,462	0,420	0,558	
	Sig. (2-tailed)	0,003	0,000	0,001	0,002	0,000	
	N	50	50	50	50	50	
**	Correlation is significant at the 0.01 level (2-tailed).						
		V27	V33	V37	V39	V43	V44
Overcoming difficulties	Pearson Correlation	0,446	0,601	0,470	0,583	0,484	0,558
	Sig. (2-tailed)	0,001	0,000	0,001	0,000	0,000	0,000
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

The correlation of CTs' views in Bursa between the variable 'Overcoming difficulties' and other independent variables given in Table 172 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Subject specific program', 'Democratic professional', 'Ethics', 'Awareness on IPPs', 'Reliability and consistency', 'Managing stress', 'Self-confidence', 'Higher-order thinking skills', 'Time management strategies', 'Innovations and changes', 'Participating in any PDF', 'Developing and changing schools', and 'Directives and practices on disables' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.447, 0.430, 0.367, 0.451, 0.668, 0.546, 0.496, 0.618, 0.418, 0.401, 0.471, 0.386, 0.368 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong, positive, and meaningful correlated views contributed to PTs' training in 'Overcoming difficulties'.

Table 172

Emphasizing for PTs the Importance of Coping with Problems - Bursa Group

		V18	V22	V25	V32	V33	V35
Overcoming difficulties	Pearson Correlation	0,447	0,430	0,367	0,451	0,668	0,546
	Sig. (2-tailed)	0,001	0,002	0,009	0,001	0,000	0,000
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

		V36	V37	V38	V39	V47	V53	V56
Overcoming difficulties	Pearson Correlation	0,496	0,618	0,418	0,401	0,471	0,386	0,368
	Sig. (2-tailed)	0,000	0,000	0,003	0,004	0,001	0,006	0,009
	N	50	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).							

Item 4. Building Awareness in PTs for Knowing the Ways of Managing Stress and Using Them for Professional Success

The correlation of CTs' views in Ankara between the variable 'Managing stress' and other independent variables given in Table 173 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Human rights', 'Literacy in technology', 'Following changes in IT', 'Raising interest in related fields', 'Participation in off-task activities', 'Cooperating with teaching associations', 'Cooperating in team work', 'Participation in activities', 'Developing and changing schools', 'Directives and practices on disabled', and 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.528, 0.537, 0.584, 0.597, 0.543, 0.532, 0.624, 0.654, 0.586, 0.582, 0.600 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong, positive, and meaningful correlated views contributed to PTs' training in 'Managing stress'.

Table 173

Building Awareness in PTs for Knowing the Ways of Managing Stress and Using
Them for Professional Success - Ankara Group

		V20	V42	V43	V44	V45
Managing stress	Pearson Correlation	0,528	0,537	0,584	0,597	0,543
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

		V49	V51	V52	V53	V56	V57
Managing stress	Pearson Correlation	0,532	0,624	0,654	0,586	0,582	0,600
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Managing stress' and other independent variables given in Table 174 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Total years of professional experience', 'Learning environment', 'Time management', 'Evaluation of subject knowledge', 'Subject specific program', 'Awareness on IPPs', 'Reliablity and consistency', 'Overcoming difficulties', 'Self-confidence', 'Higher-order thinking skills', 'Language proficiency', 'Participating in any PDF', and 'Directives and practices on disables' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.437, 0.537, 0.465, 0.429, 0.415, 0.499, 0.394, 0.546, 0.441, 0.444, 0.593, 0.446, 0.397 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong, positive and meaningful correlated views contributed to PTs' training in 'Managing stress'.

Table 174

Building Awareness in PTs for Knowing the Ways of Managing Stress and Using Them for Professional Success - Bursa Group

		Total years of proffes. experience	V6	V9	V12	V18	V32
Managing stress	Pearson Correlation	0,437	0,537	0,465	0,429	0,415	0,499
	Sig. (2-tailed)	0,002	0,000	0,001	0,002	0,003	0,000
	N	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

		V33	V34	V36	V37	V40	V47	V56
Managing stress	Pearson Correlation	0,394	0,546	0,441	0,444	0,593	0,446	0,397
	Sig. (2-tailed)	0,005	0,000	0,001	0,001	0,000	0,001	0,004
	N	50	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

Item 5. Emphasizing the Importance of Having Self Confidence in Teachers

The correlation of CTs' views in Ankara between the variable 'Self confidence' and other independent variables given in Table 175 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Classroom management and relations', 'Evaluating students' progress', 'Subject specific program','Democratic professional', 'Individual and cultural differences', 'Reliability and consistency' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.377, 0.453, 0.380, 0.537, 0.452, 0.438 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong, positive and meaningful correlated views contributed to PTs' training ın 'Self confidence'.

Table 175

Emphasizing the Importance of Having Self Confidence in Teachers - Ankara Group

		V10	V13	V18	V22	V24	V33
Self-confidence	Pearson Correlation	0,377	0,453	0,380	0,537	0,452	0,438
	Sig. (2-tailed)	0,007	0,001	0,007	0,000	0,001	0,001
	N	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Self confidence' and other independent variables given in Table 176 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Awareness on IPPs', 'Reliability and consistency', 'Overcoming difficuties', 'Managing stress', 'Higher-order thinking skills', and 'Emphasizing use of IT' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.365, 0.429, 0.496, 0.441, 0.443, 0.367 respectively, and there was a strong, positive, and meaningful relation. CTs views on the variables 'Participating in any PDF', 'Time management', 'Testing and evaluation', 'Varied opinions and contributions', 'Time management strategies', and 'Language proficiency' were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.335, 0.284, 0.284, 0.281, 0.336, 0.306 respectively, and there was a positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong, positive, and meaningful correlated views and their well correlated views contributed to PTs' training in 'Self confidence'.

Table 176

Emphasizing the Importance of Having Self Confidence in Teachers - Bursa Group

		V9	V11	V30	V32	V33	V34
Self-confidence	Pearson Correlation	0,284	0,284	0,281	0,365	0,429	0,496
	Sig. (2-tailed)	0,046	0,046	0,048	0,009	0,002	0,000
	N	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).						
**	Correlation is significant at the 0.01 level (2-tailed).						

		V35	V37	V38	V40	V46	V47
Self-confidence	Pearson Correlation	0,441	0,443	0,336	0,306	0,367	0,335
	Sig. (2-tailed)	0,001	0,001	0,017	0,031	0,009	0,018
	N	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).						
**	Correlation is significant at the 0.01 level (2-tailed).						

Item 6. Emphasizing the Importance of Having Higher Order Thinking Skills in Teachers and Utilizing Them

The correlation of CTs' views in Ankara between the variable 'Higher-order thinking skills' and other independent variables given in Table 177 below shows the correlation coefficients and their positive or negative relations:

CTs' views on the variables 'Time management', 'Evaluating students' progress', 'Children' rights', 'The legality and ethics in Information Technology', 'Varied opinions and contributions', 'Overcoming difficulties', 'Managing stress', 'Time management strategies', Innovations and changes', 'Following changes in IT', and 'Raising interest in related fields' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.462, 0.474, 0.456, 0.509, 0.531, 0.470, 0.478, 0.501, 0.687, 0.531, 0.452 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong, positive and meaningful correlated views and their well correlated views contributed to PTs' training regarding 'Higher-order thinking skills'.

Table 177

Emphasizing the Importance of Having Higher Order Thinking Skills in Teachers and Utilizing Them - Ankara Group

		V9	V13	V19	V26	V30
Higher-order thinking skills	Pearson Correlation	0,462	0,474	0,456	0,509	0,531
	Sig. (2-tailed)	0,001	0,001	0,001	0,000	0,000
	N	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).				

		V34	V35	V38	V39	V43	V44
Higher-order thinking skills	Pearson Correlation	0,470	0,478	0,501	0,687	0,531	0,452
	Sig. (2-tailed)	0,001	0,000	0,000	0,000	0,000	0,001
	N	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).					

The correlation of CTs' views in Ankara between the variable 'Higher-order thinking skills' and other independent variables given in Table 178 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views on the many independent variables. These independent variables 'Subject specific program', 'National and international values', 'Ethics', 'The legality and ethics in IT', 'Awareness on IPPs', 'Reliability and consistency', 'Overcoming difficulties', 'Managing stress', 'Self-confidence', 'Time management strategies', 'Innovations and changes', 'Language proficiency', 'Raising interest in related fields', 'Participating in any PDF', and 'Developing and changing schools' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.382, 0.387, 0.536, 0.489, 0.572, 0.446, 0.618, 0.444, 0.443, 0.415, 0.366, 0.443, 0.530, 0.514, 0.377 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong, positive, and meaningful correlated views and their well correlated views contributed to PTs' training in 'Higher-order thinking skills'.

Table 178

Emphasizing the Importance of Having Higher Order Thinking Skills in Teachers and Utilizing Them - Bursa Group

		V18	V23	V25	V26	V32	V33	V34
Higher-order thinking skills	Pearson Correlation	0,382	0,387	0,536	0,489	0,572	0,446	0,618
	Sig. (2-tailed)	0,006	0,006	0,000	0,000	0,000	0,001	0,000
	N	50	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).						

		V35	V36	V38	V39	V40	V44	V47	V53
Higher-order thinking skills	Pearson Correlation	0,444	0,443	0,415	0,366	0,443	0,530	0,514	0,377
	Sig. (2-tailed)	0,001	0,001	0,003	0,009	0,001	0,000	0,000	0,007
	N	50	50	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).							

Item 7. Assisting PTs to Learn Time Management Strategies and to Utilize Them in Teaching

The correlation of CTs' views in Ankara between the variable 'Time management strategies' and other independent variables given in Table 179 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views on the many independent variables. These independent variables 'Variety in teaching', 'Time management', 'Evaluation of subject knowledge', 'Evalauating students' progress', 'Higher-order thinking skills', 'Innovations and changes', and 'Official directives and proposals' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.498, 0.545, 0.410, 0.422, 0.501, 0.423, 0.424 respectively, and there was a strong, positive, and meaningful relation. There was high correlation between 'Time management strategies' and 'Total years of involvement in teacher training', and they were in the limits of a 95% confidence interval (a=0.05). Their correlated coefficient was 0.347, and there was a positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong, positive and meaningful correlated views contributed to PTs' training in 'Time management strategies'.

Table 179

Assisting PTs to Learn Time Management Strategies and to Utilize Them in Teaching - Ankara Group

		Total years of invol in t. Train.	V8	V9	V12	V13	V37	V39	V55
Time management strategies	Pearson Correlation	0,347	0,498	0,545	0,410	0,422	0,501	0,423	0,424
	Sig. (2-tailed)	0,013	0,000	0,000	0,003	0,002	0,000	0,002	0,002
	N	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Time management strategies' and other independent variables given in Table 180 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views on the many independent variables. These independent variables 'Needs', 'Time management', 'Improvement of TLP', 'Awareness on IPPs', 'Overcoming difficulties', 'Higher-order thinking skills', 'Innovations and changes', 'Participating in any PDF', 'Professional media', and 'Developing and changing schools' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.386, 0.409, 0.470, 0.521, 0.418, 0.415, 0.624, 0.379, 0.421, 0.376 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong, positive and meaningful correlated views contributed to PTs' training on 'Time management strategies'.

Table 180

Assisting PTs to Learn Time Management Strategies and to Utilize Them in

Teaching - Bursa Group

		V1	V9	V28	V32	V34
Time management strategies	Pearson Correlation	0,386	0,409	0,470	0,521	0,418
	Sig. (2-tailed)	0,006	0,003	0,001	0,000	0,003
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

		V37	V39	V47	V48	V53
Time management strategies	Pearson Correlation	0,415	0,624	0,379	0,421	0,376
	Sig. (2-tailed)	0,003	0,000	0,007	0,002	0,007
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

Item 8. Explaining the Importance of Adapting New Ideas and Changes

The correlation of CTs' views in Ankara between the variable 'Innovations and changes' and other independent variables given in Table 181 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views on the many independent variables. These independent variables 'Cultural centers', 'Children' rights', 'Opposing discrimination', 'Individual and cultural differences', 'The legality and ethics in IT', 'Varied opinions and contributions', 'Overcoming difficulties', 'Managing stress', 'Higher-order thingking skills', 'Time management strategies', and 'Following changes in IT' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.4156, 0.566, 0.454, 0.412, 0.438, 0.473, 0.583, 0.419, 0.687, 0.423, 0.521 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong, positive and meaningful correlated views contributed to PTs' training in 'Innovations and changes'.

Table 181

Explaining the Importance of Adapting New Ideas and Changes - Ankara Group

		V15	V19	V21	V24	V26
Innovations and changes	Pearson Correlation	0,415	0,566	0,454	0,412	0,438
	Sig. (2-tailed)	0,003	0,000	0,001	0,003	0,001
	N	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).				

		V30	V34	V35	V37	V38	V43
Innovations and changes	Pearson Correlation	0,473	0,583	0,419	0,687	0,423	0,521
	Sig. (2-tailed)	0,001	0,000	0,002	0,000	0,002	0,000
	N	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).					

The correlation of CTs' views in Bursa between the variable 'Innovations and changes' and other independent variables given in Table 182 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views on the many independent variables. These independent variables 'Time management', 'Democratic professional', 'Improvement of TLP', 'Awareness on IPPs', 'Reliability and consistency', 'Overcoming difficulties', 'Higher-order thinking skills', 'Time management strategies', 'Emphasizing use of IT', 'Participating in any PDF', and 'Developing and changing schools' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.429, 0.285, 0.393, 0.364, 0.332, 0.401, 0.366, 0.624, 0.362, 0.395, 0.405 respectively, and there was a strong, positive, and meaningful relation. CTs had also well correlated views with the independent variables 'Needs', 'Principles and values of the TES', 'Ethics'. They were in the limits of a 95% confidence interval (0.05), and their correlated coefficients were 0.319, 0.281, 0.306 respectively, and there was positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong, positive, and meaningful correlated views contributed to PTs' training on 'Innovations and changes'.

Table 182

Explaining the Importance of Adapting New Ideas and Changes - Bursa Group

		V1	V9	V17	V22	V25	V28	V32
Innovations and changes	Pearson Correlation	0,319	0,429	0,281	0,285	0,306	0,393	0,364
	Sig. (2-tailed)	0,024	0,002	0,048	0,045	0,031	0,005	0,009
	N	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

		V33	V34	V37	V38	V46	V47	V53
Innovations and changes	Pearson Correlation	0,332	0,401	0,366	0,624	0,362	0,395	0,405
	Sig. (2-tailed)	0,019	0,004	0,009	0,000	0,010	0,005	0,004
	N	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Item 9. Stressing the Importance of Using English Grammatically and Intelligibly

The correlation of CTs' views in Ankara between the variable 'Language proficiency' and other independent variables given in Table 183 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views on the many independent variables. 'Democratic professional', 'Democratic professional', 'Individual and cultural differences', 'Self evaluation', Enthusiasm and willingness' which were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.660, 0.364, 0.393, 0.482 respectively, and there was a strong, positive, and meaningful relation. CTs had also well correlated views with the independent variables 'Testing and evaluation', 'Evaluating students' progress', 'The legality and ethics in IT', 'Overcoming difficulties', 'Self-confidence', and 'Raising interest in related fields'. They were in the limits of a 95% confidence interval (0.05), and their correlated coefficients were 0.325, 0.338, 0.317, 0.319, 0.333, 0.354 respectively, and there was positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong, positive, and meaningful correlated views contributed to PTs' training on 'Language proficiency'.

Table 183

Stressing the Importance of Using English Grammatically and Intelligibly - Ankara Group

		V11	V13	V22	V24	V26	V27	V34	V36	V41	V44
Language proficiency	Pearson Correlation	0,325	0,338	0,660	0,364	0,317	0,393	0,319	0,333	0,482	0,354
	Sig. (2-tailed)	0,021	0,016	0,000	0,009	0,025	0,005	0,024	0,018	0,000	0,012
	N	50	50	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Language proficiency' and other independent variables given in Table 184 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views on the many independent variables. These independent variables 'Time management', 'Evaluation of subject knowledge', 'Ethics', 'Awareness on IPPs', 'Managing stress', 'Higher-order thinking skills' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.472, 0.367, 0.570, 0.482, 0.593, 0.443 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong, positive and meaningful correlated views contributed to PTs' training in 'Language proficiency'.

Table 184

Stressing the Importance of Using English Grammatically and Intelligibly - Bursa Group

		V9	V12	V25	V32	V35	V37
Language proficiency	Pearson Correlation	0,472	0,367	0,570	0,482	0,593	0,443
	Sig. (2-tailed)	0,001	0,009	0,000	0,000	0,000	0,001
	N	50	50	50	50	50	50

**	Correlation is significant at the 0.01 level (2-tailed).

Item 10. Emphasizing the Importance of Fulfilling Professional Responsibilities Enthusiastically and Willingly

The correlation of CTs' views in Ankara between the variable 'Enthusiasm and willingness' and other independent variables given in Table 185 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views on the many independent variables. These independent variables 'Principles and values of TES', 'Democratic professional', 'Reliability and consistency', 'Language proficiency', and 'Literacy in technology' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.460, 0.558, 0.400, 0.482, 0.373 respectively, and there was a strong, positive, and meaningful relation. CTs had also well correlated views. They were 'Awareness of official directives', 'Official directives and proposals', and 'Subject specific program', and they were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.357, 0.341, 0.301 respectively, and there was positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong and less strong positive and meaningful correlated views contributed to PTs' training in 'Enthusiasm and willingness'.

Table 185

Emphasizing the Importance of Fulfilling Professional Responsibilities

Enthusiastically and Willingly - Ankara Group

		V17	V18	V22	V33	V40	V42	V54	V55
Enthusiasm and willingness	Pearson Correlation	0,460	0,301	0,558	0,400	0,482	0,373	0,357	0,341
	Sig. (2-tailed)	0,001	0,034	0,000	0,004	0,000	0,008	0,011	0,015
	N	50	50	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).								
**	Correlation is significant at the 0.01 level (2-tailed).								

The correlation of CTs' views in Bursa between the variable 'Enthusiasm and willingness' and other independent variables given in Table 186 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views on the many independent variables. These independent variables 'Lesson planning', 'Students' opinions', 'Developing and learning

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difficulties', 'Awareness on IPPs', 'Literacy in technology', 'Professional media' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.384, 0.432, 0.409, 0.398, 0.408, 0.469 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong, positive and meaningful correlated views contributed to PTs' training in 'Enthusiasm and willingness'.

Table 186

Emphasizing the Importance of Fulfilling Professional Responsibilities
Enthusiastically and Willingly - Bursa Group

		V4	V29	V31	V32	V42	V48
Enthusiasm and willingness	Pearson Correlation	0,384	0,432	0,409	0,398	0,408	0,469
	Sig. (2-tailed)	0,006	0,002	0,003	0,004	0,003	0,001
	N	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).					

Item 11. Emphasizing the Importance of Being Technology Literate for Teachers

The correlation of CTs' views in Ankara between the variable 'Literacy in technology' and other independent variables given in Table 187 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Principles and values of TES', 'Subject specific program', 'The legality and ethics in IT', 'Managing stress', 'Following changes in IT', 'Raising interest in related fields', 'Emphasizing use of IT', 'Cooperating in team work', 'Directives and practices on disabled', and 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were moderately high, 0.504, 0.442, 0.448, 0.537, 0.629, 0.643, 0.452, 0.429, 0.460, 0.468 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong, positive and meaningful correlated views contributed to PTs' training in 'Literacy in technology'.

Table 187

Emphasizing the Importance of Being Technology Literate for Teachers - Ankara Group

		V17	V18	V26	V35	V43
Literacy in technology	Pearson Correlation	0,504	0,442	0,448	0,537	0,629
	Sig. (2-tailed)	0,000	0,001	0,001	0,000	0,000
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

		V44	V46	V51	V56	V57
Literacy in technology	Pearson Correlation	0,643	0,452	0,429	0,460	0,468
	Sig. (2-tailed)	0,000	0,001	0,002	0,001	0,001
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

The correlation of CTs' views in Bursa between the variable 'Literacy in technology' and other independent variables given in Table 188 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Children' rights', 'Enthusiasm and willingness', 'Following changes in IT' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.391, 0.408, 0.437 respectively, and there was a strong, positive, and meaningful relation. CTs had also well correlated views. They were 'Raising interest in related fields', 'Emphasizing use of IT', 'Participating in any PDF', 'Professional media', 'Preparing and developing materials', 'Principles and values of TES', 'Human rights', and 'Developing and learning difficulties', and they were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.345, 0.332, 0.325, 0.340, 0.359, 0.359, 0.285, 0.289 respectively, and there was a positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong or less strong, positive and meaningful correlated views contributed to PTs' training in 'Literacy in technology'.

Table 188

Emphasizing the Importance of Being Technology Literate for Teachers - Bursa Group

		V5	V17	V19	V20	V31
Literacy in technology	Pearson Correlation	0,359	0,359	0,391	0,285	0,289
	Sig. (2-tailed)	0,010	0,010	0,005	0,045	0,042
	N	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

		V41	V43	V44	V46	V47	V48
Literacy in technology	Pearson Correlation	0,408	0,437	0,345	0,332	0,325	0,340
	Sig. (2-tailed)	0,003	0,001	0,014	0,019	0,021	0,016
	N	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Item 12. Emphasizing the Importance of Monitoring the Latest Developments in Information and Communication Technologies

The correlation of CTs' views in Ankara between the variable 'Following changes in IT' and other independent variables given in Table 189 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables were 'Individual and cultural differences', 'The legality and ethics in IT', 'Overcoming difficulties', 'Managing stress', 'Higher-order thinking skills', 'Innovations and changes', 'Literacy in technology', 'Raising interest in related fields', 'Planning professional development', 'Participation in activities', and 'Developing and changing schools' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.537, 0.522, 0.484, 0.584, 0.531, 0.521, 0.629, 0.741, 0.498, 0.484, 0.508 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong positive and meaningful correlated views contributed to PTs' training in 'Following changes in IT'.

Table 189

Emphasizing the Importance of Monitoring the Latest Developments in Information and Communication Technologies - Ankara Group

		V24	V26	V34	V35	V37
Following changes in IT	Pearson Correlation	0,537	0,522	0,484	0,584	0,531
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

		V39	V42	V44	V50	V52	V53
Following changes in IT	Pearson Correlation	0,521	0,629	0,741	0,498	0,484	0,508
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

The correlation of CTs' views in Bursa between the variable 'Following changes in IT' and other independent variables given in Table 190 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables were 'Literacy in technology', and 'Emphasizing use of IT' which were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.437, 0.654 respectively, and there was a strong, positive, and meaningful relation. CTs also had well correlated views. They were 'Participating in any PDF', 'Planning proffessional development', 'Principles and values of TES', 'Subject specific program', and 'Improvement of TLP', and they were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.345, 0.284, 0.283, 0.286, 0.306, 0.302 respectively, and there was a positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong and less strong, positive, and meaningful correlated views contributed to PTs' training in 'Following the changes in IT'.

Table 190

Emphasizing the Importance of Monitoring the Latest Developments in Information and Communication Technologies - Bursa Group

		V17	V18	V28	V42	V46	V47	V50
Following changes in IT	Pearson Correlation	0,286	0,306	0,302	0,437	0,654	0,284	0,283
	Sig. (2-tailed)	0,044	0,031	0,033	0,001	0,000	0,046	0,046
	N	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Item 13. Emphasizing the Importance of Following Developments in Related Fields, Participating in Professional Activities in Those Fields, and Applying What is Learned in Those Fields into Teaching

The correlation of CTs' views in Ankara between the variable 'Raising interest in related fields' and other independent variables given in Table 191 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Subject specific program','Individual and cultural differences', 'The legality and ethics in IT', 'Overcoming difficulties', 'Managing stress', 'Literacy in technology', 'Following changes in IT', 'Participation in off-task activities', and 'Planning professional development' which were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.482, 0.488, 0.521, 0.558, 0.597, 0.643, 0.741, 0.474, 0.580 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong, positive, and meaningful correlated views contributed to PTs' training on 'Raising interest in related fields'.

Table 191

Emphasizing the Importance of Following Developments in Related Fields, Participating in Professional Activities in Those Fields, and Applying What is Learned in Those Fields into Teaching - Ankara Group

		V18	V24	V26	V34	V35	V42	V43	V45	V50
Raising interest in related fields	Pearson Correlation	0,482	0,488	0,521	0,558	0,597	0,643	0,741	0,474	0,580
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,001	0,000
	N	50	50	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Raising interest in related fields' and other independent variables given in Table 192 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Principles and values of TES', 'The legality and ethics in IT', 'Higher-order thinking skills', 'Participation in off-task activities', 'Participating in any PDF', 'Professional media', 'Cooperating with teaching associations', 'Planning professional development', and 'Precautions for disables' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.419, 0.473, 0.530, 0.440, 0.432, 0.460, 0.367, 0.540, 0.361 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong or less strong, positive and meaningfully correlated views on their contribution to PTs' training in 'Following the changes in IT'.

Table 192

Emphasizing the Importance of Following Developments in Related Fields,
Participating in Professional Activities in Those Fields, and Applying What is
Learned in Those Fields into Teaching - Bursa Group

		V17	V26	V37	V45
Raising interest in related fields	Pearson Correlation	0,419	0,473	0,530	0,440
	Sig. (2-tailed)	0,002	0,001	0,000	0,001
	N	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).				

		V46	V48	V49	V50	V57
Raising interest in related fields	Pearson Correlation	0,432	0,460	0,367	0,540	0,361
	Sig. (2-tailed)	0,002	0,001	0,009	0,000	0,010
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

Correlation Summary of Area 8: Assisting PTs to Better Understand the Process of Professional Development

In area 8, there were thirteen sub-areas. The first one was assisting PTs to realize the importance of their own personal strengths and professional competence. CTs in the Ankara group had very strong and well correlated views. Among the very strong, positive, and meaningful views correlated with the dependent variable 'Awareness on IPPs', the independent variable 'School and its facilities' showed the highest correlated coefficient among the other independent variables. Beside the highest strong, positive and meaningful correlation, CTs also had well correlated view. The highest, positive, and meaningful correlated coefficient belonged to the independent variable 'Literacy in technology'. CTs in Bursa had strong, positive, and meaningful views correlated with the dependent variable 'Awareness on IPPs', and the highest correlated coefficient was the independent variable 'Higher-order thingking skills'.

The second sub-area was stressing for PTs the importance of consistency and honesty in their conduct in the classroom. CTs said that they contributed to PTs'

recognizing the importance of consistency and honesty in teaching. CTs in Ankara had strong, positive, and meaningful views correlated with the dependent variable 'Reliability and consistency'. The highest correlated coefficient among other independent variables belonged to the independent variable 'Overcoming difficulties', and the other higher correlated coefficient belonged to the independent variable 'Self-evaluation'. CTs CTs in the Bursa group had strong, positive and meaningful views correlated with the dependent variable 'Reliability and consistency', and the highest correlaated coefficient belonged to the independent variable 'Overcoming difficulties'. The higher strong, positive and meaningful correlated coefficient of the independent variable was 'National and international values'. CTs in the Bursa group had strong, positive and meaningful views correlated with the dependent variable 'Reliability and consistency', and the highest correlated coefficient belonged to the independent variable 'Overcoming difficulties'. The higher strong, positive, and meaningfully correlated coefficient of the independent variable was 'National and international values'.

The third sub-area was emphasizing for PTs the importance of coping with problems. CTs stated that they contributed to PTs in dealing with problems. CTs in the Ankara group had strong, positive and meaningful views correlated with the dependent variable 'Overcoming difficulties', and the highest correlated coefficient belonged to the independent variable 'Reliability and consistency'. The higher, positive and meaningfully correlated coefficient belonged to the independent variable 'Innovations and changes'. CTs in the Bursa group had also strong, positive and meaningful views correlated with the dependent variable 'Overcoming difficulties', and the highest correlated coefficient belonged to the independent variable 'Reliability and consistency'. The higher positive and meaningfully correlated coefficient belonged to the independent variable 'Higher-order thinking skills'.

The fourth sub-area was building awareness in PTs for knowing the ways of managing stress and using them for professional success. CTs stated that they contributed to PTs in managing stress in teaching. CTs in the Ankara group had strong, positive and meaningful views correlated with the dependent variable 'Managing stress', and the highest correlated coefficient belonged to the independent variable 'Participation in activities' and the higher strong, positive, and meaningful

correlated coefficient belonged to the independent variable 'Cooperating in team work'. CTs in the Bursa group also had strong, positive, and meaningful views correlated with the dependent variable 'Managing stress', and the highest correlated coefficient belonged to the independent variable 'Language proficiency', and the higher correlated coefficient belonged to the independent variable 'Overcoming difficulties'.

The fifth sub-area was emphasizing the importance of having self confidence in teachers. CTs in the Ankara group had strong, positive and meaningful views correlated with the dependent variable 'Self-confidence'. The highest correlated coefficient belonged to the independent variable 'Democratic professional', and the higher correlated coefficient belonged to the independent variable 'Evaluating students' progress'. CTs in the Bursa group also had strong and less strong, positive and meaningful views correlated with the dependent variable 'Self-confidence', and the highest correlated coefficient belonged to the independent variable 'Overcoming difficulties', and the higher correlated coefficient belonged to the independent variable 'Time management strategies'.

The sixth sub-area was emphasizing the importance of having higher order thinking skills in teachers and utilizing them. CTs stated that they contributed to PTs in having higher-order thinking skills. CTs in the Ankara group had strong, positive, and correlated views correlated with the dependent variable 'Higher-order thinking skills', and the highest correlated coefficient belonged to the independent variable 'Innovations and changes', and the higher correlated coefficient belonged to the independent variable 'Following changes in IT'. CTs in the Bursa group also had strong, positive and meaningful views correlated with the dependent variable 'Higher-order thinking skills', and the highest correlated coefficient belonged to the independent variable 'Overcoming difficulties', and the higher correlated coefficient belonged to the independent variable 'Raising interest in related fields'.

The seventh sub-area was assisting PTs to learn time management strategies and to utilize them in teaching. CTs in the Ankara group had mostly strong, positive, and meaningful views correlated with the dependent variable 'Time management strategies', and the highest correlated coefficient belonged to the independent variable 'Time management', and the higher correlated coefficient belonged to the

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independent variable 'Higher-order thinking skills. CTs in the Bursa group had also strong, positive, and meaningful views correlated with the dependent variable 'Time management strategies', and the highest correlated coefficient belonged to the independent variable 'Innovations and changes', and the higher correlated coefficient belonged to the independent variable 'Awareness on IPPs'.

The eighth sub-area was explaining the importance of adapting new ideas and changes. CTs stated that they contributed to PTs adapting new ideas and changes in teaching. CTs in the Ankara group had strong, positive and meaningful views correlated with the dependent variable 'Innovations and changes', and the highest correlated coefficient belonged to the independent variable 'Higher-order thinking skills', and the higher correlated coefficient belonged to the independent variable 'Overcoming difficulties'. Cts in the Bursa group had also mostly strong, positive and meaningful views correlated with the dependent variable 'Innovations and changes', and the highest correlated coefficient belonged to the independent variable 'Time management strategies', and the higher correlated coefficient belonged to the independent variable 'Time management'.

The nineth sub-area was stressing the importance of using English grammatically and intelligibly. They stated that they contributed to PTs using proficient language. CTs in the Ankara group had strong, positive and meaningful views correlated with the dependent variable 'Language proficiency', and the highest correlated coefficient belonged to the independent variable 'Democratic professional'. They also had well correlated views correlated with the dependent variable 'Language proficiency', and the highest correlated coefficient among these independent variables was 'Raising interest in related fields'. CTs in the Bursa group had also strong, positive, and meaningful views correlated with the dependent variable 'Language proficiency', and the highest correlated coefficient belonged to the independent variable 'Managing stress', and the higher correlated coefficient belonged to the independent variable 'Ethics'.

The tenth sub-area was emphasizing the importance of fulfilling professional responsibilities enthusiastically and willingly. CTs stated that they contributed to PTs fulfilling professional responsibilities enthusiastically and willingly. CTs in the Ankara group had mostly strong, positive and meaningful views correlated with the

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dependent variable 'Enthusiasm and willingness', and the highest correlated coefficient belonged to the independent variable 'Democratic professional', and the higher well correlated coefficient belonged to the independent variable 'Awareness of official directives'. CTs in the Bursa group had also strong, positive and meaningful views correlated with the dependent variable 'Enthusiasm and willingness', and the highest correlated coefficient was the independent variable 'Professional media'.

The eleventh sub-area was emphasizing the importance of being technology literate for teachers. CTs stated that they contributed to PTs' becoming computer literate. CTs in the Ankara group had strong, positive, and meaningful views correlated with the dependent variable 'Literacy in technology', and the highest correlated coefficient belonged to the independent variable 'Raising interest in related fields', and the higher correlated coefficient belonged to the independent variable 'Following changes in IT'. CTs in the Bursa group had mostly well correlated views. The highest correlated coefficient among the well correlated coefficients belonged to the independent variables 'Preparing and developing materials' and 'Principles and values of TES'. The highest correlated strong, positive and meaningful coefficient belonged to the independent variable 'Following changes in IT'.

The twelfth sub-areas was emphasizing the importance of monitoring the latest developments in Information and Communication Technologies. CTs stated that they contributed to PTs following the changes in IT. CTs in the Ankara group had strong, positive and meaningful views correlated with the dependent variable 'Following changes in IT', and the highest correlated coefficient belonged to the independent variable 'Raising interest in related field', and the higher correlated coefficient belonged to the independent variable 'Literacy in technology'. CTs in the Bursa group had also strong and less strong views correlated with the dependent variable 'Following changes in IT'. The highest correlated coefficient belonged to the independent variable 'Emphasizing use of IT', and the highest well correlated coefficient belonged to the independent variable 'Subject specific program'.

The final sub-area was following developments in related fields, participating in professional activities in those fields, and applying what is learned in those fields

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into teaching. CTs stated that they contributed to PTs developing interest in related fields. CTs in the Ankara group had strong, positive, and meaningful views correlated with the dependent variable 'Raising interest in related fields', and the highest correlated coefficient belonged to the independent variable 'Following changes in IT', and the higher correlated coefficient belonged to the independent variable 'Literacy in technology'. CTs in the Bursa group had also strong, positive and meaningful views correlated with the dependent variable 'Raising interest in related fields', and the highest correlated coefficient belonged to the independent variable 'Planning professional development', and the higher correlated coefficient belonged to the independent variable 'Higher-order thinking skills'.

CHAPTER XII

DATA ANALYSIS: QUESTIONNAIRES AREA 9

Area 9. Assisting PTs to Follow Recent Developments and Become Professionally Productive in the Field

There were eight sub-areas in area 9. They were: Assisting PTs to participate in social and recreational activities at school, emphasizing the importance of utilizing information and communication technologies to aid professional development and productivity, emphasizing the importance of attending in-service training, meetings and seminars, encouraging PTs to be current on literature for professional development, emphasizing the importance of PTs' cooperation with teachers' associations and their participation in the decision-making process, assisting PTs to prepare self-development plans for themselves and encouraging them to develop themselves in the preparation and administration of those plans, encouraging PTs to participate in group work with school staff, assisting PTs to participate in social, cultural, and professional activities held at school. In the following, firstly, the frequency analysis, and in the completion of the frequency analysis, the correlation analysis were presented.

Frequency Results of the Groups

Item 1. Assisting PTs to Participate in Social and Recreational Activities at School

CTs in the Ankara and in the Bursa groups had approximate contributions on participating in social and recreational activities at school. While CTs in the Ankara group responded to the item 'always'- 20%, CTs in the Bursa group had 10% response rate to the same item, 'always'. There was 10% difference in response rates.

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The responses given to the item 'frequently' by CTs in Ankara was 30%, and responses given to the same item in the Bursa group was 12%, 18% difference in response rate. Responses given to the item 'occasionally' were very different, 18% of CTs in Ankara and 44% of CTs in Bursa. That made 26% difference in response rate. 6% of CTs in the Ankara group responded to the unexpected negative item 'rarely', and 30% of CTs responded to the same item in Bursa, and there was 24% broad difference in response rate. 24% of CTs in Ankara gave response to the item 'never', and 4% of CTs in Bursa responded to the same item. While 2% of CTs did not respond to the items, all of CTs in Bursa preferred responding to an item.

Table 193

Assisting PTs to Participate in Social and Recreational Activities at School - Ankara Group

Participation in off-task activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	24,0	24,0	24,0
	Rarely	3	6,0	6,0	30,0
	Occasionally	9	18,0	18,0	48,0
	Frequently	15	30,0	30,0	78,0
	Always	10	20,0	20,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Table 194

Assisting PTs to Participate in Social and Recreational Activities at School - Bursa Group

Participation in off-task activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	4,0	4,0	4,0
	Rarely	15	30,0	30,0	34,0
	Occasionally	22	44,0	44,0	78,0
	Frequently	6	12,0	12,0	90,0
	Always	5	10,0	10,0	100,0
	Total	50	100,0	100,0	

Item 2. Emphasizing the Importance of Utilizing Information and Communication Technologies to Aid Professional Development and Productivity

CTs in the Ankara and in the Bursa groups had approximate contributions on using Information Technology to aid professional development and productivity. While CTs in the Ankara group responded to the item 'always' - 34%, CTs in the Bursa group had identical response rate to the same item, 'always'. There was no difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 36%, and responses given to the same item in the Bursa group was identical, too. Responses given to the item 'occasionally' were pretty high and almost identical, 26% of CTs in Ankara and 28% of CTs in Bursa. That made 2% difference in response rate. 4% of CTs in the Ankara group and 2% of CTs responded to the unexpected negative items 'rarely' and 'never'.

Table 195

Emphasizing the Importance of Utilizing Information and Communication Technologies to Aid Professional Development and Productivity - Ankara Group

Emphasizing use of IT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	4,0	4,0	4,0
	Occasionally	13	26,0	26,0	30,0
	Frequently	18	36,0	36,0	66,0
	Always	17	34,0	34,0	100,0
	Total	50	100,0	100,0	

Table 196

Emphasizing the Importance of Utilizing Information and Communication Technologies to Aid Professional Development and Productivity - Bursa Group

Emphasizing use of IT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	14	28,0	28,0	30,0
	Frequently	18	36,0	36,0	66,0
	Always	17	34,0	34,0	100,0
	Total	50	100,0	100,0	

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Item 3. Emphasizing the Importance of Attending In-Service Training, Meetings and Seminars

CTs in the Ankara and in the Bursa groups had approximate contributions on attending in-service training, meetings and seminars. While CTs in the Ankara group responded to the item 'always' - 38%, CTs in the Bursa group had 32% response rate to the same item, 'always'. There was 6% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 28%, and responses given to the same item in the Bursa group was 42%, and there was 14% difference in response rate. Responses given to the item 'occasionally' were high and identical, 20% of CTs in Ankara and 20% of CTs in Bursa. That made no difference in response rate. 14% of CTs in the Ankara group and 6% of CTs responded to the unexpected negative items 'rarely' and 'never'.

Table 197

Emphasizing the Importance of Attending In-Service Training, Meetings and Seminars - Ankara Group

Participating in any PDF

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Rarely	6	12,0	12,0	14,0
	Occasionally	10	20,0	20,0	34,0
	Frequently	14	28,0	28,0	62,0
	Always	19	38,0	38,0	100,0
	Total	50	100,0	100,0	

Table 198

Emphasizing the Importance of Attending In-Service Training, Meetings and Seminars - Bursa Group

Participating in any PDF

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	3	6,0	6,0	6,0
	Occasionally	10	20,0	20,0	26,0
	Frequently	21	42,0	42,0	68,0
	Always	16	32,0	32,0	100,0
	Total	50	100,0	100,0	

Item 4. Encouraging PTs to be Current on Literature for Professional Development

CTs in the Ankara and in the Bursa groups had approximate contributions on being current on literature for professional development. While CTs in the Ankara group responded to the item 'always' - 32%, CTs in the Bursa group had 36% response rate to the same item, 'always'. There was 4% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 44%, and responses given to the same item in the Bursa group was 28, and there was 15% difference in response rates. Responses given to the item 'occasionally' in Bursa were pretty high, 28%, but in Ankara responses to the same item was 6%. That made 22% difference in response rate. 18% of CTs in the Ankara group responded to the unexpected negative items 'rarely' and 'never' while 8% of CTs responded to the same items, 10% difference in response rate.

Table 199

Encouraging PTs to be Current on Literature for Professional Development - Ankara Group

Professional media

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	9	18,0	18,0	18,0
	Occasionally	3	6,0	6,0	24,0
	Frequently	22	44,0	44,0	68,0
	Always	16	32,0	32,0	100,0
	Total	50	100,0	100,0	

Table 200

Encouraging PTs to be Current on Literature for Professional Development - Bursa Group

Professional media

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	4,0	4,0	4,0
	Rarely	2	4,0	4,0	8,0
	Occasionally	14	28,0	28,0	36,0
	Frequently	14	28,0	28,0	64,0
	Always	18	36,0	36,0	100,0
	Total	50	100,0	100,0	

Item 5. Emphasizing the Importance of PTs' Cooperation with Teachers' Associations and Their Participation in the Decision-Making Process

CTs in the Ankara and in the Bursa groups had approximate contributions on cooperating with teachers' associations and participating in the decision-making process. While CTs in the Ankara group responded to the item 'always' - 16%, CTs in the Bursa group had almost identical response rate to the same item, 'always', 12%. There was 4% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 14%, and responses given to the same item in the Bursa group was almost identical, 16%, 2% difference in response rates. Responses given to the item 'occasionally' were pretty high and almost identical, 30% of CTs in Ankara and 32% of CTs in Bursa. That made 2% difference in response rate. 34% of CTs in the Ankara group and 38% of CTs in Bursa responded to the unexpected negative items 'rarely' and 'never', which there was 4% difference in the rates.

Table 201

Emphasizing the Importance of PTs' Cooperation with Teachers' Associations and Their Participation in the Decision-Making Process - Ankara Group

Cooperating with teaching associations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	22,0	22,0	22,0
	Rarely	6	12,0	12,0	34,0
	Occasionally	15	30,0	30,0	64,0
	Frequently	7	14,0	14,0	78,0
	Always	8	16,0	16,0	94,0
	No response	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

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Table 202

Emphasizing the Importance of PTs' Cooperation with Teachers' Associations and
Their Participation in the Decision-Making Process - Bursa Group

Cooperating with teaching associations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	16,0	16,0	16,0
	Rarely	11	22,0	22,0	38,0
	Occasionally	16	32,0	32,0	70,0
	Frequently	8	16,0	16,0	86,0
	Always	6	12,0	12,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

*Item 6. Assisting PTs to Prepare Self-Development Plans for Themselves and
Encouraging Them to Develop Themselves in the Preparation and Administration
of Those Plans*

CTs in the Ankara and in the Bursa groups had approximate contributions on
preparing self-development plans and encouraging PTs to develop themselves in the
preparation and administration of those plans. While CTs in the Ankara group
responded to the item 'always' - 28%, CTs in the Bursa group had different response
rate to the same item, 'always', 16. There was 12% difference in response rates. The
responses given to the item 'frequently' by CTs in Ankara was 26%, and responses
given to the same item in the Bursa group was different, 40%. Responses given to the
item 'occasionally' were identical, 28% of CTs in Ankara and 28% of CTs in Bursa.
That made no difference in response rate. 16% of CTs in the Ankara group and 14%
Bursa responded to the unexpected negative items 'rarely' and 'never'. That made
2% difference in the given rates.

Table 203

Assisting PTs to Prepare Self-Development Plans for Themselves and Encouraging
Them to Develop Themselves in the Preparation and Administration of Those Plans -
Ankara Group

Planning professional development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	8,0	8,0	8,0
	Rarely	4	8,0	8,0	16,0
	Occasionally	14	28,0	28,0	44,0
	Frequently	13	26,0	26,0	70,0
	Always	14	28,0	28,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Table 204

Assisting PTs to Prepare Self-Development Plans for Themselves and Encouraging
Them to Develop Themselves in the Preparation and Administration of Those Plans -
Bursa Group

Planning professional development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	12,0	12,0	12,0
	Rarely	1	2,0	2,0	14,0
	Occasionally	14	28,0	28,0	42,0
	Frequently	20	40,0	40,0	82,0
	Always	8	16,0	16,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Item 7. Encouraging PTs to Participate in Group Work with School Staff

CTs in the Ankara and in the Bursa groups had different contributions on
encouraging PTs to participate in group work with school staff . While CTs in the
Ankara group responded to the item 'always'- 26%, CTs in the Bursa group had
lower response rate to the same item, 'always', 12%. There was 14% difference in
response rates. The responses given to the item 'frequently' by CTs in Ankara was
36%, and responses given to the same item in the Bursa group was lower, 26%.

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Responses given to the item 'occasionally' were different, 12% of CTs in Ankara and 32% of CTs in Bursa. That made 20% difference in response rate. 26% of CTs in the Ankara group and 26% of CTs responded to the unexpected negative items 'rarely' and 'never'.

Table 205

Encouraging PTs to Participate in Group Work with School Staff - Ankara Group

Cooperating in team work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	22,0	22,0	22,0
	Rarely	2	4,0	4,0	26,0
	Occasionally	6	12,0	12,0	38,0
	Frequently	18	36,0	36,0	74,0
	Always	13	26,0	26,0	100,0
	Total	50	100,0	100,0	

Table 206

Encouraging PTs to Participate in Group Work with School Staff - Bursa Group

Cooperating in team work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	12,0	12,0	12,0
	Rarely	7	14,0	14,0	26,0
	Occasionally	16	32,0	32,0	58,0
	Frequently	13	26,0	26,0	84,0
	Always	6	12,0	12,0	96,0
	No response	2	4,0	4,0	100,0
	Total	50	100,0	100,0	

Item 8. Assisting PTs to Participate in Social, Cultural, and Professional Aactivities Held at School

CTs in the Ankara and in the Bursa groups had approximate contributions on participating in social, cultural, and professional activities held at school. While CTs in the Ankara group responded to the item 'always' - 20%, CTs in the Bursa group had lower response rate to the same item, 'always', 6%. There was 14% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 24%, and responses given to the same item in the Bursa group was higher, 36%, and

that made12% difference. Responses given to the item 'occasionally' were pretty high and different, 20% of CTs in Ankara and 34% of CTs in Bursa. That made 14% difference in response rate. 34% of CTs in the Ankara group and 22% of CTs responded to the unexpected negative items 'rarely' and 'never'. In both groups 2% of CTs preferred not to give any response to any of the items.

Table 207

Assisting PTs to Participate in Social, Cultural, and Professional Activities Held at School - Ankara Group

Participation in activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	18,0	18,0	18,0
	Rarely	8	16,0	16,0	34,0
	Occasionally	10	20,0	20,0	54,0
	Frequently	12	24,0	24,0	78,0
	Always	10	20,0	20,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Table 208

Assisting PTs to Participate in Social, Cultural, and Professional Activities Held at School - Bursa Group

Participation in activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	12,0	12,0	12,0
	Rarely	5	10,0	10,0	22,0
	Occasionally	17	34,0	34,0	56,0
	Frequently	18	36,0	36,0	92,0
	Always	3	6,0	6,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Frequency Summary of Area 9: Assisting PTs to Follow Recent Developments and Become Professionally Productive in the Field

In area nine, there were eight sub-areas. The first sub-area was assisting PTs

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to participate in social and recreational activities at school. CTs in the Ankara and in the Bursa groups had lower expected positive contributions to PTs' training in participating in social and recreational activities at school. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 50% of CTs in Ankara, and 22% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses could not reach the defined expected positive level- lower than 66.7%. Responses given to the item 'occasionally' was not very low, and given responses were different, 18% in Ankara and 44% in Bursa. Responses given to the unexpected negative items 'rarely' and 'never' were 30% in Ankara and 34% in Bursa.

The second sub-area was emphasizing the importance of utilizing information and communication technologies to aid professional development and productivity. CTs in the Ankara and in the Bursa groups had identical expected positive contributions to PTs' training in utilizing information and communication technologies to aid professional development and productivity. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 70% of CTs in Ankara, and 70% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and their responses reached the defined expected positive level- 66.7%. Responses given to the item 'occasionally' was not very low, and given responses were almost identical, 26% in Ankara and 28% in Bursa. Responses given to the unexpected negative items 'rarely' and 'never' were 4% in Ankara and 2% in Bursa.

The third ub-area was emphasizing the importance of attending in-service training, meetings and seminars. CTs in the Bursa group had expected positive contributions to PTs' training, but CTs in Ankara could not reach the expected level on emphasizing the importance of attending in-service training, meetings and seminars. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 66% of CTs in Ankara, and 74% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and

Ankara group fell behind the expected level, Bursa group reached the defined expected positive level. Responses given to the item 'occasionally' were identical and high, 20% in Ankara and 20% in Bursa. Responses given to the unexpected negative items 'rarely' and 'never' were 14% in Ankara and 6% in Bursa.

The fourth sub-area was encouraging PTs to be current on literature for professional development. CTs in the Ankara group had expected positive contributions to PTs' training, but CTs in Bursa could not reach the expected level on being current on literature for professional development. When the positive expected level of contribution was accepted as 66.7% - 100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 76% of CTs in Ankara, and 64% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and Bursa group fell behind the expected level, Ankara group reached the defined expected positive level. Responses given to the item 'occasionally' were different, 6% in Ankara and 28% in Bursa. Responses given to the unexpected negative items 'rarely' and 'never' were 18% in Ankara and 8% in Bursa.

The fifth sub-area was emphasizing the importance of PTs' cooperation with teachers' associations and their participation in the decision-making process. CTs in the Ankara group and in the Bursa group had lower expected positive contributions to PTs' training in cooperating with teachers' associations and participating in the decision-making process. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 30% of CTs in Ankara, and 28% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and both groups fell behind the expected level. Responses given to the item 'occasionally' were almost identical, 30% in Ankara and 32% in Bursa. Responses given to the unexpected negative items 'rarely' and 'never' were very high, 34% in Ankara and 38% in Bursa.

The sixth sub-area was assisting PTs to prepare self-development plans for themselves and encouraging them to develop themselves in the preparation and administration of those plans. CTs in the Ankara group and in the Bursa group had lower expected positive contributions to PTs' training in planning professional

development. When the positive expected level of contribution was accepted as 66.7% - 100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 54% of CTs in Ankara, and 56% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and both groups fell behind the expected level. Responses given to the item 'occasionally' were identical and high, 28% in Ankara and 28% in Bursa. Responses given to the unexpected negative items 'rarely' and 'never' were 16% in Ankara and 14% in Bursa.

The seventh one of these sub-areas was encouraging PTs to participate in group work with school staff. CTs in the Ankara group and in the Bursa group had lower expected positive contributions to PTs' training in participate in group work with school staff. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 62% of CTs in Ankara, and 38% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and both groups fell behind the expected level, 66.7%. Responses given to the item 'occasionally' were different, 12% in Ankara and 32% in Bursa. Responses given to the unexpected negative items 'rarely' and 'never' were pretty high and identical, 26% in Ankara and 26% in Bursa.

The eighth one of these sub-areas was assisting PTs to participate in social, cultural, and professional activities held at school. CTs in the Ankara group and in the Bursa group had lower expected positive contributions to PTs' training in participating in social, cultural, and professional activities held at school. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 44% of CTs in Ankara, and 42% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and both groups fell behind the expected level, 66.7%. Responses given to the item 'occasionally' were different, 20% in Ankara and 34% in Bursa. Responses given to the unexpected negative items 'rarely' and 'never' were pretty high, 34% in Ankara and 22% in Bursa.

Correlation Results of the Groups

Item 1. Assisting PTs to Participate in Social and Recreational Activities at School

The correlation of CTs' views in Ankara between the variable 'Participation in off-task activities' and other independent variables given in Table 209 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Children' rights', 'Human rights', 'Managing stress', 'Emphasizing use of IT', 'Participation in any PDF', 'Professional media', 'Cooperating with teaching associations', 'Planning professional development', 'Cooperating in team work', 'Participation in activities', 'Developing and changing schools', 'Directives and practices on disables', 'Precautions fordisables' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.533, 0.551, 0.543, 0.719, 0.666, 0.589, 0.772, 0.727, 0.813, 0.714, 0.633, 0.680, 0.623 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong, positive and meaningful correlated views contributed to PTs' training in 'Participation in off-task activities'.

Table 209

Assisting PTs to Participate in Social and Recreational Activities at School - Ankara Group

		V19	V20	V35	V46	V47	V48
Participation in off-task activities	Pearson Correlation	0,533	0,551	0,543	0,719	0,666	0,589
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

		V49	V50	V51	V52	V53	V56	V57
Participation in off-task activities	Pearson Correlation	0,772	0,727	0,813	0,714	0,633	0,680	0,623
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).							

The correlation of CTs' views in Bursa between the variable 'Participation in off-task activities' and other independent variables given in Table 210 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Cultural centers', 'Principles and values of TES', 'Children' rights', 'Raising interest in related fields', 'Cooperating with teaching associations', 'Planning professional development', 'Cooperating in team work', 'Participation in activities', 'Directives and practices on disables', Precautions fordisables' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.396, 0.536, 0.421, 0.440, 0.497, 0.497, 0.419, 0.398, 0.511, 0.654 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong, positive and meaningful correlated views contributed to PTs' training in 'Participation in off-task activities'.

Table 210

Assisting PTs to Participate in Social and Recreational Activities at School - Bursa Group

		V15	V17	V19	V44	V49
Participation in off-task activities	Pearson Correlation	0,396	0,536	0,421	0,440	0,497
	Sig. (2-tailed)	0,004	0,000	0,002	0,001	0,000
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

		V50	V51	V52	V56	V57
Participation in off-task activities	Pearson Correlation	0,497	0,419	0,398	0,511	0,654
	Sig. (2-tailed)	0,000	0,002	0,004	0,000	0,000
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

Item 2. Emphasizing the Importance of Utilizing Information and Communication Technologies to Aid Professional Development and Productivity

The correlation of CTs' views in Ankara between the variable 'Emphasizing use of IT' and other independent variables given in Table 211 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Human rights', 'National and international values', 'Individual and cultural differences', 'Participation in off-task activities', 'Participating in any PDF', 'Professional media', 'Cooperating with teaching associations', 'Planning professional development', 'Cooperating in team work', 'Participation in activities', 'Developing and changing schools', 'Directives and practices on disabled', 'Precautions fordisabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.528, 0.445, 0.629, 0.719, 0.663, 0.527, 0.543, 0.608, 0.734, 0.606, 0.601, 0.562, 0.504 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong, positive and meaningful correlated views contributed to PTs' training in 'Emphasizing use of IT'.

Table 211

Emphasizing the Importance of Utilizing Information and Communication Technologies to Aid Professional Development and Productivity - Ankara Group

		V20	V23	V24	V45	V47	V48
Emphasizing use of IT	Pearson Correlation	0,528	0,445	0,629	0,719	0,663	0,527
	Sig. (2-tailed)	0,000	0,001	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

		V49	V50	V51	V52	V53	V56	V57
Emphasizing use of IT	Pearson Correlation	0,543	0,608	0,734	0,606	0,601	0,562	0,504
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).							

The correlation of CTs' views in Bursa between the variable 'Emphasizing use of IT' and other independent variables given in Table 212 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Self-confidence', 'Innovations and changes', 'Literacy in technology',

'Following changes in IT', 'Participating in any PDF' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.367, 0.362, 0.332, 0.654, 0.521 respectively, and there was a strong, positive and meaningful relation. CTs also had well correlated views correlated with the dependent variable 'Emphasizing use of IT', and they were 'Professional media', 'Overcoming difficulties', 'Higher-order thinking skills', 'Time management strategies',and they were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.315, 0.339, 0.313, 0.284 respectively, and there was a positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong, positive and meaningful correlated views contributed to PTs' training in 'Emphasizing use of IT'.

Table 212

Emphasizing the Importance of Utilizing Information and Communication Technologies to Aid Professional Development and Productivity - Bursa Group

		V34	V36	V37	V38
Emphasizing use of IT	Pearson Correlation	0,339	0,367	0,313	0,284
	Sig. (2-tailed)	0,016	0,009	0,027	0,046
	N	50	50	50	50

| * | Correlation is significant at the 0.05 level (2-tailed). |
| ** | Correlation is significant at the 0.01 level (2-tailed). |

		V39	V42	V43	V47	V48
Emphasizing use of IT	Pearson Correlation	0,362	0,332	0,654	0,521	0,315
	Sig. (2-tailed)	0,010	0,019	0,000	0,000	0,026
	N	50	50	50	50	50

| * | Correlation is significant at the 0.05 level (2-tailed). |

Item 3. Emphasizing the Importance of Attending In-Service Training, Meetings and Seminars

The correlation of CTs' views in Ankara between the variable 'Participating in any PDF' and other independent variables given in Table 213 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent

variables 'Participation in off-task activities', 'Emphasizing use of IT', 'Professional media', 'Cooperating with teaching associations', 'Planning professional development', 'Cooperating in team work', 'Participation in activities', 'Developing and changing schools', 'Awareness of official directives', 'Directives and practices on disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.666, 0.663, 0.820, 0.493, 0.694, 0.792, 0.742, 0.746, 0.537, 0.483 respectively, and there was a strong, positive and meaningful relation. CTs also had well correlated negative view correlated with the dependent variable 'Participating in any PDF', and it was 'Total years of professional experience',and it was in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were - 0.321 respectively, and there was a negative and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strong, positive, meaningful and less strong, negative and meaningfully correlated views contributed to PTs' training in 'Participating in any PDF'.

Table 213

Emphasizing the Importance of Attending In-Service Training, Meetings and Seminars - Ankara Group

		Total years of proffes. experience	V45	V46	V48	V49	V50
Participating in any PDF	Pearson Correlation	-0,321	0,666	0,663	0,820	0,493	0,694
	Sig. (2-tailed)	0,023	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).						
**	Correlation is significant at the 0.01 level (2-tailed).						

		V51	V52	V53	V54	V56	V57
Participating in any PDF	Pearson Correlation	0,792	0,742	0,746	0,537	0,483	0,479
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).						
**	Correlation is significant at the 0.01 level (2-tailed).						

The correlation of CTs' views in Bursa between the variable 'Participating in any PDF' and other independent variables given in Table 214 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Principles and values of TES', 'Awareness on IPPs', 'Reliability and consistency', 'Overcoming difficulties', 'Managing stress', 'Higher-order thinking skills', 'Time management strategies', 'Innovations and changes', 'Raising interest in related fields', 'Emphasizing use of IT', 'Professional media', 'Directives and practices on disables', 'Precautions fordsables' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.407, 0.483, 0.387, 0.471, 0.446, 0.514, 0.379, 0.395, 0.432, 0.521, 0.557, 0.393, 0.444 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Participating in any PDF'.

Table 214

Emphasizing the Importance of Attending In-Service Training, Meetings and Seminars - Bursa Group

		V17	V32	V33	V34	V35	V37
Participating in any PDF	Pearson Correlation	0,407	0,483	0,387	0,471	0,446	0,514
	Sig. (2-tailed)	0,003	0,000	0,005	0,001	0,001	0,000
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

		V38	V39	V44	V46	V48	V56	V57
Participating in any PDF	Pearson Correlation	0,379	0,395	0,432	0,521	0,557	0,393	0,444
	Sig. (2-tailed)	0,007	0,005	0,002	0,000	0,000	0,005	0,001
	N	50	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).							

Item 4. Encouraging PTs to be Current on Literature for Professional Development

The correlation of CTs' views in Ankara between the variable 'Professional

media' and other independent variables given in Table 215 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Participation in off-task activities', 'Emphasizing use of IT', 'Participating in any PDF', 'Cooperating with teaching associations', 'Planning professional development', 'Cooperating in team work', 'Participation in activities', 'Developing and changing schools', 'Awareness of official directives', 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.589, 0.527, 0.820, 0.471, 0.695, 0.691, 0.691, 0.720, 0.546, 0.458 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strongly, positively, meaningfully correlated views that contributed to PTs' training in 'Professional media'.

Table 215

Encouraging PTs to be Current on Literature for Professional Development - Ankara Group

		V45	V46	V47	V49	V50
Professional media	Pearson Correlation	0,589	0,527	0,820	0,471	0,695
	Sig. (2-tailed)	0,000	0,000	0,000	0,001	0,000
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

		V51	V52	V53	V54	V57
Professional media	Pearson Correlation	0,691	0,691	0,720	0,546	0,458
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,001
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

The correlation of CTs' views in Bursa between the variable 'Professional media' and other independent variables given in Table 216 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Principles and values of TES', 'Awareness on IPPs', 'Time management strategies', 'Enthusiasm and willingness', 'Raising interest in related fields',

'Participating in any PDF', 'Planning professional development', 'Developing and changing schools', 'Directives and practices on disabled', 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.425, 0.474, 0.421, 0.469, 0.460, 0.557, 0.390, 0.418, 0.380, 0.385 respectively, and there was a strong, positive and meaningful relation. CTs also had negative and meaningful view, and it was in the limits of a 95% confidence interval (a=0.05), and its correlated coefficient was -0.298, and there was a well correlated, negative and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strongly, positively, meaningfully, and negatively, correlated views that contributed to PTs' training in 'Professional media'.

Table 216

Encouraging PTs to be Current on Literature for Professional Development - Bursa Group

		V17	V30	V32	V38	V41
Professional media	Pearson Correlation	0,425	-0,298	0,474	0,421	0,469
	Sig. (2-tailed)	0,002	0,036	0,001	0,002	0,001
	N	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

		V44	V47	V50	V53	V56	V57
Professional media	Pearson Correlation	0,460	0,557	0,390	0,418	0,380	0,385
	Sig. (2-tailed)	0,001	0,000	0,005	0,003	0,007	0,006
	N	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Item 5. Emphasizing the Importance of PTs' Cooperation with Teachers' Associations and Their Participation in the Decision-Making Process

The correlation of CTs' views in Ankara between the variable 'Cooperating with teaching associations' and other independent variables given in Table 217 below shows the correlation coefficients and their positive or negative relations:
CTs had varied views correlated with the dependent variables. These independent

variables 'Children' rights', 'Human rights', 'Managing stress', 'Participation in off-task activities', 'Emphasizing use of IT', 'Planning professional development', 'Cooperating in team work', 'Participation in activities', 'Developing and changing schools', 'Directives an practices on disabled', 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.577, 0.563, 0.532, 0.772, 0.543, 0.649, 0.719, 0.734, 0.578, 0.680, 0.630 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Cooperating with teaching associations'.

Table 217

Emphasizing the Importance of PTs' Cooperation with Teachers' Associations and Their Participation in the Decision-Making Process - Ankara Group

		V19	V20	V35	V45	V46
Cooperating with teaching associations	Pearson Correlation	0,577	0,563	0,532	0,772	0,543
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

		V50	V51	V52	V53	V56	V57
Cooperating with teaching associations	Pearson Correlation	0,649	0,719	0,734	0,578	0,680	0,630
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

The correlation of CTs' views in Bursa between the variable 'Cooperating with teaching associations' and other independent variables given in Table 218 below shows the correlation coefficients and their positive or negative relations:
CTs had varied views correlated with the dependent variables. These independent variables 'Lesson planning', 'Cultural centers', 'Principles and values of TES', 'The legality and ethics in IT', 'Raising interest in related fields', 'Participation in off-task activities', 'Planning professional development', 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients

were 0.414, 0.422, 0.471, 0.366, 0.367, 0.497, 0.438, 0.485 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Cooperating with teaching associations'.

Table 218

Emphasizing the Importance of PTs' Cooperation with Teachers' Associations and Their Participation in the Decision-Making Process - Bursa Group

		V4	V15	V17	V26	V44	V45	V50	V57
Cooperating with teaching associations	Pearson Correlation	0,414	0,422	0,471	0,366	0,367	0,497	0,438	0,485
	Sig. (2-tailed)	0,003	0,002	0,001	0,009	0,009	0,000	0,001	0,000
	N	50	50	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).							

Item 6. Assisting PTs to Prepare Self-Development Plans for Themselves and Encouraging Them to Develop Themselves in the Preparation and Administration of Those Plans

The correlation of CTs' views in Ankara between the variable 'Planning professional development' and other independent variables given in Table 219 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'National and international values', 'Raising interest in related fields', 'Participation in off-task activities', 'Emphasizing use of IT', 'Participating in any PDF', 'Professional media', 'Cooperating with teaching associations', 'Cooperating in team work', 'Participation in activities', 'Developing and changing schools' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.592, 0.580, 0.727, 0.608, 0.694, 0.695, 0.649, 0.767, 0.673, 0.649 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Planning professional development'.

Table 219

Assisting PTs to Prepare Self-Development Plans for Themselves and Encouraging
Them to Develop Themselves in the Preparation and Administration of Those Plans -
Ankara Group

		V23	V44	V45	V46	V47
Planning professional development	Pearson Correlation	0,592	0,580	0,727	0,608	0,694
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					
		V48	V49	V51	V52	V57
Planning professional development	Pearson Correlation	0,695	0,649	0,767	0,673	0,649
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

The correlation of CTs' views in Bursa between the variable 'Planning professional development' and other independent variables given in Table 220 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Preparing and developing materials', 'Cultural centers', 'Principles and values of TES', 'Children' rights', 'Human rights', 'Developing and learning difficulties', 'Raising interest in related fields', 'Participation in off-task activities', 'Professional media', 'Cooperating with teaching associations', 'Cooperating in team work', 'Directives and practices on disables', 'Precautions for disables' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.459 0.532, 0.506, 0.460, 0.374, 0.363, 0.540, 0.497, 0.390, 0.438, 0.396, 0.400, 0.535 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Planning professional development'.

Table 220

Assisting PTs to Prepare Self-Development Plans for Themselves and Encouraging
Them to Develop Themselves in the Preparation and Administration of Those Plans -
Bursa Group

		V5	V15	V17	V19	V20	V31
Planning professional development	Pearson Correlation	0,459	0,532	0,506	0,460	0,374	0,363
	Sig. (2-tailed)	0,001	0,000	0,000	0,001	0,007	0,010
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

		V44	V45	V48	V49	V51	V56	V57
Planning professional development	Pearson Correlation	0,540	0,497	0,390	0,438	0,396	0,400	0,535
	Sig. (2-tailed)	0,000	0,000	0,005	0,001	0,004	0,004	0,000
	N	50	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).							

Item 7. Encouraging PTs to Participate in Group Work with School Staff

The correlation of CTs' views in Ankara between the variable 'Cooperating in team work' and other independent variables given in Table 221 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Human rights', 'Managing stress', 'Participation in off-task activities', 'Emphasizing use of IT', 'Participating in any PDF', 'Professional media', 'Cooperating with teaching associations', 'Planning professional development', 'Participation in activities', 'Developing and changing schools', 'Directives and practices on disables', 'Precautions for disables' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.631 0.624, 0.813, 0.734, 0.792, 0.691, 0.719, 0.767, 0.865, 0.809, 0.669, 0.664 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Cooperating in team work'.

Table 221

Encouraging PTs to Participate in Group Work with School Staff - Ankara Group

		V20	V35	V45	V46	V47	V48
Cooperating in team work	Pearson Correlation	0,631	0,624	0,813	0,734	0,792	0,691
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).					

		V49	V50	V52	V53	V56	V57
Cooperating in team work	Pearson Correlation	0,719	0,767	0,865	0,809	0,669	0,664
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50
**		Correlation is significant at the 0.01 level (2-tailed).					

The correlation of CTs' views in Bursa between the variable 'Cooperating in team work' and other independent variables given in Table 222 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Human rights', 'Managing stress', 'Participation in off-task activities', 'Emphasizing use of IT', 'Participating in any PDF', 'Professional media', 'Cooperating with teaching associations', 'Planning professional development', 'Participation in activities', 'Developing and changing schools', 'Directives and practices on disabled', 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.526, 0.362, 0.419, 0.396, 0.434, 0.440 respectively, and there was a strong, positive and meaningful relation. CTs also had negative views. One of these negative views was strong, negative and meaningful while the other one was negative and meaningful, and it was in the limits of a 99% confidence interval (a=0.01) while the other one was in the limits of a 95% confidence interval (a=0.05), and the strong, negative and meaningful view was 'Varied opinions and contributions' while the negative, meaningful view was 'Classroom management and relations', and the former ones' correlated coefficient was - 0428, and the latter ones correlated coefficient was - 0.333.

By the help of these findings, it could be said that CTs in the Bursa group had strongly, positively, meaningfully correlated views and negatively, meaningfully correlated views contributed to PTs' training in 'Cooperating in team work'.

Table 222

Encouraging PTs to Participate in Group Work with School Staff - Bursa Group

		V10	V15	V17	V30	V45	V50	V56	V57
Cooperating in team work	Pearson Correlation	-0,333	0,526	0,362	-0,428	0,419	0,396	0,434	0,440
	Sig. (2-tailed)	0,018	0,000	0,010	0,002	0,002	0,004	0,002	0,001
	N	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Item 8. Assisting PTs to Participate in Social, Cultural, and Professional Aactivities Held at School

The correlation of CTs' views in Ankara between the variable 'Participation in activities' and other independent variables given in Table 223 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Managing stress', 'Participation in off-task activities', 'Participating in any PDF', 'Professional media', 'Cooperating with teaching associations', 'Planning professional development', 'Cooperating in team work', 'Developing and changing schools', 'Awareness of official directives', Directives and practices on disabled', 'Precautions for disabled ' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.654, 0.714, 0.742, 0.691, 0.734, 0.673, 0.865, 0.818, 0.582, 0.645, 0.640 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Participation in activities'.

Table 223

Assisting PTs to Participate in Social, Cultural, and Professional Activities Held at
School - Ankara Group

		V35	V45	V47	V48	V49
Participation in activities	Pearson Correlation	0,654	0,714	0,742	0,691	0,734
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

		V50	V51	V53	V54	V56	V57
Participation in activities	Pearson Correlation	0,673	0,865	0,818	0,582	0,645	0,640
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Participation in activities' and other independent variables given in Table 224 below shows the correlation coefficients and their positive or negative relations:

Varied opinions and contributions -0,362 'Participation in off-task activities', 0,398, 'Directives and practices on disabled', 0,500. CTs had varied views correlated with the dependent variables. These independent variables 'Varied opinions and contributions', 'Participation in off-task activities', 'Directives and practices on disables' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were -0.362, 0.398, 0.500 respectively, and there was a strong, positive, and negative and meaningful relation. CTs also had well correlated views, and these were in the limits of a 95% confidence interval (a=0.05), and they were 'Learning environment', 'Subject specific program', 'Overcoming difficulties', 'Managing stress', 'Cooperating in team work', and their correlated coefficients were 0.282, 0.291, 0.322, 0.287, 0.332, and they had positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strongly, positively, meaningfully correlated views and negatively, meaningfully correlated views contributed to PTs' training in 'Participation in activities'.

Table 224

Assisting PTs to Participate in Social, Cultural, and Professional Activities Held at School - Bursa Group

		V6	V18	V30	V34	V35	V45	V51	V56
Participation in activities	Pearson Correlation	0,282	0,291	-0,362	0,322	0,287	0,398	0,332	0,500
	Sig. (2-tailed)	0,047	0,040	0,010	0,023	0,043	0,004	0,018	0,000
	N	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Correlation Summary of Area 9: Assisting PTs to Follow Recent Developments and Become Professionally Productive in the Field

In area 9, there were eight sub-areas. The very first one of these nine sub-areas was assiting PTs to participate in social and recreational activities at school. CTs stated that they contributed to PTs participation in social and recreational activities at school. CTs in the Ankara group had strong, positive and meaningful views correlated with the dependent variable 'Participation in off-task activities', and the highest correlated coefficient belonged to the independent variable 'Cooperating with teaching associations', and the higher correlated coefficient belonged to the independent variable 'Cooperating in team work'. CTs in the Bursa group also had strong views correlated with the dependent variable 'Participation in off-task activities', and the highest correlated coefficient belonged to the independent variable 'Precausitons for disables', and the higher correlated coefficient among other independent variables belonged to the variable 'Principles and values of TES'.

The second sub-area emphasized the importance of utilizing information and communication technologies to aid professional development and productivity. CTs in the Ankara group had strong, positive, and meaningful views correlated with the dependent variable 'Emphasizing use of IT', and the highest correlated coefficient belonged to the independent variable 'Cooperating in team works', and the higher correlated coefficient among other independent variables belonged to the 'Participation in off-task activities'. CTs in the Bursa group also had strong and less strong, positive, and meaningful views correlated with the dependent variable

'Emphasizing use of IT', and the highest correlated coefficient belonged to the independent variable 'Following changes in IT', and among the less strong independent variables it was 'Overcoming difficulties'.

The third sub-area emphasized the importance of attending in-service training, meetings and seminars. CTs stated that they contributed to PTs' recognizing the importance of attending training, meetings and seminars. CTs in the Ankara group had strong, positive and meaningful, and less strong, negative and meaningful views correlated with the dependent variable 'Participating in any PDF', and the highest correlated coefficient among the strong, positive and meaningful relations was the independent variable 'Professional media', and the highest well correlated coefficient was the negative independent variable 'Total years of professional experience'. CTs in the Bursa group also had strong, positive and meaningful views correlated with the dependent variable 'Participation in any PDF'. The highest correlated positive coefficient belonged to the independent variable 'Professional media', and the higher correlated positive coefficient belonged to the independent variable 'Emphasizing use of IT'.

The fourth sub-area was encouraging PTs to be current on literature for professional development. CTs stated that they contributed to PTs on following the professional media to continue their professional development and production. CTs in the Ankara group had strong, positive and meaninful views correlated with the dependent variable 'Professional media', and the highest correlated positive coefficient belonged to the independent variable 'Participating in any PDF', and the higher correlated positive coefficient belonged to the independent variable 'Planning professional development'. CTs in the Bursa group also had strong, positive and meaningful, and negative, meaningful views correlated with the dependent variable 'Professional media', and the highest positive correlated coefficient was the independent variable 'Participating in any PDF', and the highest negative correlated coefficient was the independent variable 'Varied opinions and contributions'.

The fifth sub-area emphasized the importance of PTs' cooperation with teachers' associations and their participation in the decision-making process. CTs stated that they contributed to PTs cooperating with teachers' associations and their participating in decision making process. CTs in the Ankara group had strong,

positive and meaningful views correlated with the dependent variable 'Cooperating with teaching associations', and the highest positive correlated coefficient was the independent variable 'Participation in off-task activities', and the higher positive correlated coefficient was the independent variable 'Participation in activities'. CTs in the Bursa group had strong, positive and meaningful views correlated with the dependent variable 'Cooperating with teaching associations', and the highest positive correlated coefficient was the independent variable 'Participation in off-task activities', and the higher positive correlated coefficient was the independent variable 'Precautions for disabled'.

The sixth sub-area was assisting PTs to prepare self-development plans for themselves and encouraging them to develop themselves in the preparation and administration of those plans. CTs stated that they contributed to PTs planning professional development plans. CTs in the Ankara group had strong, positive and meaningful views correlated with the dependent variable 'Planning professional development', and the highest positive correlated coefficient belonged to the independent variable 'Cooperating in team work', and the higher positive correlated coefficient belonged to the independent variable 'Participation in off-task activities'. CTs in the Bursa group also had many correlated views with the dependent variable 'Planning proffessional development', and the highest positive correlated coefficient belonged to the independent variable 'Raising interest in related fields', and the higher positive correlated coefficient belonged to the independent variable 'Precautions for disabled'.

The seventh sub-area was encouraging PTs to participate in group work with school staff. CTs stated that they contributed to PTs participating in group work with school staff. CTs in the Ankara group had strong, positive and meaningful views correlated with the dependent variable 'Cooperating in team work', and the highest positive correlated coefficient belonged to the independent variable 'Participation in activities', and the higher positive correlated coefficient belonged to the independent variable 'Participation in off-task activities'. CTs in the Bursa group also had strong and less strong, positive and negative, and meaningful views correlated with the dependent variable 'Cooperating in team work', and the highest positive correlated coefficient belonged to the independent variable 'Cultural centers', and the highest,

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strong, negative view was the independent variable 'Varied opinions and contributions', and the highest, negative, meaningful correlated coefficient belonged to the independent variable 'Classroom management and relations'.

The final sub-area was assisting PTs to participate in social, cultural, and professional activities held at school. CTs stated that they contributed to PTs participating in any activities held in schools. CTs in the Ankara group had strong, positive and meaningful views correlated with the dependent variable 'Participation in activities', and the highest, positive correlated coefficient was the independent variable 'Cooperating in team work', and the higher positive correlated coefficient belonged to the independent variable 'Developing and changing schools'. CTs in the Bursa group also had strong and less strong, positive and negative, and meaningful views correlated with the dependent variable 'Participation in activities', and the highest positive correlated coefficient was the independent variable 'Directives and practices on disables', and the highest negative correlated coefficient was the independent variable 'Varied opinions and contributions', and the highest well correlated coefficient was the independent variable 'Cooperating in team work'.

CHAPTER XIII

DATA ANALYSIS: QUESTIONNAIRES AREA 10

Area 10. Assisting PTs to Comprehend the Process of Improving and Advancing Their Institutions

Cooperating teachers contributed to PTs' training in assisting PTs to comprehend the process of improving and advancing their institutions in a way in the stated single sub-area in the following. It was: Emphasizing the importance of improving and advancing the institution. In the following, firstly, the frequency analysis is to be presented, and it is to be followed by the correlation analysis.

Frequency Results of the Groups

Item 1. Emphasizing the Importance of Improving and Advancing the Institution

CTs in the Ankara and in the Bursa groups had approximate lower contributions on improving and advancing the institution. While CTs in the Ankara group responded to the item 'always'- 32%, CTs in the Bursa group had lower response rate to the same item, 'always', 22%. There was 14% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 30%, and responses given to the same item in the Bursa group was higher, 44%, and that made14% difference. Responses given to the item 'occasionally' were almost identical, 18% of CTs in Ankara and 20% of CTs in Bursa. That made 2% difference in response rate. 20% of CTs in the Ankara group and 12% of CTs responded to the unexpected negative items 'rarely' and 'never', 8% difference in response rate. In the Bursa group 2% of CTs preferred not to give any response to any of the items, but in the Ankara group all of CTs responded items they preferred.

Table 225

Emphasizing the Importance of Improving and Advancing the Institution - Ankara
Group

Developing and learning difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	4,0	4,0	4,0
	Rarely	10	20,0	20,0	24,0
	Occasionally	12	24,0	24,0	48,0
	Frequently	13	26,0	26,0	74,0
	Always	13	26,0	26,0	100,0
	Total	50	100,0	100,0	

Table 226

Emphasizing the Importance of Improving and Advancing the Institution - Bursa
Group

Developing and learning difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,0	2,0	2,0
	Rarely	1	2,0	2,0	4,0
	Occasionally	11	22,0	22,0	26,0
	Frequently	23	46,0	46,0	72,0
	Always	14	28,0	28,0	100,0
	Total	50	100,0	100,0	

Frequency Summary of Area 10: **Assisting PTs to Comprehend the Process of Improving and Advancing Their Institutions**

In area 10, there was only one sub-area, and it was about emphasizing the importance of improving and advancing the institution. CTs in the Ankara group and in the Bursa group had lower expected positive contributions to PTs' training in emphasizing the importance of improving and advancing the institution. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive,

expected level of views was concerned, 62% of CTs in Ankara, and 66% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and both groups fell behind the expected level, 66.7%. Responses given to the item 'occasionally' were almost identical, 18% in Ankara and 20% in Bursa. Responses given to the unexpected negative items 'rarely' and 'never' were different, 20% in Ankara and 12% in Bursa.

Correlation Results of the Groups

Item 1. Emphasizing the Importance of Improving and Advancing the Institution

The correlation of CTs' views in Ankara between the variable 'Developing and changing schools' and other independent variables given in Table 227 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Human rights', 'Participation in off-task activities', 'Emphasizing use of IT', 'Participating in any PDF', 'Professional media', 'Planning professional development', 'Cooperating in team work', 'Participation in activities', 'Awareness of official directives', 'Directives and practices on disabled', 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.657 0.633, 0.601, 0.746, 0.720, 0.649, 0.809, 0.818, 0.702, 0.628, 0.631, 0.664 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Developing and changing schools'.

Table 227

Emphasizing the Importance of Improving and Advancing the Institution - Ankara Group

		V20	V45	V46	V47	V48	
Developing and changing schools	Pearson Correlation	0,657	0,633	0,601	0,746	0,720	
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	
	N	50	50	50	50	50	
**	Correlation is significant at the 0.01 level (2-tailed).						
		V50	V51	V52	V54	V56	V57
Developing and changing schools	Pearson Correlation	0,649	0,809	0,818	0,702	0,628	0,631
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

The correlation of CTs' views in Bursa between the variable 'Developing and changing schools' and other independent variables given in Table 228 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Overcoming difficulties', 'Higher-order thinking skills', 'Time management strategies', 'Innovations and changes', 'Professional media', 'Awareness of official directives', 'Official directives and proposals', 'Precautions for disables' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.386 0.377, 0.376, 0.405, 0.418, 0.424, 0.540, 0.397 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Developing and changing schools'.

Table 228

Emphasizing the Importance of Improving and Advancing the Institution - Bursa
Group

		V34	V37	V38	V39	V48	V54	V55	V57
Developing and changing schools	Pearson Correlation	0,386	0,377	0,376	0,405	0,418	0,424	0,540	0,397
	Sig. (2-tailed)	0,006	0,007	0,007	0,004	0,003	0,002	0,000	0,004
	N	50	50	50	50	50	50	50	50

**   Correlation is significant at the 0.01 level (2-tailed).

Correlation Summary of Area 10: **Assisting PTs to Comprehend the Process of Improving and Advancing Their Institutions**

In area 10, there was only one sub-area, and this was emphasizing the importance of improving and advancing the institution. CTs in the Ankara group had correlated views. Their highest correlated coefficient belonged to the independent variable 'Participation in activities', and their higher correlated coefficient belonged to the independent variable 'Cooperating in team work'. CTs in the Bursa group also had strong, positive and meaningful views correlated with the dependent variable 'Developing and changing schools', and the highest positive correlated coefficient was the independent variable 'Official directives and proposals', and the higher positive correlated coefficient of other independent variables was 'Awareness of official directives'.

CHAPTER XIV

DATA ANALYSIS: QUESTIONNAIRES AREA 11

Area 11. Assisting PTs to Become Current on Following Professional Rules and Regulations and Fulfilling Professional Responsibilities

There were four sub-areas in area 11. They were: Explaining the importance of knowing the current regulations on duty, rights, and responsibilities and conforming them in professional conduct, explaining the importance of being current on amendments and innovations in regulations and the importance of providing suggestions, stressing the importance of knowing the laws and regulations concerning the handicapped and behaving accordingly, explaining the necessity to exert effort for the taking of precautions for the handicapped. In the following, firstly, the frequency analysis is to be presented, and in the completion of the analysis, presentation of correlation analysis is to be followed.

Frequency Results of the Groups

Item 1. Explaining the Importance of Knowing the Current Regulations on Duty, Rights, and Responsibilities and Conforming to Them in Professional Conduct

CTs in the Ankara and in the Bursa groups had approximate lower contributions to knowing the current professional regulations and to conforming them in professional conduct. While CTs in the Ankara group responded to the item 'always' - 38%, CTs in the Bursa group had higher response rate to the same item,

'always', 52%. There was 14% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 38%, and responses given to the same item in the Bursa group was 4% lower, 34%. Responses given to the item 'occasionally' were approximate figures, 18% of CTs in Ankara and 12% of CTs in Bursa. That made 6% difference in response rate. 6% of CTs in the Ankara group and 2% of CTs in Bursa responded to the unexpected negative items 'rarely' and 'never', 4% difference in response rate.

Table 229

Explaining the Importance of Knowing the Current Regulations on Duty, Rights, and Responsibilities and Conforming to Them in Professional Conduct - The Ankara group

Awareness of official directives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	3	6,0	6,0	6,0
	Occasionally	9	18,0	18,0	24,0
	Frequently	19	38,0	38,0	62,0
	Always	19	38,0	38,0	100,0
	Total	50	100,0	100,0	

Table 230

Explaining the Importance of Knowing the Current Regulations on Duty, Rights, and Responsibilities and Conforming to Them in Professional Conduct - The Bursa group

Awareness of official directives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2,0	2,0	2,0
	Occasionally	6	12,0	12,0	14,0
	Frequently	17	34,0	34,0	48,0
	Always	26	52,0	52,0	100,0
	Total	50	100,0	100,0	

Item 2. Explaining the Importance of Being Current on Amendments and Innovations in Regulations and the Importance of Providing Suggestions

CTs in the Ankara and in the Bursa groups had approximate lower contributions to being current on amendments and innovations in regulations and the

importance of providing suggestions. While CTs in the Ankara group responded to the item 'always'- 30%, CTs in the Bursa group had higher response rate to the same item, 'always', 46%. There was 16% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 36%, and responses given to the same item in the Bursa group was 4% lower, 32%. Responses given to the item 'occasionally' were approximate figures, 24% of CTs in Ankara and 18% of CTs in Bursa. That made 6% difference in response rate. 10% of CTs in the Ankara group and 4% of CTs in Bursa responded to the unexpected negative item 'rarely', 6% difference in response rate, but none of CTs responded to the item 'never'.

Table 231

Explaining the Importance of Being Current on Amendments and Innovations in Regulations and the Importance of Providing Suggestions - The Ankara group

Official directives and proposals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	5	10,0	10,0	10,0
	Occasionally	12	24,0	24,0	34,0
	Frequently	18	36,0	36,0	70,0
	Always	15	30,0	30,0	100,0
	Total	50	100,0	100,0	

Table 232

Explaining the Importance of Being Current on Amendments and Innovations in Regulations and the Importance of Providing Suggestions - The Bursa group

Official directives and proposals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	4,0	4,0	4,0
	Occasionally	9	18,0	18,0	22,0
	Frequently	16	32,0	32,0	54,0
	Always	23	46,0	46,0	100,0
	Total	50	100,0	100,0	

Item 3. Stressing the Importance of Knowing the Laws and Regulations Concerning the Handicapped and Behaving Accordingly

CTs in the Ankara and in the Bursa groups had approximate lower contributions to knowing the laws and regulations concerning the handicapped and behaving accordingly. While CTs in the Ankara group responded to the item 'always'- 10%, CTs in the Bursa group had identical response rate to the same item, 'always', 10%. There was no difference in response rates. The responses given to the item 'frequently' by CTs in Ankara was 20%, and responses given to the same item in the Bursa group was 2% lower, 18%. Responses given to the item 'occasionally' were approximate figures, 28% of CTs in Ankara and 38% of CTs in Bursa. That made 10% difference in response rate. 40% of CTs in the Ankara group and 32% of CTs in Bursa responded to the unexpected negative item 'rarely' and 'never', 8% difference in response rate, and 2% of CTs did not respond to none of the items in the questionnaire.

Table 233

Stressing the Importance of Knowing the Laws and Regulations Concerning the Handicapped and Behaving Accordingly - The Ankara group

Directives and practices on disabled

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	22,0	22,0	22,0
	Rarely	9	18,0	18,0	40,0
	Occasionally	14	28,0	28,0	68,0
	Frequently	10	20,0	20,0	88,0
	Always	5	10,0	10,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Table 234

Stressing the Importance of Knowing the Laws and Regulations Concerning the
Handicapped and Behaving Accordingly - The Bursa group

Directives and practices on disabled

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	14,0	14,0	14,0
	Rarely	9	18,0	18,0	32,0
	Occasionally	19	38,0	38,0	70,0
	Frequently	9	18,0	18,0	88,0
	Always	5	10,0	10,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Item 4. Explaining the Necessity to Exert Effort for the Taking of Precautions for the Handicapped

CTs in the Ankara and in the Bursa groups had approximate lower contributions to exerting effort for the taking of precautions for the handicapped. While CTs in the Ankara group responded to the item 'always' - 20%, CTs in the Bursa group had lower response rate to the same item, 'always', 10%. There was 10% difference in response rates. The responses given to the item 'frequently' by CTs in Ankara and in Bursa were identical, 16% in the Ankara group and 16% in the Bursa group. Responses given to the item 'occasionally' were approximate figures, 22% of CTs in Ankara and 42% of CTs in Bursa. That made 20% difference in response rate. 40% of CTs in the Ankara group and 32% of CTs in Bursa responded to the unexpected negative item 'rarely' and 'never', 8% difference in response rate.

Table 235

Explaining the Necessity to Exert Effort for the Taking of Precautions for the

Handicapped - The Ankara group

Precautions for disabled

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	24,0	24,0	24,0
	Rarely	8	16,0	16,0	40,0
	Occasionally	11	22,0	22,0	62,0
	Frequently	8	16,0	16,0	78,0
	Always	10	20,0	20,0	98,0
	No response	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Table 236

Explaining the Necessity to Exert Effort for the Taking of Precautions for the

Handicapped - The Bursa group

Precautions for disabled

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	14,0	14,0	14,0
	Rarely	9	18,0	18,0	32,0
	Occasionally	21	42,0	42,0	74,0
	Frequently	8	16,0	16,0	90,0
	Always	5	10,0	10,0	100,0
	Total	50	100,0	100,0	

Frequency Summary of Area 11: Assisting PTs to Become Current on Following
Professional Rules and Regulations and Fulfilling Professional Responsibilities

In area eleven, there were four sub-areas. The first sub-area was explaining the importance of knowing the current regulations on duty, rights, and responsibilities and conforming to them in professional conduct. CTs in the The Ankara group and in the Bursa group had expected positive contributions to PTs' training in knowing the current professional regulations and conforming to them in professional conduct. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently',

and when CTs' positive, expected level of views was concerned, 76% of CTs in Ankara, and 86% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and both groups exceeded the expected level, 66.7%. Responses given to the item 'occasionally' were approximate, 18% in Ankara and 12% in Bursa. Responses given to the unexpected negative items 'rarely' and 'never' were approximate, 6% in Ankara and 2% in Bursa.

The second sub-area was explaining the importance of being current on amendments and innovations in regulations and the importance of providing suggestions. CTs in the Bursa group had expected positive contributions to PTs' training in being current on amendments and innovations in regulations and the importance of providing suggestions, but CTs in the Ankara group could not reach the expected level. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 66% of CTs in Ankara, and 78% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and The Ankara group fell behind the expected level while The Bursa group exceeded the expected level, 66.7%. Responses given to the item 'occasionally' were approximate, 24% in Ankara and 18% in Bursa. Responses given to the unexpected negative item 'rarely' was approximate, 10% in Ankara and 4% in Bursa.

The third sub-area was stressing the importance of knowing the laws and regulations concerning the handicapped and behaving accordingly. CTs in the Ankara and in the Bursa groups had very low expected positive contributions to PTs' training in knowing the laws and regulations concerning the handicapped and behaving accordingly. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 30% of CTs in Ankara, and 28% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and both groups fell behind the expected level, lower than 66.7%. Responses given to the item 'occasionally' were approximate, 28% in Ankara and 38% in Bursa. Responses given to the unexpected negative item 'rarely' and 'never' were approximate and very high, 40% in Ankara and 32% in Bursa.

The last one of these four sub-areas was explaining the necessity to exert effort for the taking of precautions for the handicapped. CTs in the Ankara and in the Bursa groups had very low expected positive contributions to PTs' training in exerting effort for the taking of precautions for the handicapped. When the positive expected level of contribution was accepted as 66.7%-100% in total of the figures given to the items 'always' and 'frequently', and when CTs' positive, expected level of views was concerned, 36% of CTs in Ankara, and 26% of CTs in Bursa responded to the items 'always' and 'frequently' in total, and both groups fell behind the expected level, lower than 66.7%. Responses given to the item 'occasionally' were approximate, 22% in Ankara and 42% in Bursa. Responses given to the unexpected negative item 'rarely' and 'never' were approximate and very high, 40% in Ankara and 32% in Bursa.

Correlation Results of the Groups

Item 1. Explaining the Importance of Knowing the Current Regulations on Duty, Rights, and Responsibilities and Conforming to Them in Professional Conduct

The correlation of CTs' views in Ankara between the variable 'Awareness of official directives' and other independent variables given in Table 237 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Human rights', 'Students' opinions', 'Managing stress', 'Participation in off-task activities', 'Participating in any PDF', 'Professional media', 'Planning professional development', 'Cooperating in team work', 'Participation in activities', 'Developing and changing schools', 'Official directives and proposals', 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.464, 0.439, 0.469, 0.481, 0.537, 0.546, 0.513, 0.587, 0.582, 0.702, 0.598, 0.464 respectively, and there was a strong, positive, and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Awareness of official directives'.

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Table 237

Explaining the Importance of Knowing the Current Regulations on Duty, Rights, and Responsibilities and Conforming to Them in Professional Conduct - The Ankara group

		V20	V29	V35	V45	V47	V48
Awareness of official directives	Pearson Correlation	0,464	0,439	0,469	0,481	0,537	0,546
	Sig. (2-tailed)	0,001	0,001	0,001	0,000	0,000	0,000
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

		V50	V51	V52	V53	V55	V57
Awareness of official directives	Pearson Correlation	0,513	0,587	0,582	0,702	0,598	0,464
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,001
	N	50	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).						

The correlation of CTs' views in Bursa between the variable 'Awareness of official directives' and other independent variables given in Table 238 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Developing and changing schools', 'Official directives and proposals' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.424 0.729 respectively, and there was a strong, positive, and meaningful relation. CTs in the same group had also well correlated view. It was 'Precautions for disabled', and it was in the limits of a 95% confidence interval (a=0.05), and its correlated coefficient was 0.316, and there was a positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong and less strong, positive, and meaningful views contributed to PTs' training in 'Awareness of official directives'.

Table 238

Explaining the Importance of Knowing the Current Regulations on Duty, Rights, and Responsibilities and Conforming to Them in Professional Conduct - The Bursa group

		V53	V55	V57
Awareness of official directives	Pearson Correlation	0,424	0,729	0,316*
	Sig. (2-tailed)	0,002	0,000	0,025
	N	50	50	50
*		Correlation is significant at the 0.05 level (2-tailed).		
**		Correlation is significant at the 0.01 level (2-tailed).		

Item 2. Explaining the Importance of Being Current on Amendments and Innovations in Regulations and the Importance of Providing Suggestions

The correlation of CTs' views in Ankara between the variable 'Official directives and proposals' and other independent variables given in Table 239 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Testing and evaluation', 'Evaluating students' progress', 'Principles and values of TES', 'Individual and cultural differences', 'Students' opinions', 'Overcoming difficulties', 'Time management strategies', 'Participating in any PDF', 'Professional media', 'Awareness of official directives' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.393, 0.376, 0.564, 0.415, 0.410, 0.362, 0.424, 0.380, 0.425, 0.598 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Official directives and proposals'.

Table 239

Explaining the Importance of Being Current on Amendments and Innovations in Regulations and the Importance of Providing Suggestions - The Ankara group

		V11	V13	V17	V24	V29
Official directives and proposals	Pearson Correlation	0,393	0,376	0,564	0,415	0,410
	Sig. (2-tailed)	0,005	0,007	0,000	0,003	0,003
	N	50	50	50	50	50
*	Correlation is significant at the 0.01 level (2-tailed).					

		V34	V38	V47	V48	V54
Official directives and proposals	Pearson Correlation	0,362	0,424	0,380	0,425	0,598
	Sig. (2-tailed)	0,010	0,002	0,007	0,002	0,000
	N	50	50	50	50	50
*	Correlation is significant at the 0.01 level (2-tailed).					

The correlation of CTs' views in Bursa between the variable 'Official directives and proposals' and other independent variables given in Table 240 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Principles and values of TES', 'Professional media', 'Developing and changing schools', 'Awareness of official directives', 'precautions for disables' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.383 0.283, 0.540, 0.729, 0.444 respectively, and there was a strong, positive and meaningful relation. CTs in the same group had also well correlated views. They were 'Time management', 'Evaluation of subject knowledge', 'Human rights' and they were in the limits of a 95% confidence interval (a=0.05), and their correlated coefficients were 0.297, 0.302, 0.316, and there was a positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong and less strong, positive and meaningful views contributed to PTs' training in 'Official directives and proposals'.

Table 240

Explaining the Importance of Being Current on Amendments and Innovations in Regulations and the Importance of Providing Suggestions - The Bursa group

		V9	V12	V17	V20	V48	V53	V54	V57
Official dir. And	Pearson Correlation	0,297	0,302	0,383	0,316	0,283	0,540	0,729	0,444
	Sig. (2-tailed)	0,036	0,033	0,006	0,026	0,046	0,000	0,000	0,001
	N	50	50	50	50	50	50	50	50

*	Correlation is significant at the 0.05 level (2-tailed).
**	Correlation is significant at the 0.01 level (2-tailed).

Item 3. Stressing the Importance of Knowing the Laws and Regulations Concerning the Handicapped and Behaving Accordingly

The correlation of CTs' views in Ankara between the variable 'Directives and practices on disabled' and other independent variables given in Table 241 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Family relations', 'Children' rights', 'Human rights', 'Managing stress', 'Participation in off-task activities', 'Emphasizing use of IT', 'Cooperating with teaching associations', 'Planning professional development', 'Cooperating in team work', 'Participation in activities', 'Developing and changing schools', 'Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.538, 0.669, 0.739, 0.582, 0.680, 0.562, 0.680, 0.538, 0.669, 0.645, 0.628, 0.957 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Directives and practices on disabled'.

Table 241

Stressing the Importance of Knowing the Laws and Regulations Concerning the

Handicapped and Behaving Accordingly - The Ankara group

		V16	V19	V20	V35	V45	V46
Directives and practices on disabled	Pearson Correlation	0,538	0,669	0,739	0,582	0,680	0,562
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50

Correlation is significant at the 0.01 level (2-tailed).

		V49	V50	V51	V52	V53	V57
Directives and practices on disabled	Pearson Correlation	0,680	0,538	0,669	0,645	0,628	0,957
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50	50

Correlation is significant at the 0.01 level (2-tailed).

The correlation of CTs' views in Bursa between the variable 'Directives and practices on disabled' and other independent variables given in Table 242 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Preparing and developing materials', 'Cultural centers', 'Principles and values of TES', 'Subject specific program', 'Overcoming difficulties', 'Managing stress', 'Participation in off-task activities', 'Participating in any PDF', 'Professional media', 'Planning professional development', 'Cooperating in team work', 'Participation in activities', Precautions for disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.418 0.414, 0.422, 0.406, 0.368, 0.397, 0.511, 0.393, 0.380, 0.400, 0.434, 0.500, 0.689 respectively, and there was a strong, positive and meaningful relation. CTs in the same group had also well correlated negative view. It was 'PTs' identity', and it was in the limits of a 95% confidence interval (a=0.05), and their correlated coefficient was -0.346, and there was a negative and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had strong and less strong, positive and negative and meaningful views contributed to PTs' training in 'Directives and practices on disabled'.

Table 242

Stressing the Importance of Knowing the Laws and Regulations Concerning the

Handicapped and Behaving Accordingly - The Bursa group

		V3	V5	V15	V17	V18	V34	V35
Directives and practices on disabled	Pearson Correlation	-0,346	0,418	0,414	0,422	0,406	0,368	0,397
	Sig. (2-tailed)	0,014	0,003	0,003	0,002	0,003	0,009	0,004
	N	50	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).							
**	Correlation is significant at the 0.01 level (2-tailed).							
		V45	V47	V48	V50	V51	V52	V57
Directives and practices on disabled	Pearson Correlation	0,511	0,393	0,380	0,400	0,434	0,500	0,689
	Sig. (2-tailed)	0,000	0,005	0,007	0,004	0,002	0,000	0,000
	N	50	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).							
**	Correlation is significant at the 0.01 level (2-tailed).							

Item 4. Explaining the Necessity to Exert Effort for the Taking of Precautions for the Handicapped

The correlation of CTs' views in Ankara between the variable 'Precautions for disabled' and other independent variables given in Table 243 below shows the correlation coefficients and their positive or negative relations:

CTs had varied views correlated with the dependent variables. These independent variables 'Family relations', 'Children' rights', 'Human rights', 'Managing stress', 'Participation in off-task activities', 'Cooperating with teaching associations', 'Cooperating in team work', 'Participation in activities', 'Developing and changing schools', 'Directives and practices on disabled' were in the limits of a 99% confidence interval (a=0.01), and their correlated coefficients were 0.555, 0.665, 0.733, 0.600, 0.623, 0.630, 0.664, 0.640, 0.631, 0.957 respectively, and there was a strong, positive and meaningful relation.

By the help of these findings, it could be said that CTs in the Ankara group had strongly, positively, meaningfully correlated views contributed to PTs' training in 'Precautions for disabled'.

Table 243

Explaining the Necessity to Exert Effort for the Taking of Precautions for the
Handicapped - The Ankara group

		V16	V19	V20	V35	V45
Precautions for disabled	Pearson Correlation	0,555	0,665	0,733	0,600	0,623
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					
		V49	V51	V52	V53	V56
Precautions for disabled	Pearson Correlation	0,630	0,664	0,640	0,631	0,957
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000
	N	50	50	50	50	50
**	Correlation is significant at the 0.01 level (2-tailed).					

The correlation of CTs' views in Bursa between the variable 'Precautions for
disabled' and other independent variables given in Table 244 below shows the
correlation coefficients and their positive or negative relations:
CTs had varied views correlated with the dependent variables. These independent
variables 'Lesson planning', 'Cultural centers', 'Principles and values of TES',
'Raising interest in related fields', 'Participation in off-task activities', 'Participating
in any PDF', 'professional media', 'Cooperating with teaching associations',
'Planning professional development', 'Cooperating in team work', 'Developing and
changing the schools', 'Official directives and proposals', 'Directives and practices
on disabled' were in the limits of a 99% confidence interval (a=0.01), and their
correlated coefficients were 0.429 0.507, 0.514, 0.361, 0.654, 0.444, 0.385, 0.485,
0.535, 0.440, 0.397, 0.444, 0.689 respectively, and there was a strong, positive, and
meaningful relation. CTs in the same group had also well correlated negative view. It
was 'Varied opinions and contributions', and it was in the limits of a 95% confidence
interval (a=0.05), and its correlated coefficient was -0.297, and there was a negative
and meaningful relation.

By the help of these findings, it could be said that CTs in the Bursa group had
strong and less strong, positive and negative and meaningful views contributed to
PTs' training in 'Precautions for disabled'.

Table 244.

Explaining the Necessity to Exert Effort for the Taking of Precautions for the

Handicapped - The Bursa group

		V4	V15	V17	V30	V44	V45	V47
Precautions for disabled	Pearson Correlation	0,429	0,507	0,514	- 0,297	0,361	0,654	0,444
	Sig. (2-tailed)	0,002	0,000	0,000	0,036	0,010	0,000	0,001
	N	50	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).							
**	Correlation is significant at the 0.01 level (2-tailed).							
		V48	v49	v50	v51	v53	v55	v56
Precautions for disabled	Pearson Correlation	0,385	0,485	0,535	0,440	0,397	0,444	0,689
	Sig. (2-tailed)	0,006	0,000	0,000	0,001	0,004	0,001	0,000
	N	50	50	50	50	50	50	50
*	Correlation is significant at the 0.05 level (2-tailed).							
**	Correlation is significant at the 0.01 level (2-tailed).							

Correlation Summary of Area 11: Assisting PTs to Become Current on Following Professional Rules and Regulations and Fulfilling Professional Responsibilities

In area 11, there were four sub-areas and the first one was explaining the importance of knowing the current regulations on duty, rights, and responsibilities and conforming to them in professional conduct. CTs in the Ankara group had strong, positive, and meaningful views correlated with the dependent variable 'Awareness of official directives', and the highest correlated positive coefficient was the independent variable 'Official directives and proposals', and the higher positive correlated coefficient was the dependent variable 'Cooperating in team work'. CTs in the Bursa group had also strong and less strong, positive, and meaningulful views correlated with the dependent variable 'Awareness of official directives. The highest positive correlated coefficient was the independent variable 'Official directives and proposals'.

The second sub-area was explaining the importance of being current on amendments and innovations in regulations and the importance of providing suggestions. CTs in the Ankara group had strong, positive, and meaningful views correlated with the independent variable 'Official directives and proposals', and the

highest positive correlated coefficient was the independent variable 'Awareness of official directives', and the higher positive correlated coefficient was the independent variable 'Principles and values of TES'. CTs in the Bursa group had strong and less strong, positive and meaningful views correlated with the dependent variable 'Official directives and proposals', and the highest positive correlated coefficient among the others was the independent variable 'Awareness of official directives', and the higher positive well correlated coefficient was the independent variable 'Human rights'.

The third sub-area was stressing the importance of knowing the laws and regulations concerning the handicapped and behaving accordingly. CTs in the Ankara group had strong, positive, and meaningful views correlated with the dependent variable 'Directives and practices on disabled', and the highest, positive correlated coefficient was belong to the independent variable 'Precautions for disabled', and the higher, positive correlated coefficient was belong to the independent variable 'Human rights'. CTs in the Bursa group had strong and less strong, positive and negative, and meaningful views correlated with the dependent variable 'Directives and practices on disabled', and the highest, positive correlated coefficient was belong to the independent variable 'Precautions for disabled', and the higher positive correlated coefficient was belong to the independent variable 'Participation in off-task activities'.

The fourth sub-area was explaining the necessity to exert effort for the taking of precautions for the handicapped. CTs in the Ankara group had strong, positive and meaningful views correlated with the dependent variable 'Precautions for disabled', and the highest positive correlated coefficient was belong to the independent variable 'Directives and practices on disabled', and the higher, positive correlated coefficient was belong to the independent variable 'Human rights'. CTs in the Bursa group had strong and less strong, positive and negative, and meaningful views correlated with the dependent variable 'Precautions for disabled', and the highest positive correlated coefficient was belong to the independent variable 'Directives and practices on disabled', and the higher, positive correlated coefficient was belong to the independent variable 'Participation in off-task activities'.

CHAPTER XV

DATA ANALYSIS: INTERVIEW RESULTS

This chapter presents the results of the interviews conducted with CTs who worked in public and private primary and secondary schools in Ankara and Bursa. The chapter will begin with a section that provides background information on the CTs who were interviewed. Following this section, the results of the eleven areas that formed the scope of this descriptive research will be presented separately as has been done in the previous chapters of data analysis. Under each area, first, the results of the interviews conducted with CTs who worked at primary schools will be presented. Under the primary school results section, public primary school results obtained from CTs in Ankara and Bursa will be presented first. Private primary school results will come next. After primary school interview results, the results of the interviews conducted with CTs who worked at secondary schools will be presented. The presentation order established in the primary school results section will be adhered to in these sections as well.

In reporting the interview results, the following abbreviations will be used to refer to the CTs, who were interviewed, in order to avoid unnecessary repetition: **PuPA** refers to the *Public Primary School Teacher in Ankara*, **PuPB** refers to the *Public Primary School Teacher in Bursa*, **PrPA** refers to the *Private Primary School Teacher in Ankara*, **PrPB** refers to the *Private Primary School Teacher in Bursa*, **PuSA** refers to the *Public Secondary School Teacher in Ankara*, **PuSB** refers to the *Public Secondary School Teacher in Bursa*, **PrSA** refers to the *Private Secondary School Teacher in Ankara*, and **PrSB** refers to the *Private Secondary School Teacher in Bursa.*

It must be stated that all interviewees asked the researcher to conduct the interviews in Turkish, stating that they would be more comfortable expressing their opinions in their native language. Therefore, the statements made by the interviewees will be presented in Turkish. As will be seen in the shortness of some of their responses, however, CTs' assistance to PTs in some areas are either so insignificant or does not take place that even their responses in Turkish did not help them talk or elaborate on the questions they were asked. The researcher's various attempts to restate or paraphrase those questions in hope of eliciting a response did not produce any result.

It must also be mentioned that any ungrammaticality observed in the statements does not stem from the researcher. Rather, it shows the intention of the researcher to report the statements as accurately as they were made by the interviewees.

Background Information on the Interviewees

All CTs, who were interviewed, were the heads of the English departments in their schools. They were selected to be interviewed, having the assumption that they would generally be more experienced and knowledgeable than their colleagues in teaching and administration issues.

PuPA

PuPA is a female teacher. She is married with one child. She received her undergraduate degree from the Geology department of the Middle East Technical University in Ankara. She received her teaching certificate later. Her total years of teaching experience was 12 at the time of research. She had been involved in practice teaching for 4 years.

PuPB

PuPB is a male teacher. He is married with one child. He received his undergraduate degree from the Teaching of English as a Foreign Language department of the Dokuz Eylül University in İzmir. His total years of professional

experience in teaching were 14, and his involvement in practice teaching at the time of research was 1 year at the time of research.

PrPA

PrPA is a female teacher. She is married with two children. She graduated from the Teaching of English as a Foreign Language department of the Uludağ University in Bursa. At the time of this research study, her total years of experience in teaching were 16. She had been involved in practice teaching for 9 years.

PrPB

PrPB is a female teacher. She is married with one child. She received her Bachelor's degree from the Teaching of English as a Foreign Language department of the Uludağ University in Bursa. She had been an English teacher of 16 years and involved in practice teaching for 3 years at the time of data collection.

PuSA

PuSA is a female teacher. She is married with two children. She received her undergraduate degree from the School of Political Sciences of the Ankara University. She had been teaching for 16 years and involved in practice teaching for 9 years at the time of data collection.

PuSB

PuSB is a female teacher. She is married with one child. She has two undergraduate degrees: one in Counseling in Education received from the Hacettepe University in Ankara, and one in Teaching of English as a Foreign Language from the Uludağ University in Bursa. At the time of data collection her total years of professional experience in teaching was 10. She had been involved in practice teaching for 7 years.

PrSA

PrSB is a female teacher. She is married with no children. She received her undergraduate degree from the Teaching of English as a Foreign Language

Department of the Dokuz Eylül University in İzmir. At the time of data collection, she had been teaching for 14 years and involved in Practice Teaching for 9 years.

PrSB

PrSB is a female teacher. She is married with two children. She is a graduate of the Teaching of English as a Foreign Language department of the Uludağ University in Bursa. She had been teaching for 16 years and involved in Practice Teaching for 10 years at the time of data collection.

Following this section on the interviewees' backgrounds, the results of the interviews will be presented in the order given at the beginning of this chapter.

Area 1. Assisting PTs to Become Familiar with the Students in the Class

CTs' responses showed that they were doing almost similar activities to assist PTs to become familiar with the students in their classes. PuPA, PrPA, and PrPB for example introduce PTs to students. PuPB and PrSA have students wear name tags for PTs. PuPB and PrPA allow PTs to mingle with students during break times. PuSA and PrSB give class seating charts to PTs.

Individual differences are also observed among CTs in accommodating PTs in classes: PuPA does not have PTs sit with students, but allows students to ask questions to PTs. PuPB, on the other hand, has PTs sit with students. PuSA gives her grade book to PTs, and also furnishes information on students' family background and health conditions. It is interesting to note that PuSB states that she does nothing in this regard (see App. F).

Area 2. Assisting PTs in the Planning, Implementation and Evaluation of Teaching and Learning Process

CTs' responses to the questions in this area showed that the assistance they provided to PTs was not at the expected level: Four of the eight CTs, namely, PuPB, PrPA, PuSA, and PrSB stated that they assisted PTs mainly during the planning phase of the entire process. However, their contribution took different forms as will

be presented in their own sections below. PuPa, PrPB, PrSA, and PrSB used discussion to assist PTs to evaluate their teaching. However, as CTs' statements will indicate, the examples they gave to illustrate what PTs did included general statements of encouragement and did not include suggestions that would be immediately beneficial to PTs. Two CTs - PuPA and PuSB - stated that they did not provide any support to PTs in this regard which was truly striking (See App.G).

Primary School Results

Public Primary School Results

PuPA

PuPA stated that her assistance in this area was insignificant. She mainly discussed the lessons PTs taught after they finished teaching, using encouraging remarks. Besides this, her assistance to PTs during the teaching and learning process was to provide instructions that would be clear to her students.

PuPB

PuPB's assistance to PTs was during the planning stage of lessons, and it was limited to providing PTs with textbooks and supplementary materials to prepare the lessons they would be teaching. He did not assist PTs in any other phase of the process.

Private Primary School Results

PrPA

PrPA assisted PTs during the planning stage. Unlike PuPB, however, she contributed actively by making suggestions to PTs in order to help PTs sustain students' interest in the lessons they taught because she stated that, in her opinion, PTs' plans were unsatisfactory and very ordinary. To ensure learning, she suggested that PTs summarize the lesson they taught before the class period was over and begin the next class with the subject they had just taught.

PrPB

PrPB stated that she did not provide assistance to PTs in this area. She used discussion after PTs finished their teaching.

Secondary School Results

Public Secondary School Results

PuSA

PuSA is another CT who assisted PTs during the planning stage. She stated that she worked with PTs while they were preparing a lesson plan. She also made suggestions to PTs to indirectly assess whether students learned using observation or through asking students to give feedback during breaks.

PuSB

PuSB is another CT who stated that she wasn't doing anything specific to assist PTs in this regard. To justify her approach to the issue, she stated that she and her colleagues in her school were assuming that universities were equipping PTs with the knowledge they needed in this regard.

Private Secondary School Results

PrSA

PrSA made an interesting and unusual comment on PTs' interest in student learning. She stated that she discussed PTs' teaching after they taught their classes in a constructive manner.

PrSB

PrSB assisted PTs during the planning process by checking PTs' lesson plans only because PTs asked her to give feedback on their plans. Like PrSA, she discussed PTs' teaching after they finished teaching by making encouraging remarks.

Area 3. Assisting PTs in Monitoring and Evaluating the Students' Learning and Development

The idea in Area 3 is to assist PTs in monitoring and evaluating what they teach. However, instead of allowing PTs to be the agent that experienced what it was like to monitor and evaluate students' learning and development, the majority of CTs did not let this happen. Their contribution in this regard was sharing the material they used in their practice with PTs to monitor and evaluate student teaching and asking PTs to reflect on them. The statements by PuSA and PrSA show that these CTs follow a path different from that of their colleagues. PuSA is the only CT who actually assists PTs in the way it should be. PrSA, on the other hand, shares her own material but asks PTs to monitor the progress of the students they select so that they can see if progress is observed in those students. Owing to this, the PTs in her class are more actively involved in this area than PTs in other CTs' classes. The general tendency and individual differences in each CT's approach to assisting PTs in this area are presented below (See App.H).

Primary School Results

Public Primary School Results

PuPA

PuPA is one of the teachers who see her role as sharing her own material with PTs only.

PuPB

PuPB's statement shows that he does nothing in this regard. He is not clear as to what he has to do either. He is under the impression that PTs' job is to observe his teaching and take notes to fulfill their responsibilities in this area.

Private Primary School Results

PrPA

PrPA shares her own material too. She states that in her teaching the emphasis is not on grammar. She shares what she uses to evaluate other aspects of English she teaches. Her assistance is useful in terms of raising professional consciousness in PTs on why they should also focus on other aspects of English besides grammar and also on what is used to evaluate student performance in the assessment of other areas of teaching.

PrPB

PrPB chooses to share her own material as well. She shows PTs that a look at the monthly interim grade reports used in her school shows teachers where students experience difficulty. Using interim grade reports is a practical and easy-to-use method to monitor and evaluate students' learning and development because these reports report student performance on subjects that have been recently taught.

Secondary School Results

Public Secondary School Results

PuSA

Like other CTs reported so far, PuSA also shares her own material with PTs. Her difference lies, first, in the fact that she discusses the rationale that underlies the evaluations she makes in order to let PTs grasp it; second, she allows PTs to try their professional ideas and discusses their effectiveness with them.

PuSB

She shares her own material as well. Her statement reveals that she is confused as to what else she should do.

Private Secondary School Results

PrSA

Besides sharing her own material, PrSA asks PTs to select students and monitor their development. PTs analyze students' exams and classroom performance with a critical eye. Afterwards, she discusses what can be done for students with PTs.

PrSB

Like the majority of CTs, PrSB shares her own material with PTs. Her interpretation of assisting PTs in this area is PTs' monitoring of what she does in the classroom.

Area 4. Assisting PTs in Establishing Working Relationships with the School Administration and Staff, Families, and the Society

The responses in this area are alarming. Assistance was not provided to PTs by any CT (See App.I).

Area 5. Assisting PTs to Become Familiar with the Curriculum and its Content

PuPA, PrPA, and PuSA stated that they provided PTs with the course books they used. PuPB and PuSB gave annual plans to PTs. PrSB gave daily plans n addition to annual plans. It is striking that PrPB and PrSA said they did nothing in this regard (See App.J for these school variables).

Private Primary School Results

PrPA

PrPA complains that PTs do not even express interest to become familiar with the course book she is using (See App.J, PrPA).

Area 6. Assisting PTs to Recognize the Importance of National and Universal Values

PuPA and PrSA assist PTs in regard to Area 6 by incorporating PTs into the actitivies they organize. As PrSA's school has a program for internationally important occasions, she incorporates PTs into those as well. The remaining six CTs stated that they didn't do anything specific in this regard (See App.K).

PrPB

PrPB stated that she did not do anything to assist PTs. She then explained what she personally did on national days (See App.K, PrPB).

Secondary School Results

Public Secondary School Results

PuSB

Like PrPB, PuSB stated that she did not do anything to assist PTs and explained what she did personally on national days (See App.K, PuSB).

Area 7. Assisting PTs to Become Aware of the Importance of Doing Self-Evaluation

The responses in this area indicate that PuPA, PuPB, PrSA, and PrSB did nothing to assist PTs in this area which means that half of the PTs received no assistance. PrPa and PuSB consider their role as observing PTs' teaching only and giving feedback on it. PuSA does the same as PrPA and PuSB. However, she personally get feedback from her students and uses it as a means of self-evaluation. PrPB sest a good example to PTs because she gets feedback from her students, tailors her teaching according to the feedback, and shares what she does with PTs (See App.L).

Area 8. Assisting PTs to Better Understand the Process of Professional Development

All CTs offered something to assist PTs in this area. PuPA, PuPB, PuSB, PrSA, and PrSB recommended reading books. PuPa additionally stated that she recommended exchanging ideas with colleagues. PrPA and PuSA suggested applying what PTs learn at school. PuSA, like PrPB, also suggested CTs' sharing their experience with PTs to assist them. PrSB also suggests attending seminars held by the MONE (See App.M).

Area 9. Assisting PTs to Follow Recent Developments and Become Professionally Productive in the Field

Area 9 is another area in which all CTs assist PTs by making recommendations. The recommendation made by the majority of CTs is reading books. Other recommendations are exchanging ideas with colleagues, attending seminars, and reading journals (See App.N).

Area 10. Assisting PTs to Comprehend the Process of Improving and Advancing Their Institutions

It is alarming to report that except for PrPB, all CTs stated that they did nothing in this regard as the responses below show (See App.O).

Area 11. Assisting PTs to Become Current on Following Professional Rules and Regulations and Fulfilling Professional Responsibilities

The responses in this area are also alarming. Except for PuPA and PuPB, the reamining six CTs stated that they did nothing to assist PTs in this area (See App.P).

This chapter has presented the responses of the CTs in the eleven areas that formed the scope of this research. The responses given by the CTs show that when they use their own words and have the freedom to express themselves without having

to choose the nearest option to their opinions as is the case in questionnaires, the pictures they present specifically shows what areas do need immediate attention. The issues, stated by the CTs, must be immediately scrutinized because their knowledge in some areas is not enough to help PTs. For example, even though the interviewees are department heads who are supposed to be knowledgeable with regard to rules and regulations, their responses in Area 11 reveal a picture that is quite opposite to this deduction.

CHAPTER XVI

DISCUSSION OF THE RESULTS

This descriptive research study was conducted to obtain the perspectives of CTs in terms of fulfilling their roles and responsibilities in helping PTs in practice based courses. The motivation to conduct this study was born out of necessity when the researcher recognized that CTs were experiencing confusion in implementing their roles with PTs because they had received no formal training on how to fulfill such an important responsibility. Thus, knowing ways of working with PTs was a major concern and an important topic of discussion among CTs.

In order to understand how CTs found their ways in fulfilling their roles, first, it was decided to create and employ a questionnaire to obtain the perspectives of all CTs who were mentoring PTs in the cities of Ankara and Bursa. To further understand the perspectives of CTs, it was also decided that interviews be conducted with selected CTs who would be representative of their population, following the administration of the questionnaire.

During the data collection process, a questionnaire was prepared in the light of the regulation prepared by YÖK and took effect in 1998. The questionnaire was administrated to CTs, and its findings were presented in chapters four through fourteen. As the second step of the data collection process, interviews were conducted with CTs who were department heads in their schools. The results of the interviews were presented in chapter fifteen.

This chapter will discuss the results obtained through the analyses of the questionnaire and interview responses in order to present the strengths and weaknesses observed in practice. It will begin with the discussion of the questionnaire results. The discussion of the results will be followed by recommendations based on them. The discussion of the interview results will come

next and will be presented in the same order, that is, the discussion of the interview results will be presented first. Recommendations based on them will be presented next.

Discussion of the Questionnaire Results

In item 1 in the chapter IV, the results obtained from the participating CTs in both groups showed that their contributions in regard to assisting PTs in getting to know students differed as the different percentages in the results revealed. These varied contributions showed the differences in their perceptions, and the activities they practiced to assist PTs in getting to know their students were still the matter of question to be given in the qualitative analysis.

In addition to the differences of perceptions observed in percentages, the total number of correlated variables, the correlated variables, and their correlated coefficients also showed differences. Observing the total number of correlated variables in both groups demonstrated that there were five variables in the Ankara group, and ten variables in the Bursa group correlated with the variable 'Needs'. Besides these differences of total number of variables in the groups, there were similarities among the two correlated variables in the groups, and these similar variables were 'Time management' and 'Improvement of TLP', and rest of the variables were different. The coefficients of both similar variables and different variables were different, too. As a final point in discussion, it was necessary to focus on the directions of variables. While correlation coefficients were positively directed in the Bursa group, one of the correlation coefficients was negatively directed in the Ankara group. This negatively directed correlation was between the variables 'Total years of professional experience' and 'Needs'. Then, it could be said that PTs had less assistance on their needs in getting to know students when their CTs were experienced in the profession. Such a finding brought parties of practicum a kind of responsibility that they need to question the value of experience that CTs had in the profession of teaching.

In item 2 in the chapter IV, the results gathered from the participating CTs in both groups displayed that their contributions in regard to guiding PTs through

learning about their students were slightly different as the closer percentages in the results revealed, and this slight difference of percentages was only 4% in the expected level. Then, it could be stated that expected contributions were very close in the percentages.

Besides those slight differences of percentages observed, the total number of correlated variables, the correlated variables, and their correlated coefficients also showed differences and similarities. Observing the total number of correlated variables in both groups demonstrated that there were five variables in the Ankara group, and seven variables in the Bursa group correlated with the variable 'Guiding'. These variables were completely different in both groups, and it proved that different variables affected the variable 'Guiding' differently in the two groups. In addition to mentioned differences, the direction of these variables was identical in a positive direction with different correlated coefficients. These differences could result from CTs' individual differences and differences of school cultures as a micro system in the macro system.

In item 3 in the chapter IV, the results gathered from the participating CTs in both groups showed that their contributions in regard to introducing PTs to the students were almost identical as the very close percentages in the results revealed, and this closeness of percentages was proved by only 2% in the expected level. Then, it was very clear that expected contributions were almost identical in the percentages.

In addition to those percentages stated above, the total number of correlated variables, the correlated variables themselves, correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were only two variables in the Ankara group, and four variables in the Bursa group correlated with the variable 'PTs' identity'. There was no identical variable in any of the groups, and it explained that different variables affected the variable 'PT' identity' differently in both groups. In addition to stated differences, the direction of these variables was almost identical in a positive direction with different correlated coefficients. Only one variable in the Bursa group had a negative direction, and this particular variable invited parties in the practicum to consider the correlation between the laws and regulations concerning the disabled and behaving accordingly and introducing PTs' to the

students. Such a negative correlation could stem from the cultural resistance towards handicapped members in the classes. Culturally, it was observed that members had a kind of tendency to avoid informing parties about the existence of handicapped to save their faces for any possible consequences.

In the light of the discussion of these three items in Area 1, CTs' contributions in regard to assisting PTs in getting to know students, the quality of CTs is to be concerned as it was stated by Önkol (1999). The quality of CTs and their faculty backgrounds due to the programs of their education were some of the factors affecting CTs' performance in contributing to PTs. CTs also showed differences in 'Guiding' PTs. These differences among CTs in both groups can be the reflection of their meaning making for the concept of 'Guiding' as it was stated by Bruner (1986). Here, CTs' individuality, differences of school cultures and educational understanding of members in schools can cause varied meanings about the concept 'Guiding'. In addition to the varied meanings of concepts, existence of disabled in educational environments was tended to be avoided as a new social occurrence, and it could be said that there is a need of social justice as recognized teacher attitude among CTs.

In item 1 in the chapter V, the results collected from the participating CTs in both groups exhibited that their contributions in regard to doing lesson plans were almost identical as the very close percentages in the results revealed, and this closeness of percentages was proved by only 2% in the expected level. Then, it was apparent that expected contributions were almost identical in the percentages.

In addition to the percentages stated above, the total number of correlated variables, the correlated variables themselves, correlated coefficients, and their directions also displayed differences and similarities. The total number of correlated variables in both groups illustrated that there were seven variables in the groups correlated with the variable 'Lesson planning'. Six of the variables were completely different in the groups, and one of the seven variables in the groups was the same, and it was 'Preparing and developing materials' with different coefficients. It explained that different variables affected the variable 'Lesson planning' differently in both groups while the groups agreed with the correlation with different coefficient between the variables 'Preparing and developing materials' and 'Lesson planning'.

In both groups, it was accepted that preparing and developing materials would affect the variable 'Lesson planning'. In addition to stated differences, the direction of these variables was identical in a positive direction with different correlated coefficients. Reviewing the loaded meaning of these correlations and their coefficients, it was concluded that CTs' perceptions of lesson planning were very different. These differences could be rooted from CTs' educational background (Altan, 1998) individual differences, the influence of subject departments and the school cultures.

In item 2 in the chapter V, the results piled from the participating CTs in both groups showed that their contributions in regard to developing materials were distant in the neutral level as the different percentages in the results revealed, and this difference of percentages was proved by 12% in the neutral level. Then, it was shown that their contributions were not reached to the expected level in the percentages, and CTs' possible reasoning need to be concerned on their less active contributions to PTs in developing materials.

In addition to the neutral percentages stated above, the total number of correlated variables, the correlated variables themselves, their correlated coefficients, and their directions also displayed differences and similarities. The total number of correlated variables in both groups illustrated that there were eleven variables in the Ankara group, and ten variables in the Bursa group correlated with the variable 'Preparing and developing materials'. Six of the variables were totally identical in the groups, and five of the eleven variables in the Ankara group and four of the variables in the Bursa group were completely different with different coefficients. It explained that identical and different variables affected the variable 'Preparing and developing materials' differently in both groups while the groups agreed with the correlation of variables with different coefficients. These identical variables were between the variables 'Preparing and developing materials' and 'Lesson planning', 'Learning environment', 'Evaluating students' progress', 'Family relations', 'Children' rights' and 'Human rights'. In addition to stated similarities and differences, the direction of these identical and different variables was all positively directed with different correlated coefficients.

In item 3 in the chapter V, the results gathered from the participating CTs in both groups illustrated that their contributions in regard to arranging the learning environment were identical in the expected level as the identical percentages in the results revealed. Then, it was proved that their contributions were reached to the expected level in the identical percentages, and CTs' active contributions to PTs in arranging the learning environment was observed in the percentages.

In addition to the percentages expressed above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also displayed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group, and nine variables in the Bursa group correlated with the variable 'Learning environment'. Just one of the variables was identical in the groups, and nine of the ten variables in the Ankara group and eight of the nine variables in the Bursa group were completely different with different coefficients. It explained that identical and different variables affected the variable 'Learning environment' differently in both groups while the groups agreed with the correlation of variables with different coefficients. These identical variables were between the variables 'Learning environment' and 'Testing and evaluation' with different coefficients. Then, it was clear that there was a significant correlation between these two variables, and the other correlations were not shared in the groups.

In item 4 in the chapter V, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to planning out-of-class activities for the professional development of PTs were distant in the expected level as the differences of percentages in the results revealed. Then, it was expressed that their contributions were reached to the expected level in the distant percentages among two groups, and there was 16% difference in percentages. Then, CTs in the Bursa group had lower contributions to PTs in planning out-of-class activities in the expected level than CTs in the Ankara group, and both groups had less attachment to planning PTs out-of-class activities compared to the previous percentages of other views in the area.

In addition to the percentages stated above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions

also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eleven variables in the Ankara group, and seven variables in the Bursa group correlated with the variable 'Off-task activities'. Just one of the variables was identical in the groups, and ten of the eleven variables in the Ankara group and six of the seven variables in the Bursa group were completely different with different coefficients. It explained that identical and different variables affected the variable 'Off-task activities' differently in both groups while the groups agreed with the correlation of variables with different coefficients. These identical variables were between the variables 'Off-task activities' and 'Variety in teaching' with different coefficients. Then, it was clear that there was a significant correlation between these two variables, and the other correlations were not shared but exist in a positive direction.

In item 5 in the chapter V, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to introducing variety in teaching to help PTs recognize individual differences among students were distant in the expected level as the differences of percentages in the results revealed. Then, it was expressed that their contributions were reached to the expected level in the distant percentages among two groups, and there was 12% difference in percentages, and CTs in the Ankara group were leading the Bursa group. Then, CTs in the Bursa group had lower contributions to PTs in recognizing students' individual differences in the expected level than CTs in the Ankara group, and both groups had expected attachment to introducing variety into teaching to help PTs. Both groups could be invited to be more sensitive in helping PTs' recognition of individual differences in students' learning.

In addition to the percentages stated above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were twelve variables in the Ankara group, and eight variables in the Bursa group correlated with the variable 'Individual differences'. Just two of the variables were identical in the groups, and ten of the twelve variables in the Ankara group and six of the eight variables in the Bursa group were completely different with different coefficients. It explained that identical and

different variables affected the variable 'Individual differences' differently in both groups while the groups agreed with the correlation of variables with different coefficients. These identical variables were between the variables 'Individual differences' and 'Ethics', 'The legality and ethics in IT' with different coefficients. Then, it was clear that there was a significant correlation between these variables, and the other correlations were not shared by the groups but affected the variable 'Individual differences' in a positive direction.

In item 6 in the chapter V, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to assisting PTs to develop time management skills were distant in the expected level as the differences of percentages in the results revealed. Then, it was expressed that their contributions were reached to the expected level in the distant percentages among two groups, and there was 8% difference in percentages, and CTs in the Ankara group were leading the Bursa group in percentages. Then, percentages were less dense in the the expected level for the Bursa group, and both groups had expected attachment to managing PTs' time in teaching. Both groups, especially the Bursa group could be invited to be more sensitive in contributing to PTs' managing time.

In addition to the percentages stated above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were twelve variables in the Ankara group, and ten variables in the Bursa group correlated with the variable 'Time management'. Five of the variables were identical in the groups, and seven of the twelve variables in the Ankara group and five of the ten variables in the Bursa group were completely different with different coefficients. It explained that identical and different variables affected the variable 'Time management' differently in both groups while some of the correlated variables with different coefficients were agreed. These identical variables were between the variables 'Time management' and 'Variety in teaching', 'Evaluation of subject knowledge', 'Improvements of TLP', 'Time management strategies', 'Innovations and changes' with different coefficients. Then, it was clear that there was a significant correlation between these variables, and the other correlations were not shared by both groups but affected the variable 'Time management' in a positive direction.

In item 7 in the chapter V, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to assisting PTs to manage their classes and establishing relationship with students were identical in the highest expected level as the differences of percentages in the results did not reveal. Then, it was expressed that their contributions were reached to the highest expected level in the sameness of percentages among two groups, and there was no difference in percentages. Then, percentages were very dense in the expected level for the groups, and both groups had expected attachment to assisting PTs managing their classes and establishing relationships with students. Both groups could be invited to keep their sensitivity in contributing to PTs' managing their classes and establishing relationships with their students.

In addition to the percentages shared above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were four variables in the Ankara group, and eight variables in the Bursa group correlated with the variable 'Classroom management and relations'. None of the variables were identical in the groups, and they had different coefficients. It explained that different variables affected the variable 'Classroom management and relations' differently in both groups. Then, it was clear that there was a significant correlation between these variables differently in both groups, and the correlated variables were in the positive direction apart from one variable in the Bursa group. There was a negative correlation between the variables 'Classroom management and relations' and 'Cooperating in team work'. CTs could prefer working individually due to their preferences or they could reject team work due to its heavy requirement of reflection in teaching or any other work load done in the school or team work could not be favored by some of the members of the subject department/s and the school administration.

In the light of the discussion in Area 2, it would be concluded that CTs' perceptions of lesson planning, material development, off-task planning, were very different. These differences could be appreciated due to the nature of these skills. Since such skills always require teachers' individual construction of the world, CTs also depend upon their experiences, which also influence how they anticipate what

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happens in the class (Kelly, 1955). Such differences could be naturally expected from CTs in the condition that they continue to discover and construct their world of teaching.

In item 1 in the chapter VI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to assisting PTs to choose the appropriate testing and evaluation methods and techniques were almost identical in the expected level as the differences of percentages in the results revealed. Then, it was expressed that their contributions were reached to the expected level in the closeness of percentages among two groups, and there was 2% difference in percentages. Then, percentages were very dense in the expected level for the Bursa group, and both groups had expected attachment to assisting PTs in choosing the appropriate testing and evaluation methods and techniques. Both groups could be invited to keep their sensitivity in contributing to PTs choosing the appropriate testing and evaluation methods and techniques.

In addition to the percentages shared above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were twelve variables in the Ankara group, and seven variables in the Bursa group correlated with the variable 'Testing and evaluation'. Only one of the variables was identical in the groups, and it was 'Evaluation of subject knowledge', and they had different coefficients. It explained that different variables affected the variable 'Testing and evaluation' differently in both groups. Then, it was clear that there was a significant correlation between these variables differently in both groups, and the correlated variables were in the positive direction. The variable 'Evaluation of subject knowledge' had the highest correlated coefficients in the groups, and there was a common view that evaluating students' subject knowledge was directly correlated with the variable 'Testing and evaluation', and it was sure that other variables were also correlated, and they were very important in choosing the most appropriate testing and evaluation.

In item 2 in the chapter VI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to using multiple appropriate testing and evaluation techniques to test students' subject knowledge

were almost identical in the expected level as the differences of percentages in the results did not reveal. Then, it was expressed that their contributions were reached to the expected level in the expected level of percentages among two groups, and there was no difference in percentages. Then, percentages were very dense in the expected level for both groups, and both groups had expected attachment to assisting PTs in using the multiple appropriate testing and evaluation techniques to test students' subject knowledge. However, the positive results do not prove that CTs are aware of multiple appropriate testing and evaluation techniques, and/or preparing such testing techniques.

In addition to the percentages shared above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were nine variables in the Ankara group, and six variables in the Bursa group correlated with the variable 'Evaluation of subject knowledge'. Three of the variables were identical in the groups, and they were 'Variety in teaching', 'Time management', 'Testing and evaluation', and they had different coefficients. It explained that similar and different variables affected the variable 'Evaluation of subject knowledge' differently in both groups. Then, it was clear that there was a significant correlation between these variables differently in both groups, and the correlated variables were in the positive direction. The variable 'Testing and evaluation' had the highest correlated coefficients in the groups, and there was a common view that using multiple appropriate testing and evaluation techniques was directly correlated with the variable 'Testing and evaluation', and it was sure that other variables were also correlated, and they were very important in using the multiple appropriate testing and evaluation techniques. Then, learning and practicing multiple testing techniques would become a requirement in evaluating learners in schools.

In item 3 in the chapter VI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to assisting PTs in analyzing and interpreting data to monitor students' progress and their learning processes were very distant in the expected level as the differences of percentages in the results revealed. Then, it was expressed that their contributions were reached to

the expected level differently in the expected level of percentages among two groups, and there was 28% difference in percentages. Then, percentages were very dense in the expected level for the Ankara group, and both groups had expected attachment to assisting PTs in analyzing and interpreting data to monitor students' progress and their learning process. The percentages proved that most of the views were dense in the expected level, but they were also dense in neutral level in the Bursa group, and it could be said that CTs in the Bursa group were not very clear on analyzing and interpreting data to monitor students' progress and their learning process.

In addition to the percentages shared above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were fourteen variables in the Ankara group, and seven variables in the Bursa group correlated with the variable 'Evaluation of subject knowledge'. Three of the variables were identical in the groups, and they were 'Variety in teaching', 'Time management', 'Testing and evaluation', and they had different coefficients. It explained that similar and different variables affected the variable 'Evaluation of subject knowledge' differently in both groups. Then, it was clear that there was a significant correlation between these variables differently in both groups, and the correlated variables were in the positive direction. The variable 'Testing and evaluation' had the highest correlated coefficients in the groups, and there was a common view that using multiple appropriate testing and evaluation techniques was directly correlated with the variable 'Testing and evaluation', and it was sure that other variables were also correlated, and they were very important in using the multiple appropriate testing and evaluation techniques.

In item 4 in the chapter VI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to assisting PTs to familiarize themselves with the school and its facilities in monitoring students' learning and development were almost identical in the expected level as the differences of percentages in the results revealed. Then, it was expressed that their contributions were reached to the expected level differently in the expected level of percentages among two groups, and there was 2% difference in percentages. Then, percentages were very dense in the expected level for the groups, and both groups

had expected attachment to familiarize PTs with the school and its facilities. The percentages proved that most of the views were dense in the expected level, and it could be said that CTs in the groups were clear on familiarizing PTs with the school and its facilities.

In addition to the percentages shared above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were nine variables in the Ankara group, and three variables in the Bursa group correlated with the variable 'A school and its facilities'. None of the variables were identical in the groups, and their similarity was based on the positive direction of all variables with different coefficients. There were less correlated variables in the Bursa group, and these variables were placed into 'Learning environment', 'Evaluating students' progress' and 'Students' opinions', and the vision of using schools with their facilities needed to be developed in different aspects, but there were more variables correlated with the same variable in the Ankara group. Evaluation of subject knowledge was correlated with the school and its facilities. 'Principles and values of TES' and 'Subject specific program' were possibly correlated with schools' facilities in the sense that teachers were being informed by the administrators about principles and values and the program. In the same group, 'Varied opinions and contributions', 'Literacy in technology', 'Raising interest in related fields', 'Awareness on IPPs' could enrich CTs about using schools' facilities and the school in monitoring students' learning and development. According to the individual and cultural differences of learners, they could think that the classroom was the only place to monitor students' learning and development. Then, familiarization of schools and its facilities could envision CTs' monitoring skills in students' learning and development.

In the light of the results in Area 3 in the chapter VI, CTs stated that they owned their roles, and fulfilled the responsibility of training PTs in monitoring and evaluating the students' learning and development, but the results given in quantitative analysis proved that there was no information on the use of multi dimensional ways of monitoring and evaluating students' learning, which is very important for individual differences among students. Moyles (1997) acknowledged

that it takes time to acquire expertise in assessment and record keeping. Moreover, she added that it was helpful to be aware of a range of models and to have opportunities to explore different forms of assessing and recording learners' progress and problems. Then, because quantitative results did not give detailed and deeper information about assessment, such information was to be learned in qualitative results.

In item 1 in the chapter VII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to assisting PTs to encourage active participation in the process of transforming the school into center of culture were distant in the expected level, and the results were also dense in the not expected level, and the neutral level as the differences of percentages in the results revealed. Then, it was expressed that their contributions were reached to the expected level differently in the expected level of percentages among two groups, and there was 10% difference in percentages, and their contributions were also reached to the not expected level differently, and there was 18% difference in the percentages. In addition to expected and not expected level, the percentages were also dense in the neutral level, and there was 2% difference in the groups. Then, these scattered dense percentages in different levels proved that the views on encouraging PT in the process of transforming the school into a center of culture was not clear enough to assist PTs on the issue. Such a result could be because CTs did not see themselves as offering and setting organizations for people involved in the education and people in the neighborhood where the school was accommodated.

In addition to the percentages reviewed above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were thirteen variables in the Ankara group, and fifteen variables in the Bursa group correlated with the variable 'Cultural centers'. Six of the variables were identical in the groups, they were 'Human rights', 'Varied opinions and contributions', 'Participation in off-task activities', 'Professional media', 'Directives and practices on disables' and 'Precautions for disables'. While most of the variables were positively directed, one of the variables only in the Bursa group was negatively directed. This negatively directed variable did not have a

positive affect on 'Transforming the school into a cultural center', and any CTs graduated from any university could transform the school into a cultural center. Because there were many variables affecting the variable, the coefficients of any other variables were developed; the variable 'Cultural center' would be affected. In the sense of change, any increase in any of the variables correlated with the variable would make a difference in changing schools into cultural centers.

In item 2 in the chapter VII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to assisting PTs to inform about the relationships of students' families with the school were distant in the expected level, and the results were also dense in the not expected level, and the neutral level as the differences of percentages in the results revealed. Then, it was expressed that their contributions were reached to the expected level differently in the expected level of percentages among two groups, and there was 6% difference in percentages. Their contributions were also reached to the not expected level differently, and there was 10% difference in the percentages. In addition to expected and not expected level, the percentages were also dense in the neutral level, and there was 4% difference in the groups. Then, these scattered dense percentages in different levels proved that the view about the relationships of students' families with the school was not clear enough to assist PTs on the issue. Such a result could be because CTs did not realize that informing PTs about family relationships was part of the PTs' training or CTs could not plan a schedule to inform PTs about relationships with .families due to the families unexpected, non-scheduled visits or the welcoming parents days could be at times when PTs were not responsible to be present in the schools.

In addition to the percentages reviewed above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were fifteen variables in the Ankara group, and ten variables in the Bursa group correlated with the variable 'Family relations'. Four of the variables were identical in the groups, they were 'Human rights', 'Children' rights', 'Preparing and developing materials', 'Cultural centers'. While all of the variables were positively directed, the highest coefficient in the Ankara group was

'Human rights', and in the Bursa group it was 'Cultural centers'. Informing PTs about relationships of students' families with the school could be interpreted as 'Human rights', and schools transformed into cultural centers could be viewed as places where families visit in occasions. Such attachments of families could cause an initiation with families.

In the light of the results in Area 4 in chapter VII, CTs had challenges in both aspects of teaching profession. They were not good at encouraging active participation of PTs in the process of transforming the school into a center of culture, and informing PTs with the regard to the relationships of students' parents with the school. In fact, the importance of parents in the education of learners cannot be underestimated, and parents are the significant cornerstones of the education both at home and in schools. Hughes et al. (1994) referred to the help of parents in education, and he specified that continued contact with parents was a specific feature of primary education and most parents wanted to work with teachers in achieving the best for their children, and teachers needed to learn how to work with parents.

In item 1 in the chapter VIII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to assisting PTs to comprehend the fundamental values and principles of the Turkish National Education System were distant in the expected level, and the results were also dense in the neutral level as the differences of percentages in the results revealed. Then, it was expressed that their contributions were reached to the expected level differently in the expected level of percentages among two groups, and there was 14% difference in percentages. Their contributions were also reached to the neutral level differently, and there was 14% difference in the percentages. Then, these scattered dense percentages in different levels proved that the view about comprehending the fundamental values and principles of the Turkish National Education System was not clear enough to assist PTs on the issue. Such a result could be because CTs did reject attaining to the values and principles or the relation between these values and principles was not relative in teaching the subject matter for CTs or it could be believed that such information could better learned when PTs became teachers in service.

In addition to the percentages reviewed above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were totally different nine variables in the groups. All of the correlated coefficients were different, and their correlated directions were positive. To be aware of principles and values of TES, enthusiasm and willingness in the profession was assumed as a condition in the Ankara group, and they also correlated all variables in relation to regulations and awareness such as 'The legality and ethics in IT' and 'Awareness of official directives'. In the Bursa group, it was assumed as the right of humans and children, and principles and values was also viewed as involvement of families. It was also correlated with occasions such as following professional media and participating in off-task activities.

In item 2 in the chapter VIII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to explaining the specific approaches, goals, principles, and techniques of the subject matter curriculum to PTs were distant in the expected level as the differences of percentages in the results revealed. Then, their contributions were reached to the expected level differently in the expected level of percentages among two groups, and there was 20% difference in percentages. Such a difference proved that CTs in the Ankara group compared to CTs in the Bursa group were more sensitive about the subject specific program, and CTs in the Bursa group were not as sensitive as their colleagues in the Ankara group. The reason of difference could be because of following the course book, and determining the course book as a subject specific program or it could stem from following the same curriculum for years.

In addition to the percentages reviewed above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were twelve variables in the Ankara group and ten variables in the Bursa group. Two of the variables were identical as variables, but their correlated coefficients were different, and other correlated variables were different, ten out of twelve and eight out of ten, and the same and different variables had all positive directions. The same variables were 'Principles and values of TES'

and 'Planning professional development'. These variables explained that becoming aware of subject specific program was viewed as part of professional development, and in a similar fashion subject specific program viewed with comprehending principles and values of TES. Among the other different variables, the highest correlated coefficient was 'Awareness on IPPs' in the Ankara group, and 'Principles and values of TES' in the Bursa group.

In the light of the results in Area 5 in chapter VIII, CTs cannot recognize and interpret the importance of fundamental values and principles of the Turkish national education system. Such a challenge initiated the idea that in language teaching, the course books were used as the curriculum, and its relation with the values and principles were not questioned. These stated challenges require further professional support for CTs to define their roles (possibly through inquiry), and fulfill their responsibilities (Goodlad, 1994).

In item 1 in the chapter IX, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to informing PTs on protecting and upholding children's rights were distant in the expected level as the differences of percentages in the results revealed. Then, their contributions reached to the expected level differently in the expected level of percentages among two groups, and there was 14% difference in percentages. Such a difference proved that CTs in the Ankara group compared to CTs in the Bursa group were more sensitive on children's rights, and CTs in the Bursa group were not as sensitive as their colleagues in the Ankara group. The reason of difference could be because of their lack of awareness about the contents of children' rights or it could stem from the general tendency towards children in the society that children could get what adults serve them.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were thirteen variables in the Ankara group and eleven variables in the Bursa group. Five of the variables were identical as variables, but their correlated coefficients were different, and other correlated variables were different, eight out of thirteen and six out of eleven, and the same and

different variables had all positive directions. The same variables were 'Preparing and developing materials', 'Cultural centers', 'Family relations', 'Human rights' and 'Participation in off-task activities'. The correlated coefficient for the variable 'Human rights' was the highest coefficient. It could be because these two variables 'Human rights' and 'Children rights' were very connected issues. Additionally, existing numbers of variables were many in the sense that the coefficient of one of these variables was increased, the variable 'Children rights' was increased, too.

In item 2 in the chapter IX, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to protecting and upholding human rights were distant in the expected level as the differences of percentages in the results revealed. Then, their contributions reached to the expected level differently in the expected level of percentages among two groups, and there was 8% difference in percentages. Such a difference proved that CTs in the Ankara group compared to CTs in the Bursa group were more sensitive on children's rights, and CTs in the Bursa group were not as sensitive as their colleagues in the Ankara group. In the Bursa group, the neutral level was dense, too. The difference in percentages was 8%. The reason of difference could be because of their lack of awareness about the contents of human rights or it could stem from the general understanding of ages between human and children. As a result, students could be just assumed as children, and due to the misconception of human, children could not be viewed as human but children. Moreover, the characters in the materials and their actions and sayings could not be discussed under the title of 'Human rights'.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eleven variables in the Ankara group and six variables in the Bursa group. Only one of the variables was identical as variables itself, but their correlated coefficients were different, and other correlated variables were different, ten out of eleven and five out of six, and the same and different variables had all positive directions. The same variable was 'Children' rights'. It was reasonable to have similar views with the former variable in the former item. The highest correlated coefficient was 'Children' rights', and it was meaningful

that these two variables, 'Human rights' and 'Children' rights', were interchangeable in CTs' minds. Observing so many variables was also preferable in the sense that CTs involved 'Human rights' into many views in the teaching profession because education is also for only humans and it is basic right of humans.

In item 3 in the chapter IX, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to being against discrimination and not discriminating students were closer each other in the expected level as the differences of percentages in the results revealed. Then, their contributions reached to the expected level differently in the expected level of percentages among two groups, and there was 4% difference in percentages. Such a difference proved that CTs in the Ankara group compared to CTs in the Bursa group were more sensitive on apposing discrimination, and CTs in the Bursa group were not as sensitive as their colleagues in the Ankara group. The reason of difference could be because of their monitoring themselves in what ways they oppose discrimination, and behave against discrimination unconsciously.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were six variables in the Ankara group and ten variables in the Bursa group. Six out of six variables in the Ankara group and six out of ten variables in the Bursa group were the same variables with different correlated coefficients. Other correlated variables in the Bursa group were different, and there was no other variable in the Ankara group. All of these same and different variables had all positive directions. The same variables were 'Ethics', 'The legality and ethics in IT', 'Self-evaluation', 'Reliability and consistency', 'Overcoming difficulties' and 'Innovations and changes'. The highest correlated coefficient among these same and different variables was 'The legality and ethics in IT' in the groups with different but closer coefficients. When the discrimination and discriminating was concerned, it could be agreed that such behaviors were presented through the technology. Because contemporary children started to become computer literate at early ages, CTs had the utmost responsibility to raise awareness on ethics in IT mentioning 'Human rights', 'Children' rights' and 'Principles and values of TES'.

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In item 4 in the chapter IX, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to displaying democratic teacher attitudes in the classroom were identical in the expected level as no differences of percentages in the results revealed. Then, their contributions reached to the expected level differently in the expected level of percentages among two groups, and there was no difference in percentages. Such a case proved that CTs in the Ankara group compared to CTs in the Bursa group were all sensitive on displaying democratic attitude in the classroom. The reason of such similarity could be because of their personality traits in behaving democratic since all teachers were assumed to be and expected to be democratic in the education.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were nine variables in the Ankara group and ten variables in the Bursa group. One out of nine variables in the Ankara group and one out of ten variables in the Bursa group were the same variables with different correlated coefficients. Other correlated variables in the both groups were different. All of these same and different variables had all positive directions. The same variable in both groups was 'Reliability and consistency', and their correlated coefficients were also different. The highest correlated coefficient among these same and different variables in the Ankara group was 'Language proficiency', and it could be because language helps us better understanding the people we have been listening to and interpret what they say accordingly. Then, it could be said that language is the best instrument to judge each of us, and it causes fair democratic behavior. The highest correlated coefficient in the Bursa group was 'Reliability and consistency', and it could be because democratic behavior require people to be reliable and consistent in behaviors, especially in the classroom since all eyes eagerly observe the only teacher in the class. The rest of the variables showed the areas in which democratic attitude could be displayed.

In item 5 in the chapter IX, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to displaying personal support for national and international values were very close in the expected level as

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slight differences of percentages in the results revealed. Then, their contributions reached to the expected level differently in the expected level of percentages among two groups, and there was 4% difference in percentages. Such a case proved that CTs in the Ankara group compared to CTs in the Bursa group were a bit more sensitive on displaying personal support for national and international values. The reason of such closer percentages could be because of their almost consistent and similar approaches towards displaying national and international values since citizens learned such values unconsciously in the society and have a kind of tendency to transfer such values to the next generation for the existence of nation and the human kind.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were nine variables in the Ankara group and fourteen variables in the Bursa group. Three out of nine variables in the Ankara group and three out of fourteen variables in the Bursa group were the same variables with different correlated coefficients. Other correlated variables in the both groups were different. All of these same and different variables had all positive directions with different coefficients, but only one of the variables in the Bursa group had negatively correlated, and it was 'Total years of involvement in teacher training'. Then it could be said that there was no positive correlation between the variables 'National and international values' and 'Total years of involvement in the teacher training'. As a result, it could be interpreted that CTs who had strong values had a tendency to observe these values around their professional environments and lack of these values in the profession could stop their involvement in teacher training. When the same variables in both groups were focused, they were 'Human rights', 'Individual and cultural differences', 'Ethics' and their correlated coefficients were also different. The highest correlated coefficient among these same and different variables in the Ankara group was 'Planning professional development', and such a highest coefficient could be stem from the idea that planning professional development affect our values, and our values also affected our professional development plans. The highest correlated coefficient in the Bursa group was

'Individual and cultural differences', and it could be rooted from the idea that our individual and cultural differences could be determiners of our understanding of values and the reasons of constructing our values. The rest of the variables affected the existence of the variable 'National and international values' were all correlated aspects of our profession. Because democratic behavior require people to be reliable and consistent in behaviors, especially in the classroom since all eyes eagerly observe the only teacher in the class. The rest of the variables showed the areas in which democratic attitude could be displayed.

In item 6 in the chapter IX, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to being sensitive to students' individual and cultural differences were very close in the expected level as slight differences of percentages in the results revealed. Then, their contributions reached to the expected level differently in the expected level of percentages among two groups, and there was 2% difference in percentages. Such a case proved that CTs in the Bursa group compared to CTs in the Ankara group were a bit more sensitive on being sensitive to students' individual and cultural differences. The reason of such closer percentages could be because CTs always deal with people who were from different age levels such as their students, their PTs, their colleagues, and from different cultures such as geographical differences, social class differences, and educational differences.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were twelve variables in the Ankara group and ten variables in the Bursa group. Two out of twelve variables in the Ankara group and two out of ten variables in the Bursa group were the same variables with different correlated coefficients. Other correlated variables in the both groups were different. All of these same and different variables had all positive directions with different coefficients. When the same variables in both groups were focused, they were 'Ethics' and 'The legality and ethics in IT' and their correlated coefficients were also different. The both group could have an idea that sensitivity in individual differences also referred to be sensitive on ethics in any moment of life

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and on IT. The highest correlated coefficient among these same and different variables in the Ankara group was 'The legality and ethics in IT', and it could state that IT was the most widely used popular technical kit in education, and students of present were good at using IT in any area of education. Then, such a popularity brought sensitivity on individual and cultural differences of parties in education. The highest correlated coefficient in the Bursa group was 'National and international values', and the relation between national and international values and individual and cultural differences could be based on the preferences of CTs. CTs like any other people prefer applying their value system to respect others individuality and differences. Besides these same and highly correlated variables, the rest of the variables also affected the existence of the variable 'Individual and cultural differences' were all correlated aspects of our interpretations on individuality and culture.

In item 7 in the chapter IX, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to displaying examples of teaching with the personal acceptance of societal and professional ethics were identical in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level similarly in the expected level of percentages among two groups, and there was no difference in percentages. Such a case proved that CTs in the groups were sensitive on displaying examples of teaching with personal acceptance of societal and professional ethics. The reason of such identical percentages could be because people in the educational environment proved to the teaching members that people had always had varied societal and professional ethics that they gained in different institutions and different parts in the society.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group and nine variables in the Bursa group. Four out of ten variables in the Ankara group and four out of nine variables in the Bursa group were the same variables with different correlated coefficients. Other correlated variables in the both groups were different. All of these same and different variables had all positive directions with

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different coefficients except one variable, and it was 'Total years of professional experience. When some CTs became professionally experienced, these CTs also became less interested in assisting PTs about 'Personal acceptance of societal and professional ethics'. When we depart our focus from negatively directed variable to positively directed and similar variables, we saw that these variables were 'National and international values', 'Individual and cultural differences', 'The legality and ethics in IT' and 'Overcoming difficulties'. All these similar variables showed common sense of members in education that being consistent on values, becoming sensitive to individual differences and cultures, applying ethics in IT and overcoming difficulties of these differences and values were heavily related to ethics. While the highest correlated coefficient in the Bursa group was 'Language proficiency', it was 'The legality and ethics in IT' in the Ankara group, and it could be because the Bursa group were still in favor of face to face communication while the Ankara group preferred recent short or long distance communication technology-IT. Besides these same and highly correlated variables, the rest of the variables also affected the existence of the variable 'Personal acceptance of societal and professional ethics' were all correlated with the human issues and institutional issues which were governed by ethics.

In item 8 in the chapter IX, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to explaining and displaying exemplary applications of the legal and moral responsibilities regarding the use of Information and communication technologies were pretty different in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level differently in the expected level of percentages among two groups, and there was 20% difference in percentages. The difference among these percentages proved that CTs in the groups were not equally sensitive on explaining and displaying exemplary applications of the legal and moral responsibilities regarding the use of Information and communication technologies. Such a result also supported the Bursa groups' preference of communication in the previous area (CTs in the Bursa group sounded like preferring face-to-face communication instead of technological communication)

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group and thirteen variables in the Bursa group. Four out of ten variables in the Ankara group and four out of thirteen variables in the Bursa group were the same variables with different correlated coefficients. Other correlated variables in the both groups were different. All of these same and different variables had all positive directions with different coefficients'. When we focus on positively directed and similar variables, we saw that these variables were 'Individual and cultural differences', 'Ethics', 'Higher-order thinking skills' and 'Raising interest in related fields'. All these similar variables showed that questioning legality and ethics in IT required critical questions to understand anything in other fields and negotiate ethics of these differences and similarities in other fields and in human issue. There were also coefficients distinctively higher than others. While the highest correlated coefficient in the Bursa group was 'Higher-order thinking', it was 'Individual and cultural differences' in the Ankara group, and it could be because the Bursa group preferred critical questioning to decide legality and ethics in IT while the Ankara group preferred focusing on the qualities of decision maker on legality and ethics.

In the light of results in Area 6 in chapter IX, CTs were expected to examine national and universal values, and help PTs become aware of them. CTs had some challenges in this area, and they stated that they could not respond consciously to the challenges on protecting and upholding children' rights and human rights. CTs' challenges required assistance on these stated challenges. They needed to be informed about the rights that children and teachers had the right to the best possible classroom experiences, and that also meant behaving appropriately towards each other. When learners were asked about their 'best' teachers, a majority of learners chose fairness and consistency as the chief qualities (Cullingford, 1991).

In item 1 in the chapter X, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to doing self evaluation of personal performance to set an example for PTs were almost identical in the expected level as the percentages in the results revealed. Then, their contributions

reached to the expected level with a slight difference in the expected level of percentages among two groups, and there was 2% difference in percentages. The difference among these percentages proved that CTs in the groups were almost equally sensitive on doing self evaluation of personal performance, but the Ankara group was actually more sensitive since their responses were dense in the choice 'always'. Moreover, the higher percentages of self-evaluation could be rooted from the present activations done on the accreditation systems of schools at present.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were nine variables in the Ankara group and twelve variables in the Bursa group. Seven out of nine variables in the Ankara group and seven out of twelve variables in the Bursa group were the same variables with different correlated coefficients. Other correlated variables in the both groups were different. All of these same and different variables had all positive directions with different coefficients'. When we focus on positively directed and similar variables, we saw that these variables were 'Apposing discrimination', 'Individual and cultural differences', 'The legality an ethics in information technology', 'Improvement of TLP', 'Students' opinions', 'Varied opinions and contributions' and 'Reliability and consistency'. All these similar variables showed that evaluating ourselves in our own teaching required heavy negotiation. Moreover, negotiating our opinions on discrimination, differences among people, legality and ethics of technological opportunities, improvement in our teaching, others views about our teaching and our consistency on all our actions invited CTs to raise their responsibilities. There were also coefficients distinctively higher than others. While the highest correlated coefficient in the groups was 'Improvement of TLP', and its coefficient was higher than the coefficient of the same variable in the Bursa group. Besides these highest coefficients, in the Ankara group all correlated coefficients were higher than the rest of the correlated coefficients in the Bursa group. Moreover, seven shared variables were many, and it showed that CTs considered similar views to evaluate themselves from different aspects such as human factors, technological factors and personality traits.

In item 2 in the chapter X, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to utilizing the results of their self-evaluation in improving the teaching and learning process to set an example for PTs were identical in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level with no difference in the expected level of percentages among two groups, and there was no difference in percentages. This identically equal percentages proved that CTs in the groups were equally concerned on utilizing the results of their self-evaluation in improving the teaching and learning process, but the Ankara group was actually more concerned since their responses were dense in the choice 'always'. The results of first item supported the results of this item, which regular or irregular self evaluations contribute to utilizing them in teaching, and finally all these results could be used in accreditation files prepared by teachers.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group and nine variables in the Bursa group. Four out of ten variables in the Ankara group and four out of nine variables in the Bursa group were the same variables with different correlated coefficients. Other correlated variables in the both groups were different. All of these same and different variables had all positive directions with different coefficients. When we focus on positively directed and similar variables, we saw that these variables were 'Needs', 'Time management', 'Self-evaluation' and 'Students' opinions'. All these similar variables showed that improving teaching and learning process required CTs to think about time aspect, learners' needs, and teachers' teaching needs. Besides these similarities of variables, there were differences in coefficients, and one of these coefficients was distinctively higher than others. While the highest correlated coefficient in the groups was 'Self-evaluation', their coefficients were different in the groups, and its coefficient in the Ankara group was higher than the coefficient of the same variable in the Bursa group. Besides these highest coefficients in the groups, in the Ankara group most of the correlated coefficients were higher than the rest of the correlated coefficients in the Bursa

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group. Moreover, quantity of variables, ten in the Ankara group and nine in the Bursa group, were many, and it showed that CTs considered that there were many relative views affecting the process to improve their teaching and learning process.

In item 3 in the area 7 and in the chapter X, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to incorporating the opinions of students in the classroom for self-evaluation were a bit distant in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level with slight difference in the expected level of percentages among two groups, and there was 6% difference in percentages. These slightly distant percentages proved that CTs in the groups were concerned on incorporating the opinions of students in the classroom, but the Bursa group was actually more concerned since their responses were dense in the choice 'always'. The results of first item also supported the results of this item because CTs could also evaluate themselves by asking students' opinions. However, it was necessary to learn what questions were asked and how ethical issues were set (no identity, no hand-writing) to learn how students evaluate teachers.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group and eight variables in the Bursa group. Only one out of ten variables in the Ankara group and one out of eight variables in the Bursa group were the same variables with different correlated coefficients. Other correlated variables in the both groups were different. All of these same and different variables had all positive directions with different coefficients. When we focus on positively directed and similar variables, we saw that both of these variables was 'Varied opinions and contributions'. The similar variable proved that there was a strong correlation between these variables 'Students' opinions' and 'Varied opinions and contributions'. Such a correlation created strong meaning since students' opinions were also views as varied opinion, and believed that their opinions could be contributive in teaching. Besides students' contribution to teaching view, there were differences in coefficients, and one of these coefficients was distinctively higher than others. While the highest correlated coefficient in the

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groups was 'Varied opinions ad contribution', their coefficients were different in the groups, and its coefficient in the Ankara group was higher than the coefficient of the same variable in the Bursa group, and highness of its coefficient supported the strength of the correlation. Moreover, quantity of variables, ten in the Ankara group and eight in the Bursa group, were many, and it showed that CTs considered that many relative views were affecting CTs initiation to gather students' opinions in teaching learning process.

In item 4 in the area 7 and in the chapter X, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to displaying openness for different opinions and criticism were distant in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level with difference in the expected level of percentages among two groups. This difference was 14%.These distant percentages proved that CTs in the groups were not equally concerned on incorporating the opinions of students in the classroom, but the Bursa group was actually more concerned since their responses were dense in the choice 'always'. The results of first item and the third item again supported the results of this item because CTs could also observed that they evaluated themselves by involving other teaching staff and PTs in their classes as observers and partners in subject teaching.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were nine variables in the Ankara group and ten variables in the Bursa group. Two out of nine variables in the Ankara group and two out of ten variables in the Bursa group were the same variables with different correlated coefficients and with similar and different directions. Other correlated variables in the both groups were different in themselves and their coefficients and their directions. When we focus on positively directed and similar variables, we saw that both of these variables were 'Cultural centers' and 'Students' opinions', but their directions were different. The variable 'Cultural centers' was negatively directed in the Bursa group while it was positively directed in the Ankara group. Its negative direction proved that CTs' views on 'Cultural centers' decreased

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when CTs' views on 'Varied opinions and contributions' developed. The other similar positively directed variable 'Students' opinions' proved that CTs' views on 'Students' opinions' developed when CTs' views on 'Varied opinions and contributions' increased. This variable had seven negatively correlated variables in the Bursa group compared to positively directed variables in the Ankara group. In the Bursa group, when some CTs' views on 'Varied opinions and contributions' were increased, some CTs' views on these seven variables decreased. These negatively directed variables were 'Sex', 'Cultural centers', Professional media', 'Cooperating in team work', 'Participation in activities', 'Directives and practices on disables' and 'Precautions for disables'. In the Bursa group, these negatively directed variables proved that CTs interpreted varied opinions as only students' opinions, but not other parties involved in education. While the highest positively correlated coefficient in the Ankara group was 'Students' opinions' while it was 'Democratic professional' in the Bursa group. The highest negatively correlated coefficient in the Bursa group was 'Cooperating in team work'. Such a correlation proved that team work was not favored by CTs, and it could stem from lack of genuine team work in our education and teaching profession itself.

In item 4 in the area 7 and in the chapter X, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to displaying openness for different opinions and criticism were distant in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level with difference in the expected level of percentages among two groups. This difference was 14%.These distant percentages proved that CTs in the groups were not equally concerned on incorporating the opinions of students in the classroom, but the Bursa group was actually more concerned since their responses were dense in the choice 'always'. The results of first item and the third item again supported the results of this item because CTs could also observed that they evaluated themselves by involving other teaching staff and PTs in their classes as observers and partners in subject teaching

In item 5 in the chapter X, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to display of seeking the reasons for changes in students' behavioral and learning related problems were

distant in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level with difference in the expected level of percentages among two groups. This difference was 22%.These distant percentages proved that CTs in the groups were not equally concerned on seeking the reasons for changes in students' behavioral and learning related problems , but the Bursa group was actually more concerned since their responses were dense and had higher percentages in the choice 'always'. The previous results of former items should have supported this item, but the results in percentages were scattered into other choices such as not expected level (24% in the Ankara group) and neutral level (24% in the Ankara group). The reason for such responses could be based on PTs time schedule and lack of full involvement among the teaching staff since such contributions could require identity acceptance in the group.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eight variables in the Ankara group and eleven variables in the Bursa group. Four out of eight variables in the Ankara group and four out of eleven variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and their directions. When we focus on positively directed and similar variables, we saw that these four variables were 'Lesson planning', 'Preparing and developing materials', 'Varied opinions and contributions' and 'Awareness on IPPs' and their directions were all same, positive. In respect for these common variables in both groups, being aware on personal strengths, being open to others opinions could help seeking reasons for changes in students' behaviors and learning difficulties. Additionally such learning difficulties could stem from lack of understanding, and lesson plans and prepared materials needed to be reviewed in such difficulty cases. The coefficiencies also showed the leading correlation among the variables. While the highest positively correlated coefficient in the Ankara group was 'Preparing and developing materials' while it was 'Students' opinions' in the Bursa group. It was interesting that the possibility of difficulty was viewed as the materials according to

CTs's views in the Ankara group while asking students' opinions as a reason of difficulty were preferred by CTs in Bursa group which was highly correlated with the previous item (having students' opinions were accepted as varied opinions).

In the light of the results in Area 7 in chapter X, CTs were sensitive to assisting PTs to become aware of the importance of doing self-evaluation, and they expressed positive opinions for self-evaluation and its professional benefits (Handy, 1989).

In item 1 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to assisting PTs to realize their own personal strengths and professional competence were identical in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups. These identical percentages proved that CTs in the groups were concerned on realization of PTs own personal strengths and professional competence. PTs realization of strengths and professional competence could only be viewed as their attempts to teach and develop their competence. In fact, it also required investigating their personal strengths such as building good relations with other people such as families, colleagues, motivating self and others, developing patience and being tolerant and becoming a very attentive listener.

In addition to the percentages provided for item 1 in the chapter eleven, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group and fourteen variables in the Bursa group. None of the ten variables in the Ankara group and none of fourteen variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. When we focus on positively directed and different variables, at first observing such total difference among the variables in both groups seemed shocking, but later it was realized that the variable in focus was 'Awareness on individual power and potentials', and the affect of variable in focus proved the existence of individual differences in itself. It was sure that individual potentials made the difference and CTs' views defined their own power and potentials. Besides such individuality, the

highest correlated coefficients in groups were ordered in different aspects. While the highest positively correlated coefficient in the Ankara group was 'A school and its facilities', it was 'Higher-order thinking skills' in the Bursa group. It was interesting that CTs viewed their potentials in making PTs familiar with the school and its facilities to support their teaching and evaluation, but CTs in Bursa viewed recognizing the potential of critically looking at things in teaching. Then, in the Ankara group, contribution of physical environment into teaching activated CTs potentials while contribution of cognitive process into teaching activated CTs' potentials in the Bursa group.

In item 2 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to stressing for PTs their consistency and honesty in their conduct were very close to each percentages in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups, and there was 4% difference in the percentages in the groups. These close percentages proved that CTs in the groups were concerned about personality traits specifically being consistent and honest in the teaching conduct since learners accept CTs as models for their lives, and learners critically observed teachers' behaviors to seek equity and trust.

In addition to the percentages provided in item two in the chapter eleven, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group and eight variables in the Bursa group. Three out of ten variables in the Ankara group and three out of eight variables in the Bursa group were the same variables with different correlated coefficients and with the same positive direction. Other correlated variables in the both groups were different in themselves, their coefficients and similar in their directions. When we focus on positively directed and similar variables, we saw that these three variables were 'Democratic professional', 'Overcoming difficulties' and 'Self-confidence' and their directions were all same, positive. In respect for these common variables in both groups, firstly, CTs' views proved that democratic attitude of teachers affected them

in being reliable and consistent. Secondly, they viewed that reliable and consistent personalities would create self-confidence in teachers and their teaching. Thirdly, views of reliable and consistent CTs as teachers proved that they would be easily able to handle difficulties they faced which was very essential for teaching profession, and this last shared variable had the highest correlated coefficient in both groups. In the Bursa group, this shared variable had higher coefficient compared to the Ankara group. Then, reliability and consistency was an urging quality of teachers.

In item 3 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to coping with problems were different, but their percentages were close to each percentage in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups, and there was 4% difference in the percentages in the groups. These close percentages of views proved that importance of coping with problems were recognized as a requirement of teaching profession since workers of education always indulged with individual differences, changes in education and heavy work load.

In addition to the percentages provided in item three in the chapter eleven, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eleven variables in the Ankara group and thirteen variables in the Bursa group. Four out of eleven variables in the Ankara group and four out of thirteen variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and similar in their directions. When we focus on positively directed and similar variables, we saw that these four variables were 'Ethics', 'Higher order thinking skills', 'Innovations and changes' and 'Reliability and consistency' and their directions were all same, positive. In respect for these common variables in both groups, CTs viewed the importance of ethics, and their views proved that paying respect to ethics decreased difficulties in their profession,

and their views also showed that thinking critical enough solved difficulties while their being open to innovations and changes helped them overcoming difficulties according to their views. There was one more shared view and it was 'Reliability and consistency'. CTs viewed that being reliable and consistent toward students, parents, administrators and others dissolved difficulties, and this was why this variable had the highest correlated coefficient in both groups, especially in the Bursa group.

In item 4 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to building awareness in PTs for knowing the ways of managing stress and using them for professional success were distant to each percentages in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups, and there was 12% difference in the percentages in the groups, and the percentages of the Ankara group were higher than the Bursa group. These distant percentages proved that coping with problems in the education would cause to stress, and such a stress could affect the teaching performance and could decrease performance. To avoid any teaching barrier, teachers' need to deal with stress was observed, and finally teachers' responses showed the urge to manage professional stress.

In addition to the percentages provided in item four in the chapter eleven, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eleven variables in the Ankara group and thirteen variables in the Bursa group. Only one out of eleven variables in the Ankara group and only one out of thirteen variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and similar in their directions. When we focus on positively directed and similar variables, we saw that these one variable was 'Directives and practices on disables' and its direction was positive, too. In respect for the common variable in both groups, CTs viewed directives and practices on disables as a stress initiator. Such views could be because they had not enough information about working with disables and how to mingling them into other

learners in their classes, and it might be because they had no courses on teaching disables during their bachelor education and lack of knowledge on educating them could create anxiety among CTs. Besides this variable, there was a variable with th highest correlated coefficient, and it was 'Participating in activities' in the Ankara group. These CTs displayed that participating in social, cultural and professional activities could ban the stress because they did not fall behind recent developments. In the Bursa group, the highest correlated coefficient was 'Overcoming difficulties', and these CTs viewed that understanding and solving problems lowered the stress level. These two highly correlated variables and others showed that the rest of the variables were based on the individual differences of CTs, and whatever they viewed as stress releaser, they responded to these variables.

In item 5 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to having self confidence in teachers were closer to each percentage in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups, and there was 2% difference in the percentages in the groups. These closer percentages proved that there was a kind of recognition of self confidence in teaching profession since the percentages were very high. Here, the important point was gaining self confidence since it was not learned by birth. Self-confidence was a quality fed by knowledge, and in this sense CTs needed strong background in their fields.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were six variables in the Ankara group and twelve variables in the Bursa group. Four out of six variables in the Ankara group and four out of twelve variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and similar in their directions. When we focus on positively directed and similar variables, we saw that this variable was 'Reliability and consistency' and its direction was positive. In respect for the common variable in both groups, CTs viewed that

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being and behaving reliable and consistent contributed to the feeling of self-confident, and the rest of the variables were again related to issues CTs felt themselves confident when they developed themselves in these different views in both groups. In addition to these individual differences stated by differently correlated variables, the highest correlated coefficient in the Ankara group was 'Democratic professional', and in the Bursa group it was 'Reliability and consistency' which were explained earlier in the previous items.

In item 6 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to having higher order thinking skills in teachers and utilizing them were distant to each percentage in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups, and there was 14% difference in the percentages in the groups. These percentages proved that there was a kind of recognition of critical thinking to teach and learn better. Since the profession was full of problems and stress, one way of overcoming difficulties and managing the stress was thinking deeper and providing solutions. These solutions could be either short term or long term, and both solutions were necessary in classes.

In addition to the percentages provided in the item six in the chapter eleven, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eleven variables in the Ankara group and fifteen variables in the Bursa group. Six out of eleven variables in the Ankara group and six out of fifteen variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and similar in their directions. When we focus on positively directed and similar variables, we saw that these six variables were 'The legality and ethics in IT', 'Overcoming difficulties', 'Managing stress', 'Time management strategies', 'Innovations and changes' and 'Raising interest in related field', and their directions were all same, positive. In respect for these common variables in both groups, CTs viewed that the legality and following changes in information

technologies helped them develop their critical thinking like becoming aware of innovations and changes in our subject matter and other fields. Moreover, they viewed that deeper thinking caused them manage their stress and respond to their difficulties. In the Bursa group, CTs especially found deeper thinking useful for overcoming difficulties since these negotiations proved that there were alternatives for difficulties, but in the Ankara group the highest correlated coefficient was different. It was 'Innovations and changes', and CTs viewed that they could adapt themselves into changes by raising critical questions and trying to respond them by new ideas and changes.

In item 7 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to PTs learning time management strategies and to utilize them in teaching were distant in the percentages in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups, and there was 14% difference in the percentages in the groups, and the Ankara group had more positive contributions compared to the Bursa group. These percentages proved that managing time required special concern since CTs always planned and acted according to time. Managing time also required CTs to have strong field knowledge and pedagogic knowledge to arrange the time according to the complexity of subject in focus.

In addition to the percentages in the item seven in the chapter eleven, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eight variables in the Ankara group and ten variables in the Bursa group. Three out of eight variables in the Ankara group and three out of ten variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and similar in their directions. When we focus on positively directed and similar variables, we saw that these three variables were 'Time management', 'Higher-order thinking skills', 'Innovations and changes' and their directions were all same, positive. In respect for these common variables in both

groups, CTs viewed that critically thinking in teaching anything could help them develop strategies to manage their times, and new ideas and changes also helped them think well and develop strategies to manage their time in practicing new ideas and changes. Two of these shared variables had also the highest correlated coefficients. 'Time management' was the highest in the Ankara group while 'Innovations and changes' was the highest in the Bursa group. Then, monitoring their own practices could actually help them develop time management strategies for their own cases in their teaching circumstances.

In item 8 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to adapting new ideas and changes in teaching were not very distant in the percentages in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups, and there was 4% difference in the percentages in the groups, and the Ankara group was ahead in percentages. These percentages illustrated that adapting new ideas and changes in teaching was highly concerned by the groups. Since new ideas and changes were all intervened into all disciplines, the field of education in any subject had also gained its role to change and develop itself. CTs as educational actors had their responsibility to follow, introduce and practice such new ideas and changes such as involving technology into classes and any process of teaching procedure.

In addition to the percentages in item eight in the chapter eleven, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eleven variables in the Ankara group and fourteen variables in the Bursa group. Three out of eleven variables in the Ankara group and three out of fourteen variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and similar in their directions. When we focus on positively directed and similar variables, we saw that these three variables were 'Overcoming difficulties', 'Higher-order thinking skills' and 'Time management strategies' and

their directions were all same, positive. In respect for these common variables in both groups, CTs viewed that new ideas and changes caused them handle their difficulties in teaching or in personal development as a teacher, and they also helped them develop strategies to manage their times. Moreover, CTs viewed new ideas as means to develop their deeper thinking to acquire such innovations. Two of these three shared variables were also distinctive with their coefficients. 'Higher-order thinking skills' had the highest coefficient in the Ankara group while 'Time management strategies' had the highest in the Bursa group.

In item 9 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to the importance of using English grammatically and intelligibly were distant in the percentages in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups, and there was 10% difference in the percentages in the groups, and the Bursa group was ahead in percentages. These percentages illustrated that language proficiency viewed as vitally important because CTs were aware that teachers were almost the only model articulator of the language in the Foreign Language Environment, and the Bursa group felt the urge of language proficiency more compared to the Ankara group. It could be due to the university graduation. The Bursa group mostly graduates of Uludag University where medium of language is Turkish, and the Ankara group mostly graduated from universities where medium of language is English in all subject and disciplines.

In addition to the percentages in item nine in the chapter eleven, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group and six variables in the Bursa group. None of ten variables in the Ankara group and none of six variables in the Bursa group were the same variables and they had different correlated coefficients with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and similar in their directions. When we focus on positively directed variables, we saw that these variables were based on individual differences of CTs' views. CTs

viewed the importance of using English grammatically and intelligibly with varied views in both groups. For giving examples, the highest correlated coefficients could be followed in the groups. In the Ankara group, the highest coefficient was belong to the variable 'Democratic professional', and CTs viewed that teachers who had democratic attitude would be sensitive in using proficient language in the class. In the Bursa group the highest coefficient was belong to the variable 'Managing stress', and the viewed that stress could be managed by using English proficiently. As these examples were observed, CTs viewed language proficiency from different aspects based on their experiences.

In item 10 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to fulfilling professional responsibilities enthusiastically and willingly were not very distant in the percentages in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups, and there was 4% difference in the percentages in the groups, and the Ankara group was ahead in percentages. These percentages illustrated that enthusiasm and willingness as personal qualities viewed as the fuel of teaching profession because CTs were aware that operating the requirement of profession were almost impossible without enthusiastic and willing mood. Then, the utmost responsibility of CTs was to create opportunities to PTs feel the enthusiastic and willing spirit of themselves.

In addition to the percentages in item ten in the chapter eleven, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eight variables in the Ankara group and six variables in the Bursa group. Only one out of eight variables in the Ankara group and only one out of six variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and similar in their directions. When we focus on positively directed and similar variables, we saw that this variable was 'Literacy in technology' and its direction was positive. In respect for shared variable in both groups, CTs

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viewed that being literate in IT made them enthusiastic and willing, and such a motivation could stem from the tremendous information, ready to use materials and chatting with teachers of English language around the world. Beside the shared variable, there were highly correlated variables, and they were 'Democratic professional' in the Ankara group, and 'Professional media' in the Bursa group. CTs in the Ankara group viewed that having and displaying democratic attitude in teaching made them enthusiastic and willing in the profession and CTs in the Bursa group viewed that following professional media made them enthusiastic and willing. Then, CTs had different ways to feel themselves enthusiastic and willing, and these ways were most probably grounded on their needs which challenged their teaching.

In item 11 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to being technology literate for teachers were not very distant in the percentages in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups, and there was 4% difference in the percentages in the groups, and the Ankara group was ahead in the percentages. These percentages explained that the importance of being technology literate in teaching profession were acquired by CTs, and supporting their acquisition the language departments in the school of education structured a course in the curriculum called CALL to fulfill on going needs of teachers in pre-service and the similar fashion was followed by providing in-service courses in districts for in-service teachers by the MONE.

In addition to the percentages in item eleven in the chapter eleven, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group and eleven variables in the Bursa group. Four out of ten variables in the Ankara group and four out of eleven variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and similar in their directions. When we focus on positively directed and similar variables, we saw that these four variables were 'Principles and

values of TES', 'Following changes in IT', 'Raising interest in related fields' and 'Emphasizing use of IT'. In respect for these common variables in both groups, CTs viewed that they could learn and apply principles and values of TES when they developed their computer literacy. Additionally, computer literacy viewed as an opportunity to follow changes in IT and to emphasize use of IT. Two of these variables had the highest coefficient in each group. One of them was 'Raising interest in related fields' in the Ankara group, and the other one was 'Following changes in IT' in the Bursa group. It was nice that CTs viewed many relations with computer literacy which means that CTs were aware of the importance of computer literacy.

In item 12 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to monitoring the latest developments in information and communication technologies were not very distant in the percentages in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups, and there was 8% difference in the percentages in the groups, and the Ankara group was ahead in the percentages. These percentages described that the importance of monitoring the latest developments were necessary for CTs, and supporting their enthusiasm of following technological developments, the schools constructed laboratories, and these laboratories were open to the use of all teachers. The Ankara group was more attentive in monitoring these developments. Their attentiveness could firstly stem from the regular assistance they got, the assistance they needed was provided by full time and part-time teachers of technology, and full time teachers of technology could make a difference in any use of technology in schools. Secondly, it could be because using benefits of technological developments could enrich their teaching performance, and develop their learners' capacities.

In addition to the percentages in item twelve in the chapter eleven, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eleven variables in the Ankara group and seven variables in the Bursa group. Only one out

of eleven variables in the Ankara group and only one out of seven variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and similar in their directions. When we focus on positively directed and similar variables, we saw that this variable was 'Planning professional development', and its direction was positive. In respect for the common variable in both groups, CTs viewed that they could plan their professional development when they perceived following changes IT was necessary in teaching profession. There were also highly correlated variables in each group, and they were 'Raising interest in related fields' in the Ankara group, and 'Emphasizing use of IT' in the Bursa group. CTs in the Ankara group viewed that following changes in IT could help them raise their interest in related fields while CTs in the Bursa group viewed that following changes in IT could give them an opportunity to emphasize use of IT for PTs.

In item 13 in the area 8 in the chapter XI, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to following developments in related fields, participating in professional activities in those fields, and applying what is learned in those fields into teaching were not very distant in the percentages in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level in the expected level of percentages among two groups, and there was 4% difference in the percentages in the groups, and the Ankara group was ahead in the percentages. Additionally, CTs had responses to the neutral level, and their responses showed identical percentages, 26%. These percentages described that the importance of participating in activities of related fields and applying them in teaching were necessary for CTs, but some of the CTs was not highly attentive to the developments in related fields. In general teachers from Primary and Secondary education had some excuses for their lack of participation, and firstly they stated that they had heavily loaded teaching schedule, and their excuses for being less attentive to such activities was stated as time clashes and lack of time. Their second excuse was based on the lack of such activities in their district, and the third excuse was lack of announcements. Since such activities were in related fields, the announcements could not be reached to the language departments on time.

In addition to the percentages in item thirteen in the chapter eleven, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were nine variables in the Ankara group and nine variables in the Bursa group. Three out of nine variables in the Ankara group and three out of nine variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and similar in their directions. When we focus on positively directed and similar variables, we saw that these three variables were 'The legality and ethics in IT', 'Participation in off-task activities' and 'Planning professional development', and their directions were all the same, positive. In respect for these common variables in both groups, CTs viewed that raising interest in related fields would support them develop their knowledge on the legality and ethics in IT, and it could also give them opportunities to participate in off-task activities related with their interest, and developing interest in related fields could cause them plan their professional development in such fields. Besides these shared views in the groups, the higher correlations were observed, too. In the Bursa group the highly correlated variable was 'Planning professional development', and in the Ankara group it was 'Following changes in IT'. While CTs in the Bursa group viewed having interest in related fields as part of professional development, CTs in the Ankara group viewed raising interest in related fields as an opportunity to follow changes in IT as a related field of teaching career.

In the light of the results in Area 8 in chapter XI, quantitative analysis showed that CTs were positive about professional development, but the information on CTs' needs to examine varied ways of professional development was not provided. Moreover, it was not stated whether CTs dealt with the legality and ethics in IT or participation in off-task activities in relation to their professional development for future purposes. Because it was argued that learning had to be viewed holistically with as much emphasis being placed on relationships and interactions as on the participants and the content of what was learned, the whole learning process became more than merely the sum of its parts, and the process of

professional development was unique with its all elements (Plas, 1986).

In item 1 in the area 9 in the chapter XII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to participating in social and recreational activities at school were distant in the expected level, neutral level and not expected level as the percentages in the results revealed. Then, their contributions reached to the expected level, neutral level and not expected level with difference in the levels of percentages among two groups. These differences were 28% in the expected level, 26% in the neutral level, 4% in the not expected level. These distant and scattered percentages proved that CTs in the groups were very clear on assisting PTs' participation in social and recreational activities at school, but the Ankara group was a bit more interested in assisting them since their responses were gathered highly in the choice 'always'. Their weak perceptions could be stem from the time of activities because such social and recreational activities generally organized at the end of the terms at the time PTs completed their practice or/and such recreational activities could not be assumed as learning opportunities for assisting PTs.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were thirteen variables in the Ankara group and ten variables in the Bursa group. Seven out of thirteen variables in the Ankara group and seven out of ten variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and their directions. When we focus on positively directed and similar variables, we saw that these seven variables were 'Children' rights' 'Cooperating with teaching associations', 'Planning professional development', 'Cooperating in team work', 'Participation in activities', 'Directives and practices on disables' and 'Precautions for disables' and their directions were all same, positive. In respect for these common variables in both groups, there was an appearing pattern. These social and recreational activities could be assumed as gathering with others out of the school for any reason such as participation in team work or in teaching associations.

Additionally, such activities were accepted as children socialization rights in outdoors maybe. Moreover, it could be also viewed participation in such activities as part of professional planning. Lack of such involvement of PTs could also present us CTs' belief on PTs' training.

In item 2 in the area 9 in the chapter XII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to utilizing information and communication technologies to aid professional development and productivity were identical in percentages in the expected level and almost identical in percentages in the neutral level as the percentages in the results revealed. Then, their contributions reached to the expected level and neutral level with no difference and a small difference in the levels of percentages among two groups. These differences were 0% in the expected level and 2% in the neutral level. These identical and almost identical and scattered percentages proved that CTs in the groups were very clear and sure that IT was a vital part of today' education and professional development process, but some CTs' view were not clear on utilizing IT in professional development, and it could stem from their own lack of practice in utilizing IT in their professional development. Because today' students were observed that they had much better computer literacy qualities compared to their teachers. As a result, CTs could take a precaution on stating their views on something they felt their weaknesses.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were thirteen variables in the Ankara group and nine variables in the Bursa group. Two out of thirteen variables in the Ankara group and two out of nine variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and their directions. When we focus on positively directed and similar variables, we saw that these two variables were 'Participation in any PDF', and 'Professional media', and their directions were all same, positive. In respect for these common variables in both groups, these two variables were highly correlated, and use of IT

was viewed as participation in professional development facilities, and by using IT CTs' views proved that professional media could be followed (in reasonable amount since it was also observed that CTs did not have a strong tendency to follow media). Besides these similarities, the highest correlated coefficient in the Ankara group was 'Cooperating in team work', and it was 'Following changes in IT' in the Bursa group. These highest correlated coefficients also proved that use of IT was a condition to participate in team work and following the changes in IT.

In item 3 in the area 9 in the chapter XII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to assisting PT on the idea of attending in-service training, meetings and seminars as part of the professional development were not identical in percentages in the expected level, but it was identical in percentages in the neutral level as the percentages in the results revealed. Then, their contributions reached to the expected level and neutral level with a difference and small difference in the levels of percentages among two groups. These differences were 8% in the expected level and 0% in the neutral level. These differences and identicalness and scattered percentages proved that CTs in the groups were clear that participation in any professional development facilities was important for professional development process, but some CTs' view were not clear on attending such professional development facilities, and the content and procedure of such facilities could not be accepted as helpful programs for language teachers, and most of CTs stated that their actual needs were not responded in such gatherings, and they became hesitant to join such services, and ask for better designed in-service training.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were twelve variables in the Ankara group and thirteen variables in the Bursa group. Four out of twelve variables in the Ankara group and four out of thirteen variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and their directions. When we focus on positively directed and similar variables, we

saw that these four variables were 'Emphasizing use of IT', 'Professional media', 'Directives and practices on disables', 'Precautions for disables', and their directions were all same, positive. In respect for these common variables in both groups, when CTs' views on 'Participation in any PDF' were increased positively, their views on other variables would develop, too. Moreover, CTs' views proved that their professional development facilities could include learning more about disables. Apart from positive variables, there was one negatively correlated variable, and it informed us that there was a reverse relation between total years of experience in teaching and participating in any PDF which meant experienced CTs' views were about decreased participation in PDF when they got more experienced. Such a determination was alarming because teaching is a kind of profession that members always needed ongoing education in the field.

In item 4 in the area 9 in the chapter XII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to assisting PTs to be current on literature for professional development process were not identical in percentages in the expected level and in percentages in the neutral level as the percentages in the results revealed. Then, their contributions reached to the expected level and neutral level with a difference in the levels of percentages among two groups. These differences were 12% in the expected level and 22% in the neutral level. These differences and scattered percentages proved that CTs in the groups were not in favor of following professional media. It could not be because they were against following the recent issues in the field, but it could be basically due to the financial difficulties of CTs. Moreover, such consuming could be expected from school administrations for the use of subject departments.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group and eleven variables in the Bursa group. Four out of ten variables in the Ankara group and four out of eleven variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and their

directions. When we focus on positively directed and similar variables, we saw that these four variables were 'Participating in any PDF', 'Planning professional development', 'Developing and changing schools', 'Precautions for disables' and their directions were all same, positive. In respect for these common variables in both groups, participating in any PDF gave us opportunities to become familiar with professional literature or vice verse, and being current on literature could invite CTs to plan their profession in a different direction. Moreover, such currency on literature could provide CTs opportunities and ideas to develop their school in the sense of taking new precautions for disables. Interestingly, there was a negative correlation among the variables, and it was between 'Varied opinions and contributions' and 'Professional media'. CTs' views showed that there was a decrease in being open to varied opinions and contributions when CTs' views on 'Professional media' developed. It could be assumed that CTs found new ideas and opinions enough when they followed literature, but it might be misleading in some ways because all literature did not provide cultural and contextual information to teachers of languages in the country.

In item 5 in the area 9 in the chapter XII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to sharing the idea of cooperation with teachers' associations and participation in the decision-making process were not identical in percentages in the expected level, in percentages in the neutral level and in the percentages in not expected level as the percentages in the results revealed. Then, their contributions reached to the expected level, neutral level and not expected level with a difference in the levels of percentages among two groups. These differences were 2% in the expected level, 2% in the neutral level and 4% in the not expected level. In the Ankara group responses were denser in the not expected level compared to the density in the expected level, and the same comparison was also valid in the Bursa group. These differences and scattered percentages proved that CTs in the groups did not feel welcoming tendency toward cooperating with associations. It could not be because they were against cooperating with associations, but because cooperation in associations were not sincerely required from officers, and many teachers had negative experiences of their cooperation and prefer rejecting the idea of associations.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eleven variables in the Ankara group and eight variables in the Bursa group. Three out of eleven variables in the Ankara group and three out of eight variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and their directions. When we focus on positively directed and similar variables, we saw that these three variables were 'Participation in off-task activities', 'Planning professional development' and 'Precautions for disables' and their directions were all same, positive. In respect for these common variables in both groups, three changes could be viewed as possible. The first one was about the change creating a habit to participate in social and cultural activities, and the second one was about initiating a negotiation on actions in the profession, and the final one was about reviewing conditions and positions of disables to offer precautions and take precautions. Besides these positively shared views, the highest correlated coefficient in the groups was 'Participation in off-task activities', and their coefficients were very high among others and different from each other. Then CTs in both groups viewed that cooperation with teaching association was joining off-task activities.

In item 6 in the area 9 in the chapter XII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to planning PTs professional development with assistance were not identical in percentages in the expected level, identical in percentages in the neutral level and not identical in the percentages in not expected level as the percentages in the results revealed. Then, their contributions reached to the expected level, neutral level and not expected level with a difference and similarity in the levels of percentages among two groups. These differences were 2% in the expected level, 0% in the neutral level and 2% in the not expected level. These differences and scattered percentages proved that CTs in the groups did not feel clear about planning professional development. It could not be because they hesitated doing plans for professional development, but CTs' views could be wag about doing plans for short term or long term, the

procedure of practicum or the procedure of in-service in the profession. Additionally, they might think the profession as the kind of profession that there was no need for further development because teachers in service continually teach till the term of retirement.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group and thirteen variables in the Bursa group. Five out of ten variables in the Ankara group and five out of thirteen variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and their directions. When we focus on positively directed and similar variables, we saw that these five variables were 'Raising interest in related field', 'Participation in off-task activities', 'Professional media', 'Cooperating with teaching associations', 'Cooperating in team work', and their directions were all same, positive. In respect for these common variables in both groups, it proved that increase in planning professional development correlated with many variables, and when CTs views developed on the variable, they viewed raising interest in other fields, literature, team work, social activities and associations. Then the question was possibilities of invitation into planning our professional development. Supporting the idea, the highest correlated coefficient in the Ankara group was 'Cooperating in team work', and it was 'Raising interest in related fields'.

In item 7 in the area 9 in the chapter XII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to encouraging PTs to participate in group work with the school staff were not identical in percentages in the expected level and in the neutral level, but percentages were identical in the percentages in not expected level as the percentages in the results revealed. Then, their contributions reached to the expected level, neutral level and not expected level with a difference and similarity in the levels of percentages among two groups. These differences were 24% in the expected level, 20% in the neutral level and 0% in the not expected level. These differences and scattered percentages

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proved that participating in group work with colleagues was not a preferred way of assisting PTs about professional development, and CTs could avoid such structures of development due to the limited presence of PTs in schools.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were twelve variables in the Ankara group and eight variables in the Bursa group. Four out of twelve variables in the Ankara group and four out of eight variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and their directions. When we focus on positively directed and similar variables first, we saw that these four variables were 'Participation in off-task activities', 'Planning professional development', 'Directives and practices on disables' and 'Precautions for disables' and their directions were all same, positive. In respect for these common variables in both groups, these variables were also in harmony with the similar variables mentioned in the previous items. In the Bursa group, there were negatively correlated variables, and they were 'Classroom management and relations' and 'Varied opinions and contributions' with the variable. Some CTs viewed that classroom management and building relations with students and being open to varied opinions could decrease when their views on cooperating in team work developed.

In item 8 in the area 9 in the chapter XII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to encouraging PTs to participate in social, cultural, and professional activities held at school were not identical in percentages in the expected level, in the neutral level and in the not expected level as the percentages in the results revealed. Then, their contributions reached to the expected level, neutral level and not expected level with differences in the levels of percentages among two groups. These differences were 2% in the expected level, 14% in the neutral level and 12% in the not expected level. These differences and scattered percentages proved that participating in such activities were not viewed as part of the PTs' training due to the limited time they spent at school and such activities were held at the end of the term when PTs

completed their practicum work at schools.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eleven variables in the Ankara group and eight variables in the Bursa group. Four out of eleven variables in the Ankara group and four out of eight variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, their coefficients and their directions. When we focus on positively directed and similar variables, we saw that these four variables were 'Managing stress', 'Participation in off-task activities', 'Cooperating in team work', 'Directives and practices on disables' and their directions were all same, positive. In respect for these common variables in both groups, different than shared variables in the previous variables, there was the correlation between 'Managing stress' and 'Participation in activities', and joining different groups could clearly decrease the stress, and the reverse relation could be possible, too. In this case, their correlation had positive affect. In the Bursa group, there was again negative correlation, and participation in activities negatively correlated with being open to varied opinions and contributions. Such an insistent negative correlation could be because of individual differences, and being closed to other opinions. Then, such a conclusion was alarming because teaching as a profession require its members to be tolerated and open to all opinions to develop understanding, build respect for others.

In the lights of the results in Area 9 in chapter XII, CTs stated that they could not interpret and implement their roles and responsibilities on introducing the ways of following recent developments and PTs become professionally productive in the field. CTs needed support of any educators such as USs. They needed to expand their knowledge on involving PTs in social and recreational activities, using IT for professional productivity and development, creating facilities for following current literature, cooperating with teachers' associations. Educators also needed to investigate the rationale behind CTs' negative opinions on the lack of attachment for becoming productive in the field. Because the Reading University initiative was that

a process of practitioner research should operate at every level of education (Adelman, 1989), then, CTs' enlightenment was not solely on the development of an individual, but it was the development of all parties in the process.

In item 1 in the area 10 and in the chapter XIII, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to improving and advancing institution was different in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level with difference in the expected level of percentages among two groups. This difference was 4%. These different percentages proved that CTs in the Bursa group were concerned on improving and advancing the institution in the expected level, and the Bursa group had actually lower percentages in the not expected level, 8% less compared to the Ankara group, but the Bursa group had 2% higher percentages in the neutral level. In the Ankara group, some CTs had higher percentages in the not expected level. The cause of such differences could be based on the centralized support system of schools for any institutional change, and due to such applications CTs could use to expect such organization instead of initiating these changes.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were eleven variables in the Ankara group and eight variables in the Bursa group. Three out of eleven variables in the Ankara group and three out of eight variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, in their coefficients and in their directions. When we focus on positively directed and similar variables, we saw that these three variables were 'Professional media', 'Awareness of official directives' and 'Precautions for disables', and their directions were all same, positive. In respect for these commonly viewed variables in both groups, being aware of recent professional news, changing official directives and taken precautions for disables as part of co-education programs cause improving and advancing schools. The other variables also proved that there were human based, technological, regulative, and other factors affected the variable according to factorial nature of

each. Besides these commonly shared variables, the variable 'Participation in activities' in the Ankara group had the highest correlated coefficient, and the variable 'Official directives and proposals' had the highest coefficient in the Bursa group. The highest coefficients were belong to the different variables, and being current and knowing the regulations were viewed as causes for improving the schools in the Bursa group while participating in activities were viewed as causes to improve the schools. Then one idea was stem from human support while the other was originated from official regulations.

In the light of the results in Area 10 in chapter 13, challenges CTs faced was based on advancing their institutions and becoming current on following professional rules and regulations and fulfilling professional responsibilities. Initial teacher training could be an advantage for the development of schools (Fullan, 1993), but an important question to ask was whether involvement in initial training could be integrated into current priorities and activities in a school or whether the development of schools was enhanced by increasing their involvement in initial trainng.

In item 1 in the area 11 and in the chapter XIV, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to knowing the current regulations on duty, rights, and responsibilities and conforming to them in professional conduct was different in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level with difference in the expected level of percentages among two groups. This difference was 10%.These different percentages proved that CTs in the Bursa group were concerned on knowing regulations and conforming to them in professional conduct in the expected level more compared to the Ankara group. The cause of such difference could be based on the attitude of school administrations and individual differences among CTs.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were twelve variables in the Ankara

group and three variables in the Bursa group. Three out of twelve variables in the Ankara group and three out of three variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the Ankara group were different in themselves, in their coefficients and same in their directions. When we focus on positively directed and similar variables, we saw that these three variables were 'Developing and changing schools', 'Official directives and proposals' and 'Precautions for disables', and their directions were all same, positive. In respect for these commonly viewed variables in both groups, advancing institutions, being aware of regulations and providing regulations, and knowing the precautions for disables could cause the development of awareness of official directives. Besides these commonly shared variables, the variable 'Developing and changing schools' in the Ankara group had the highest correlated coefficient, and the variable 'Official directives and proposals' had the highest coefficient in the Bursa group. The highest coefficients were belong to the different variables in the groups, and when CTs' views on being aware of official directives was developed, their views on 'Developing and changing schools' would increase in the Ankara group while CTs' views on 'Official directives and proposals would increase in the Bursa group. Then, it could be said that CTs had an idea that change in schools or regulations could be possible by raising their awareness of regulations.

In item 2 in the area 11 and in the chapter XIV, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to be current on amendments and innovations in regulations and providing suggestions was different in the expected level as the percentages in the results revealed. Then, their contributions reached to the expected level with difference in the expected level of percentages among two groups. This difference was 12%.These different percentages proved that CTs in the Bursa group were more concerned on being current on amendments and providing suggestions compared to the Ankara group. These percentages were in harmony with the former item, and CTs could have varied views on the content of regulations, but it was not known what CTs do to be current on regulations.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group and eight variables in the Bursa group. Three out of ten variables in the Ankara group and three out of eight variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, in their coefficients and in their directions. When we focus on positively directed and similar variables, we saw that these three variables were 'Principles and values of TES', 'Professional media' and 'Awareness of official directives', and their directions were all same, positive. In respect for these commonly viewed variables in both groups, being connected to principles and values of TES, following professional media to have fresh ideas in the field, and knowing the directives could cause CTs proposing necessary directives in the profession. One of these variables 'Awareness of official directives had also. the highest correlated coefficient, and the variable was also supported by the previous item, too. Awareness on directives was the requirement of policy makers since it led people in the profession to apply the right act.

In item 3 in the area 11 and in the chapter XIV, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to be knowing the laws and regulations concerning the handicapped was different in the expected level, neutral level and not expected level as the percentages in the results revealed. Then, their contributions reached to the all levels with difference in the all level of percentages among two groups. These differences were 2% difference in the expected level, 10% difference in the neutral level and 8% difference in the not expected level. These different percentages proved that CTs in the groups were not very clear about regulations concerning the handicapped. Co-education program was newly introduced to the education, and teachers sounded having not enough information about these regulations.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated

variables in both groups illustrated that there were twelve variables in the Ankara group and fourteen variables in the Bursa group. Five out of twelve variables in the Ankara group and five out of fourteen variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, in their coefficients and in their directions. When we focus on positively directed and similar variables, we saw that these five variables were 'Managing stress', 'Participation in off-task activities', 'Planning professional development', 'Cooperating in team work' and 'Precautions for disables', and their directions were all same, positive. In respect for these commonly viewed variables in both groups, controlling the things made us frustrated, learning about disables during the off-task activities, writing any challenges related to teaching and learning for handicapped in planning our professional development and sharing all these ideas with colleagues in team works could be very beneficial according to shared views of CTs. Additionally, one of the variables had the highest correlated coefficient since practices and precautions serve each other, and no precaution could be taken without observing the practices. There was one variable raised an interesting negative correlation. It was negative correlation between the variables 'PTs' identity' and 'Directives and practices on disables', and CTs' views proved that their assisting PTs developing identity was decreased when directives and practices on disables were known by CTs. It could be basicaly because most of the CTs had weak opinions about disables.

In item 4 in the area 11 and in the chapter XIV, the results grouped from the participating CTs in both groups demonstrated that their contributions in regard to taking precautions for the handicapped were different in the expected level, neutral level and not expected level as the percentages in the results revealed. Then, their contributions reached to the all levels with difference in the all level of percentages among two groups. These differences were 10% difference in the expected level, 20% difference in the neutral level and 8% difference in the not expected level. These different percentages proved that CTs in the groups had very weak opinions about taking precautions for the handicapped, and that they had no handicapped students in their schools to experience difficulties of teaching to handicapped.

In addition to the percentages mentioned above, the total number of correlated variables, the variables themselves, their correlated coefficients, and their directions also showed differences and similarities. The total number of correlated variables in both groups illustrated that there were ten variables in the Ankara group and fourteen variables in the Bursa group. Five out of ten variables in the Ankara group and five out of fourteen variables in the Bursa group were the same variables with different correlated coefficients and with positive directions. Other correlated variables in the both groups were different in themselves, in their coefficients and in their directions. When we focus on positively directed and similar variables, we saw that these five variables were 'Participation in off-task activities', 'Cooperating with teaching associations', 'Cooperating in team work', 'Developing and changing schools' and 'Directives and practices on disables', and their directions were all same, positive. In respect for these commonly shared variables in both groups, participating in any kind of gathering with social reasons or/and educational reasons or/and professional reason caused changes in mind about taking precautions and practicing them in schools according to the views of CTs. Additionally, the highest correlated coefficient in the groups was directly and strongly correlated with taking precautions 'Directives and practices on disables', and the former highest coefficient supported the reason of that strength of the coefficient. Moreover, the variety of variables in groups also proved individual differences of CTs, and the negatively correlated variable proved that CTs' views on taking precautions were weak and not clearer, yet. Because CTs' views on being open to varied opinions and contributions decreased when CTs' views' on taking precautions for handicapped developed. Such a correlation created contrast of views gathered. In other words, cooperating in associations and team work could not be possible when negative correlation was possible for some of the CTs in the Bursa group.

In the light of the results in Area 11 in chapter XIV, CTs needed to define the responsibilities among school members to train PTs. Moreover, none of the CTs asked any help for the education of disabled in the classes, either. In sum, CTs were not aware that they could also design a new responsibility schedule among school members to train PTs all together (not solely language teachers)in the schools. Then, the role of CTs is important one. It could be argued that becoming a CT was an

activity which had yet to achieve its potential in schools. Part of that potential was that CTs could be seen as important agents of change in schools, but for that to happen, schools need to recognize that the potential exists (Edwards and Collison, 1996).

Recommendations Based on Questionnaire Results

In assisting PTs to become familiar with the students in the class, the percentages of CTs' responses showed that there was a relation between total years of teaching experience and assisting PTs; When CTs became experienced in teaching, they became less interested in PTs' needs in getting to know their students. This quantitative finding deserves immediate careful attention. This finding should be kept in mind in the selection of future CTs.

In Area two, no shared value on any variable was found between the perceptions of the CTs in Ankara and Bursa. This finding means that in helping CTs in this area, assistance must be geared toward the specific needs of each of these two groups.

In monitoring and evaluating the students' learning and development, CTs stated that they contributed to PTs' training. The results showed that there is a negative relation between the views 'Introducing PTs to the classroom' and 'Directives and practices on disabled'. Since –articled-education of the disabled with able bodied children is newly introduced into education, the issues about directives and practices regarding the integration of the disabled were not clear to CTs. Theoretical knowledge about how mentally disabled learners learn is the vital professional need for today's CTs. In addition to theoretical knowledge, CTs also need to develop their research skills to collect data through their own practices and analyze the data to produce solutions to problems.

In Area four, the results showed that establishing working relationships with the school required further work with CTs. CTs needed to be introduced to ways of transforming their school into a center of culture. In this process, involvement of families with the school required special attention. To do this, relations with families should be formed and integrated into school transformation. In the improvement of relations and family involvement, schools could play a tremendous role by their

physical structure. To that end, the schools' mission of public service may initially be explained to the local people. This may be followed by cultural acts done for the benefit of the neighborhood such as raising awareness on drugs and cancer could take part in schools. Schools should work with local education institutions and local authorities to foster such relations and transform themselves into a cultural center for the local people.

CTs responses in making PTs familiar with the curriculum and its content were considerably lower. Instead of sharing their own teaching experiences with PTs, CTs should be directly asked to study the content of the national subject curriculum with PTs, and how its elements are integrated into the subject matter they are dealing with. Every PT,on the other hand, should own the subject specific curriculum, and share its elements both in schools and at the department with their pre-service and in-service colleagues. Furthermore, in the planning there should be references to the elements of the curriculum both in designed lesson plans in the schools, and lesson plans prepared for methodology and other related courses at the university departments.

The results of Area 6 showed that it was necessary to direct CTs' attention to children and human rights. Close adherence to these rights and connectedness with them should be included in lesson plans, material development, and in classes as much as possible. Declarations of 'Human Rights' and 'Children's Rights' should be given to CTs, PTs, and students. Whenever a violation of those rights is observed, referral to that particular right may be made by CTs and PTs to point out what was done in violation of those rights.

In assisting PTs to become aware of the importance of doing self-evaluation, the results showed that the scores of the CTs in Ankara was significantly lower compared to the CTs in Bursa, specifically on the idea of seeking the reasons for changes in students' behavioral and learning problems. It is likely that the negative changes observed in students stem from CTs' way of teaching in the class. To overcome this problem, willingness for professional development should be practiced by CTs as part of an ongoing internalized evaluation of themselves in the teaching profession.

For professional development, CTs could be invited to share what they do with their colleagues in the school. CTs from other schools could also be invited to share their practices with their colleagues in home school. Such in and inter-school presentations put into routines could become encouraging for willing participation of CTs. For encouragement, rewarding acts such as giving gratitude letters or certificates should be initiated. CTs should also be asked to participate in all professional development courses.

The questionnaire results showed that CTs are weak in assisting PT s to follow recent developments and become professionally productive in the field. To help PTs, CTs should share the activities they have been doing for their own professional development. To follow recent developments in their fields, CTs should be alerted to the benefits provided by the information age. Today it is very easy to reach information and follow recent developments using computer technology. However, the information gatherer should be very selective in getting the professionally valuable scientific information. To do so requires field knowledge and computer literacy. To that end, CTs should be encouraged to become computer literate in the first place. Besides this, schools should provide professional journals and recent professional development books for teachers. Since such materials are costly, budget allocations may be made, not on individual school basis, but on group basis, in which a few schools in the same district could be grouped together to share the same recent professional resources.

CTs stated that they did not contribute to PTs in assisting them to comprehend the process of improving and advancing their institutions in any significant way. To address this problem, CTs should be given training to develop an awareness in identifying the points of improvement in their institutions and the necessary organizational and managerial skills to overcome them. Also, PTs should be taught a university course on developing necessary skills of identifying and improving their institutions. The process should not be left to CTs because current CTs do not possess satisfactory knowledge to provide a guiding role.

CTs seemed weaker on being current on following professional rules and regulations and fulfilling professional responsibilities. Experts on this issue should be informed of this problem so that the solutions to the problem can be formulated

speedily. To solve the problem on the local basis, department heads could file new amendments and innovations in regulations, and subject teachers could come together, and discuss how they could be conducted professionally. Their shared decisions could be put into action, and administration could be informed by a report.

Discussion of the Interview Results

Interviews allow participants to explain what the truth is from their perspectives. This strength of interviews became apparent once again during the interviews the researcher conducted with CTs. Participating CTs stated their personal opinions in an environment in which they were not asked to limit their experience to limited choices as was the case in the questionnaire. As the interviews were conducted in environments where CTs felt not threatened in any way, but comfortable, their answers were very revealing. Besides the statistical analyses findings which showed what had to be done in which area and item, the interview results showed that in some areas the dimensions of problems were wider than expected because, in response to their assistance in some areas, CTs stated, and in a way admitted that, they did not do anything. Therefore, in the short run, the recommendations based on the interviews should be given more importance to solve problems on the local basis to help PTs who do their teaching practice at the schools of these CTs and to help CTs to receive information to better assist PTs in areas where the severity of their lack of assistance was felt. The results of the statistical analysis, on the other hand, should be used more toward the development of an action plan to solve problems on a grander scale to better equip CTs to help PTs in all schools in every city.

The interview results in Area 1 showed that the options CTs used were serving their purpose, yet they were limited to a few. Even on the simplest issue of assisting PTs to become familiar with students, some CTs stated that they did nothing as was seen in the case of PuSB. Such assistance does not require highly specific professional knowledge or competence. Yet, it is not provided to PTs by some CTs. The result proves that there is no significant change in the profile of educators as it was first stated in 1994 by Akgöl. Because PTs' becoming familiar with students is the simplest issue for CTs to make a contribution, the existence of

acquired, constructed professional profile related to CTs' effectiveness and roles is to be questioned, and its active recognition and implementation need to be brought to the attention of program designers and parties involved in the practicum.

Area 2 does deserve attention because success of the teaching and learning process is crucial to success of the teaching profession. Yet, the responses showed that only half of the CTs provided help in this area, and their assistance was limited to the planning stage of the process. Some CTs stated that they made encouraging remarks on PTs' teaching through discussions. CTs made such remarks most probably because they did not want PTs to get discouraged when they did something wrong or inappropriately. These remarks could have been in the form of constructive criticism of PTs' professional performance. However, constructive criticism on someone's professional performance requires professional competence in the area. CTs may not have that competence. It is interesting that no CT reported offering their assistance during the implementation phase of the teaching and learning process. This, by itself, is an important issue to be addressed. Furthermore, the statements made by two CTs showed that they did not engage in any endeavor to assist CTs in this regard. This is a fundamentally important problem because getting assistance in this area is crucially important for PTs to see how effectively they plan, teach, and evaluate what they have taught (Tomlinson, 1996).

As for Area 3, sharing own material with PTs seems to be the dominant means of assistance. This is a reflection of the Craft Model (Stones and Morris, 1972), and it is also the easiest thing to do. The statement made by PuPB shows that PTs in his class do not get any assistance on an important aspect of education. PuSB shares her own experience like the remaining CTs, but she feels confused as to what she is doing. It is likely that this confusion stems from the inner professional voice that tells her that there has to be another way of doing this. Her state of confusion may be overcome if USs support her and all CTs with information on available alternatives (Ericksen, 1984).

Area 4 immediately needs attention because PTs do not get any assistance. CTs should be alerted to the fact that a teacher's workplace is not the classroom only. S/he has to work with the school administration, get support from school staff (Önkol, 1999), and cooperate with families to ensure that learning continues at home

and makes this happen through relations with families (Sugden, 1989).

The responses in Area 5 showed that for three CTs giving textbooks to PTs was assisting them in this regard. Two CTs went a step further and gave annual plans; one of them gave daily plans as well. These CTs probably did this so that PTs could understand what students had to learn during the academic year. Two CTs stated that they did nothing to assist PTs in this regard. This means that 25% of the CTs did nothing to familiarize PTs with the curriculum which they would start using after their graduation. Moreover, none of the CTs questioned the first object of learning with PTs, which is that it should serve learners' future; it should not only take learners somewhere, but should also allow learners later to go further more easily (Bruner, 1960)

The responses in Area 6 indicated that 6 out of 8 CTs (75%) were not providing any help to assist PTs in this area. This is one of the areas that require significant attention because one major goal of education is to train individuals to work for and serve their societies. This is achieved through establishing and emphasizing national values. Besides this, the importance of universal human values such as justice for all and equality are part of the common human culture (Lynn and Smith-Maddox, 2007). In a world that is shrinking fast thanks to rapid technological advances, universal values serve as cement in relations among societies. Yet, no statement by CTs shows that these issues are handled in a manner that would be helpful to PTs. This is probably because CTs consider teaching English as their primary responsibility.

With regard to Area 7, the only practice that may directly help PTs realize the importance of doing self- evaluation comes from PrPB who gets feedback from her students, amends her teaching in accord with the feedback, and shares her own practice in this regard with PTs. PuSA, like PrPB, personally asks for feedback from her students. In terms of assistance, however, she considers her role as observing PTs' teaching and giving feedback. Unfortunately, PrSB, PuPA, PuPB, and PrSA do nothing to help PTs. This means that 50% of the PTs do not get any help to understand the importance of doing self-evaluation in their professional lives. As it was stated by Hamachec (1977) that developing a sense of personal identity among

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learners to set realistic future goals are important, and CTs are to supported to contribute to PTs to evaluate themselves in teaching.

Area 8 is an area in which all CTs state that they do something to assist PTs. In this sense, it is a welcome relief. The answers show, however, that CTs do not say anything about what they personally do for professional development. Rather, they limit their role to suggesting ideas to PTs. The ideas CTs suggest are reading books, exchanging ideas with colleagues, applying what is learned at school, and sharing own experiences to assist PTs in this area (Senge, 1994), and they miss other opportunities of personal and professional development opportunities in the field.

The responses in Area 9 do not differ widely from the answers in Area 8. Six CTs suggest reading books to fulfill their roles in this area. PuPA, PrPB, and PuSA suggest reading books only. PuSB, additionally, recommends reading professional journals. PrSA and PrSB recommend attending seminars in addition to reading books. PrPA suggest only attending seminars to assist PTs. PuPB recommends exchanging ideas with colleagues as these varied ways suggested by Senge (1994). As is the case in Area 8, CTs do not state what they personally do in this area.

In regard to Area 10 seven out of eight CTs do nothing. This is highly significant. This means that a great majority of PTs get absolutely no assistance in this regard. Only PrPB states that she has started a recycling project, in which students bring recyclable cans and bottles to their schools, sell them and buy necessities of their and other schools. Then, CTs need to see the opportunities of institutional development. Hopkins et al. (1994) in their overview of school improvement studies consider possible ways of perceiving the relationship between students, CTs, schools and universities, and their collaborative work for the improvement of schools is vital.

As for Area 11, the results are alarming because only PuPB assisted PTs by showing them the journal of regulations. PuPA suggested that PTs spend more time in school. The remaining six CTs stated that they did nothing. Of those, only PuSB stated that the reason why they never dwelled on the issue was that they took PTs straight to classrooms upon their arrival to her school. A logical deduction that would be formed by looking at this picture would state that there is a large number of English teachers who are not aware of the rules and regulations, and the number will

increase every year unless CTs are educated in this area. The coordination and collaboration of CTs and school administration need to be an urgent requirement for the training of PTs on being assisted on regulations, roles and responsibilities of teachers in schools.

Recommendations Based on Interview Results

As for Area 1, all CTs should be urged to assist PTs to become familiar with students in classes. As the results showed a limited number of ways were being used by CTs, a wider variety of effective ice-breakers should be found and utilized by CTs. USs may be instrumental in providing this kind of support to CTs.

As for Area 2, CTs must be advised to provide assistance during the implementation stage of the process because no assistance is provided during that stage. It is striking to find out that some CTs do not help PTs in the planning, implementation, and evaluation of the teaching and learning process at all. This area is crucially important to PTs because for the first time in their lives, they get a chance to apply what they have learned. Guidance that will bridge any potential gap between the theory they learn at school and the practice in real life classroom is vital at this point. The attention of CTs must be drawn to the vitality of this issue, and they must be urged to provide active assistance in this area. Besides this, the CTs who did not exert satisfactory effort should be encouraged, and those who did not make any effort to provide assistance to PTs in any phase of the process must be supported with information if their not providing assistance stems from lack of theoretical background.

With regard to Area 3, it must be stated that sharing own material is not the only way to assist PTs; it is the easiest. In order to expand their knowledge base, CTs must be informed of the alternative ways to assist PTs. The burden of informing CTs regarding alternatives falls on the shoulders of USs in the short term and on the MONE in the long run which may remedy this problem through in-service seminars geared toward CTs. Until these can be done, a combination of what PuSA and PrSA should be advised to all CTs as they will produce better results.

As for Area 4, it is absolutely imperative that CTs must be educated to learn how to assist PTs in this area. USs must work on ideas to provide immediate help

and the MONE must be alerted to develop a program to produce a lasting solution to the problem.

With regard to Area 5, in order to familiarize PTs with the curriculum and its content, daily and annual plans should be given to all PTs, in addition to the textbook which has to be inevitably given anyhow. CTs should also set time aside to have meetings with PTs to discuss the part of the curriculum they will be covering together and the contents of the entire curriculum.

As for Area 6, it must be remembered that no nation can continue to exist without passing its values on to younger generations. If national values are not taught in English classes in addition to other classes, because of students' easy access to excessive amounts of foreign music, movies, publications, products, and the like, it may be possible that students will eventually be alienated to their cultures. While emphasizing the teaching of national values, in a world where physical distances are shrinking fast, communication among nations is essential to understand and respect others and live in peace. Language is the central means of teaching any academic subject, including national values and establishing communication among nations. CTs should be alerted to the fact that they have this important mission and that they should teach and emphasize these values in their classes and share what they do in this regard with PTs. The responsibility falls on to the shoulders of USs and the MONE.

Self-evaluation, which is the focus of Area 7, is the key to professional development. Increasing professional knowledge prevents "burnout" in teachers. It is vital in this sense and must be a part of all teachers' professional lives. The results show that only one CTs shares her experience with PTs. Therefore, CTs must be informed of ways of doing self-evaluation first, be monitored via some action research projects to assess how they will apply the concept in their professional lives, and be monitored by USs, and be informed of how to share what they do to help PTs in this regard.

The responses in Area 8 reveal the fact that CTs do not mention what they do for professional development. This may mean that CTs are either unaware of effective tools such as action research, reflection and ways of doing it, and observation of teaching or they do not apply them in their own teaching. Whatever

the case may be, CTs must be informed of methods of professional development and should be encouraged to apply them in their professional lives first so that they can assist PTs in this regard. USs and related departments of the MONE should exert effort to help CTs see the benefits that will accrue as a result of doing professional development.

CTs' responses in Area 9 give the impression that CTs have not yet realized the benefit of becoming a member of professional organizations such as INGED and TESOL. Membership to these organizations helps all teachers expand their horizons as to the possibilities in teaching and have personal satisfaction in their profession. In the same vein, attending conferences and subscribing to professional journals will also contribute to professional development. USs and the MONE should prepare programs to raise consciousness among CTs in this regard.

The responses in Area 10 are alarming and show that effort must be spent to immediately inform CTs of the possibilities of contributing to the improvement and advancement of their institutions, using successful examples such as that of PrPB.

The responses in Area 11 are alarming as is the case in Area 10. As is seen in the statement of PrPB, even department heads are not aware of the rules and regulations. If CTs don't know enough about the rules and regulations, it wouldn't be realistic to expect them to assist PTs. To solve this problem, CTs should be informed through in-service seminars on the issue. To help PTs, a specific course should be established to inform PTs of the rules and regulations they have to know in their professional lives. Such a course may be taught by the faculty members of universities' education departments.

CHAPTER XVII

CONCLUSION

Summary of the Research Design

This descriptive research study was conducted with CTs who contributed to PTs' training in Partnership Schools in Ankara and Bursa. The aim of the research was to investigate what CTs were doing in order to fulfill their mentoring roles and responsibilities and to identify the challenges they were experiencing in the due process.

A qualitative research perspective is favored more in investigating such issues. In this approach researchers develop a set of questions to collect information in a genuine like conversation in order to investigate participants' perception on any specific research topic. However, this type of research mainly relies on the participants' verbal description of the phenomenon and does not allow "to what degree" something exists and "what relation" is there among the parts that form the phenomenon. In other words, even though the existence of variables is identified, these questions are left unanswered because the answers to them are presented in numerical form. This information is important to audiences because they expect the results of the investigation to be meaningful to them so they can determine what to do as the next step. Since the purpose of this descriptive study was to obtain the perceptions of CTs on the nature of their roles, responsibilities and challenges in practice-based courses, it was clear that a quantitative perspective would also be useful in data collection.

It was also clear that in order to obtain CTs' perceptions comprehensively and be able to present them, using more than one method was necessary. The use of multiple methods in this descriptive research study enabled the researcher to investigate the perceptions of CTs on practice-based courses using multiple sources

of evidence. Using more than one set of data was ideal to strengthen the conclusions and do triangulation. In this research study the methods used for this purpose were survey and interview.

Having the belief that a clear articulation of CTs' roles, responsibilities, and challenges was one of the preconditions for this research study to be effective, the researcher analyzed personal field notes taken during her continuous school visits in the previous five years and asked PTs to keep journals for two semesters. The researcher also worked on the qualities of in-service teachers required by both YÖK and the MONE. To develop the items in the questionnaire and the interview questions, the researcher also resorted to related information in the literature. Combining all of this information helped the researcher prepare the questionnaire and the interview schedule.

In order to increase the breadth of information gained from this study, all CTs who were working in Partnership Schools at the time of the research were included in the questionnaire sample. However, only CTs who would be representative of their population were included in the interviews.

The strengths and weaknesses of CTs while fulfilling their roles and responsibilities were identified by analyzing the data in chapters IV through XV. The discussion of the data was followed by recommendations which were presented in chapter XVI.

The questionnaire results showed that CTs contributed to PTs' training in developing their skills. However, the correlation analyses and interview analyses showed that their contributions were not always based on any theoretical and pedagogical background. Instead, they were based on personal experience and common sense. The results demonstrated that becoming aware of fundamental theoretical knowledge was an urging challenge for CTs to fulfill their responsibilities.

The results of the interviews were also useful to USs to understand the strengths and weaknesses of CTs. The results may help USs identify areas in which they can contribute to CTs and be prepared to provide help in those areas when necessary.

In this part of the chapter, the purposes of the study will be repeated. This repetition will be done in connection to the four research questions, and to do so, the present purposes of the study will be stated first. One purpose of this research study is to obtain CTs' own personal assessments of their competencies. Because CTs are assumed to possess generic teacher competencies, be able to assess themselves on them, and are expected to help PTs develop the same. Another purpose of the study is to be supporting and contributing to other related and specific studies done earlier on pre-service teacher education in Turkey because the study captured specifically CTs' perceptions on their own contributions. By doing so, the study fills the gap of knowledge change between the time periods that those early researches are done. The concluding purpose of the study is to examine the effect of the innovations in ELT and language teacher education in the Turkish context. It is pioneering in the respect of CTs' perceptions in two cities in Turkey.

In order to obtain information on the roles, responsibilities and challenges CTs perceive in the procedure of Teaching Practice course in Practicum *initially four major research questions* were formulated:

Initial Research Questions

1. How do CTs define their roles and responsibilities?

2. **What challenges do CTs face?**

3. What do CTs do to cope with these challenges?

4. To what degree do CTs fulfill their roles and responsibilities?

These major questions were subcategorized into eleven areas so that detailed information could be obtained in order to investigate the problem in depth. Upon the formation of the areas, the initial four major questions were answered in the following way:

The first research question was based on CTs' role and responsibility definitions. The answer to this broad major question was sought under the eleven areas that were subsequently formed. They are: Assisting PTs to become familiar with the students in the class; Assisting PTs in the planning, implementation and evaluation of the teaching and learning process; Assisting PTs in monitoring and evaluating the students' learning and development; Assisting PTs in establishing working relationships with the school administration and staff, families, and the society; Assisting PTs to become familiar with the curriculum and its content; Assisting PTs to recognize the importance of national and universal values; Assisting PTs to become aware of the importance of doing self-evaluation; Assisting PTs to better understand the process of professional development; Assisting PTs to follow recent developments and become professionally productive in the field; Assisting PTs to comprehend the process of improving and advancing their institutions; Assisting PTs to become current on following professional rules and regulations and fulfilling professional responsibilities.

The second research question was based on the degree that CTs fulfill their roles and responsibilities. To answer this question CTs chose one the five options:

always   ++   *positive opinion* on an increasing scale

frequently   +   *positive opinion* on an increasing scale

occasionally   **0**   *neutral opinion*

rarely   −   *negative opinion* on an increasing scale

never   −−   *negative opinion* on an increasing scale.

A look at the responses at individual items in each area would show that anything on the negative end of the continuum shows that CTs are not fulfilling their roles satisfactorily in that particular area.

The third question was based on the CTs' challenges. Any item for which negative opinion was expressed appears as a challenge for CTs. For instance, Areas 9, 10, and 11 are challenges for CTs, and interview results helped identify the challenges more clearly. The fourth question was based on the CTs' coping strategies

with the challenges. CTs' responses to the interview questions show what CTs do / not do to cope with challenges in this regard, and it is alarming that CTs do not state that they always think and construct strategies to cope with them.

In the following there are overall results of the study, and the results are illustrated by two symbols. These symbols are: Smiling faces and non-smiling faces or frustrated/puzzled faces. It should be understood that CTs perceive that they fulfill their roles and responsibilities when a smiling face stands in the line, and the opposite is valid when frustrated face stands in the line.

AREA NAME	OVERALL RESULTS
1. Assisting PTs to become familiar with the students in the class	☺
2. Assisting PTs in the planning, implementation and evaluation of the teaching and learning process	☺
3. Assisting PTs in monitoring and evaluating the students' learning and development	☺
4. Assisting PTs in establishing working relationships with the school administration and staff, families, and the society	☹
5. Assisting PTs to become familiar with the curriculum and its content	☺ ☹
6. Assisting PTs to recognize the importance of national and universal values	☺
7. Assisting PTs to become aware of the importance of doing self-evaluation	☺
8. Assisting PTs to better understand the process of professional development	☺
9. Assisting PTs to follow recent developments and become professionally productive in the field	☹
10. Assisting PTs to comprehend the process of improving and advancing their institutions	☹
11. Assisting PTs to become current on following professional rules and regulations and fulfilling professional responsibilitie	☹

Besides overall result of the study, it can be very clear to give item based research results for each area. In Area 1, there are three items, and CTs stated that they fulfilled their roles, and they concerned PTs' needs, guided them and introduced

PTs in every opportunity available in the teaching environment. In Area 2, there were seven items. CTs stated that they could not help PTs' training in developing materials and planning off-task activities. Developing materials and planning off-task activities are the challenges of CTs in this area, and they need support to develop their related competencies in the related issue.

Although CTs stated that they owned their roles, and fulfilled the responsibility of training PTs in monitoring and evaluating the students' learning and development, the interview results proved that the multi dimensional ways were not investigated. In contrast to the area 3, in Area 4, CTs had challenges in both aspects of teaching profession. They were not good at encouraging active participation of PTs in the process of transforming the school into a center of culture, and informing PTs with the regard to the relationships of students' parents with the school. In fact, the importance of parents in the education of learners cannot be underestimated, and parents are the significant cornerstones of the education both at home and in schools. In the following of challenges in Area 4, CTs had also another challenge in Area 5. CTs cannot recognize and interpret the importance of fundamental values and principles of the Turkish national education system. Such a challenge proved that the course books were used as the curriculum, and its relation with the values and principles were not questioned. These stated challenges require further professional support for CTs to define their roles, and fulfill their responsibilities.

In Area 6, teachers were expected to examine national and universal values, and help PTs become aware of them. CTs had some challenges in this area, and they stated that they could not respond consciously to the challenges on protecting and upholding children' rights and human rights. CTs' challenges required assistance on these stated challenges. They needed to be informed about the rights that children and teachers had the right to the best possible classroom experiences, and that also meant behaving appropriately towards each other. When learners were asked about their 'best' teachers, a majority of learners chose fairness and consistency as the chief qualiaties (Cullingford, 1991).

CTs were sensitive to assisting PTs to become aware of the importance of doing self-evaluation, and they expressed positive opinions for self-evaluation and its professional benefits. In addition to the use of self-evaluation, CTs also stated that

they helped PTs' training in the process of professional development in the Area 8. Though quantitative analysis showed that they were positive about professional development, the interview results proved that CTs needed to examine varied ways of professional development, and their interview results proved that CTs required multi dimensional inquiry to understand other aspects of professional development such as cooperation among staff and institutional development.

In Area 9, in contrast to the Area 8, CTs stated that they could not interpret and implement their roles and responsibilities on introducing the ways of following recent developments and PTs become professionally productive in the field. CTs needed support of any educators such as USs. They needed to expand their knowledge on involving PTs in social and recreational activities, using IT for professional productivity and development, creating facilities for following current literature, cooperating with teachers' associations. Educators also needed to investigate the rationale behind CTs' negative opinions on the lack of attachment for becoming productive in the field.

Both in Area 10 and Area 11, challenges CTs faced was based on advancing their institutions and becoming current on following professional rules and regulations and fulfilling professional responsibilities. In the interview results, CTs claimed that school administration should be responsible for training PTs on rules and regulations since there were no more announcements on teaching English due to the centralized books and standardized language education. However, they did not state that they requested help from the administration on PTs training. Then, CTs also needed to define the responsibility zones among school members to train PTs. Moreover, none of the CTs asked any help for the education of disabled in the classes, either. In sum, CTs were not aware that they could also design a new responsibility schedule among school members to train PTs all together in the schools, not solely language teachers.

Implications for Further Research

Content wise, teacher education should be uniformed on the national level so that CTs can be informed of recent developments in their fields. Emphasis on content

subjects, however, should vary depending on individual groups (city, school, and district). Collecting data on CTs' needs requires an ongoing research, and needs analysis may be done by the help of parties involved in the practicum and involving PTs in research may help identify local and individual needs of CTs more accurately. To do so, PTs could be given a series of observation tasks and a schedule to do the requirements. USs and CTs may also be involved in the research to identify CTs' needs using different instruments. The data gathered could be analyzed to categorize CTs' current needs on the local level. The results may then be put together to form the country profile on this issue. The results of the data could also help parties describe current needs for CTs, and every year urgent needs of CTs could be addressed by the USs and other responsible parties.

The relationship between CTs' experience in teaching and the level of their contribution to PTs requires further research. It is necessary to monitor and evaluate experienced teachers' contributions to PTs' training; Their contributions could be compared with the newly qualified CTs and the less experienced CTs in service. The results of such a comparative study will be valuable in choosing in-service teachers who will be the most appropriate CTs in the future.

According to the results of this research, setting further research in the following areas could serve tremendous help to the pre-service education in the sense of training future CTs in Turkey. These probable research settings could be:

- Ways of assisting CTs to make PTs familiar with their students,
- Procedures of CTs' planning, implementing, and evaluating the teaching and learning process,
- CTs' learning procedures on alternative ways of monitoring and evaluating the students' learning and development,
- CTs' learning procedures on establishing working relationships with the school administration and staff, parents, and the society,
- CTs' learning the curriculum through the meeting held with PTs,
- Investigating CTs' values in the process of teaching,
- CTs' learning self-evaluation process,
- CTs investigation of professional development methods through action research,

- CTs' benefits by becoming a participant and/or a member in professional organizations,
- CTs' contributions to the improvement and advancement of their institutions,
- Rationale for CTs' lack of awareness on professional rules and regulations.

It is time to do further research by involving CTs on these issues given above because it is time for CTs training to make them part of education faculties at post graduate level so that training or teacher education becomes established. Besides the post graduate level of education for CTs, it is important that CTs as change agents start the change process with themselves because it is vain to expect the change occur unless they themselves take action.

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APPENDICES

APPENDIX A

RESEARCHER DESIGNED QUESTIONNAIRE

BU FORM NEDİR?

Değerli İngilizce Öğretmeni Meslektaşım,

Ülkenin genelinde üniversitenin olduğu her şehirdeki devlet ve özel okullarda, geleceğin nitelikli İngilizce öğretmenine katkıda bulunmak amacıyla **sizler** üniversite alan öğretim elemanları ile birlikte çalışmaktasınız. Bu çalışmanızın ortak hedefi İngilizce Öğretmeni Adaylarının mesleki alan bilgisine katkıda bulunmaktır. İngilizce Öğretmeni Adaylarının okulunuzda bulunduğu süreç içinde onların alan içi ve dışı bilgilenmeleri sürecinde çeşitli roller ve sorumluluklar üstleniyorsunuz. Bu form sizlerin yaptığınız çalışmaların içeriği üzerine düzenlenmiş İngilizce öğretmeni adayının mesleki gelişimine katkınız aşamasında deneyimleriniz göz önünde tutularak hazırlanmıştır. Sizler bu sürecin yoğunluğu içinde aday öğretmenlerin alan bilgisine katkıda bulunabildiğiniz gibi, aday öğretmenlerin bir birey olarak kişisel gelişimlerine de katkıda bulunmaktasınız. Bu her iki alanda da yapmakta olduğunuz katkıları göz önüne alarak, **bireysel yanıtlarınızın herhangi bir şekilde açıklanmayacağını ve başka bir amaçla kullanılmayacağını** size teyit ederek (anketi doldururken "isminizi yazmak" kişinin kendi kararıdır), sizden tüm samimiyetinizle ölçeği doldurmanız ve bu konuda göstereceğiniz özenle, mesleğimizin gelişmesine daha fazla katkı sağlayacak bir süreçte yer almanız istenmektedir.

ÖLÇEK NASIL DOLDURULACAKTIR?

Hazırlanmış olan 5'li ölçeğe göre, form üzerinde uygulamalarınızı temel alarak ilgili rakamı

- 0 1 2 3 4 -yuvarlak içine alınız.

Bu ölçekte sayılar şu anlamları ifade etmektedir (ölçekteki sayıların anlamları her yeni sayfanın başında size kolaylık sağlaması amacı ile tekrar edilmiştir):

0   HİÇ
1   NADİREN
2   ZAMAN-ZAMAN
3   SIK-SIK
4   HER ZAMAN

İLETİŞİM VE DİĞER KONULAR

Gerek bu formla ilgili olarak, gerekse diğer konularda, aşağıdaki yollarla bana ulaşabilirsiniz. 0 533 658 30 53 numaralı telefona kısa mesaj göndererek size ulaşmamı sağlayabilirsiniz. Ayrıca e-posta adreslerim gulderen@metu.edu.tr yada gulderentt@gmail.com dur. Geleceğin, İngilizce Öğretmeni Adayı için gösterdiğiniz çaba ve emek için, ayrıca bu çalışmaya ayırdığınız değerli zaman ve katkılarınız için çok teşekkür ederim

Gülderen SAĞLAM
Ortadoğu Teknik Üniversitesi
Eğitim Fakultesi
Yabancı Dil Eğitimi Bölümü/Ankara

KİŞİSEL BİLGİLERİM

ANKET YAPILAN OKULUN ADI	
ANKETE KATILAN ÖĞRETMENİN ADI-SOYADI (katılımcının kararına aittir)	
TARİH-SAAT-SÜRE	

 (**2. ve 3**. sorular katılımcının cevap verme kararına ait sorulardır. Bu sorular ileri bir iletişimin gerekliliği olasılığı üzerine kurgulanmış sorulardır. Katılımcının kararına göre cevap verilebilir veya verilmeyebilir.)

1. Cinsiyetiniz   Kadın: Erkek:

2. e-mail:

3. Tel:

4. Eğitim düzeyiniz:

                Ön Lisans:….. Lisans:….. Yüksek Lisans:…..   Doktora: ……

5. Mezun olduğunuz üniversite ve program:……………………………………………………

6. Kaç yıldır İngilizce öğretmenliği yapmaktasınız?...

7. Öğretmenlik uygulamasına kaç yıldır katılmaktasınız?...

8. Alanla ilgili seminer ve konferanslara katılır mısınız? Ne sıklıkta? ………………………..

9. Takip ettiğiniz süreli yayınlar nelerdir?...

………………………………………………………………………………………………………
…..

10. Üye olduğunuz mesleki dernekler:

                TESOL………….INGED……….
EĞİTSEN:………DİĞER:………………

……………………………………………………………………………………………….

11. Öğretmenlik uygulaması sürecindeki rehber öğretmenlik rolünü kabul ediş şekliniz nedir?

        a. Gönüllülük……. b. Görev anlayışı……c. Zorunluluk……d. Ücret…….
        e. Diğer……………………………………………………………

12. Üniversite öğretim elemanıyla hangi sıklıkla adaylar hakkında görüşmektesiniz?

        a. Her hafta…….b. Ayda bir……c. Dönem başı…….d. Dönem sonu…….
        d. Talep geldiğinde……   e. Diğer……………………………………

	HİÇ	NADİREN	ZAMAN-ZAMAN	SIK-SIK	HER ZAMAN
	0	**1**	**2**	**3**	**4**
1. Öğretmen adayının öğrencileri tanıma sürecinde ortaya çıkan gereksinimlerini dikkate alırım.	0	1	2	3	4
2. Öğretmen adayına rehberlik ederim.	0	1	2	3	4
3. İlk gün öğrenci adayını sınıfımda tanıtırım.	0	1	2	3	4
4. Öğretmen adayının dersi planlamasına yardımcı olurum.	0	1	2	3	4
5. Öğretmen adayının materyal hazırlamasına yardımcı olurum.	0	1	2	3	4
6. Adayın öğretim yapacağı öğrenme ortamını düzenlerim.	0	1	2	3	4
7. Öğretmen adayının gelişimine yardımcı olmak amacıyla ders dışı etkinlikler düzenlerim. (Ders dışında da adaya yardımcı olurum)	0	1	2	3	4
8. Öğretmen adayının bireysel farklılıkları algılamasını sağlamak amacıyla öğretimi çeşitlendiririm.	0	1	2	3	4
9. Öğretmen adayının zaman yönetimi kavramını geliştirmesi için yardımcı olurum.	0	1	2	3	4
10. Öğretmen adayının sınıf yönetimi ve öğrenci ile ilişkileri öğrenmesi için örnek oluştururum.	0	1	2	3	4
11. Öğretmen adayının amaca uygun ölçme ve değerlendirme yöntem ve tekniklerini belirlemeleri konusunda yardımcı olurum.	0	1	2	3	4
12. Öğretmen adayının değişik ölçme ve değerlendirme teknikleri kullanarak öğrencinin alan bilgisini ölçmesine yardımcı olurum.	0	1	2	3	4
13. Öğretmen adayının verileri analiz ederek yorumlama, öğrencinin gelişimini izleme ve öğrenme süreçlerine ilişkin geri bildirimleri değerlendirmesine yardımcı olurum.	0	1	2	3	4
14. Öğretmen adayının okulu tanımasını ve okulun olanaklarından yararlanmasını sağlarım.	0	1	2	3	4
15. Öğretmen adayının okulun kültür merkezine dönüştürülme sürecine aktif katılımını sağlarım.	0	1	2	3	4
16. Öğretmen adayına ailelerle ilişkiler konusunda bilgi veririm.	0	1	2	3	4
17. Öğretmen adayının Türk Milli Eğitim Sisteminin dayandığı temel değer ve ilkeleri anlamasını sağlarım.	0	1	2	3	4
18. Özel alan programının yaklaşım, amaç, hedef, ilke ve tekniklerini açıklarım.	0	1	2	3	4
19. Çocuk haklarını korumak ve uygulamak konusunda öğretmen adayını bilgilendiririm.	0	1	2	3	4

	HİÇ	NADİREN	ZAMAN-ZAMAN	SIK-SIK	HER ZAMAN
20. İnsan haklarını korumak ve uygulamak konusunda öğretmen adayını bilgilendiririm.	0	1	2	3	4
21. Ayrımcılık yapmamanın ve ayrımcılığa karşı olmanın gereğini vurgularım.	0	1	2	3	4
22. Demokratik davranış sergilerim.	0	1	2	3	4
23. Ulusal ve evrensel değerleri desteklediğimi gösteririm.	0	1	2	3	4
24. Öğretmen adayının, öğrencilerin bireysel ve kültürel farklılıklarına karşı duyarlı olması gereğini vurgularım.	0	1	2	3	4
25. Toplumsal ve mesleki etik değerleri benimsediğimi uygulayarak gösteririm.	0	1	2	3	4
26. Bilgi ve iletişim teknolojileri ile ilgili yasal ve ahlaki sorumlulukları anlatır ve uygularım.	0	1	2	3	4
27. Öğretmen adayına örnek oluşturacak şekilde çalışmalarımı analiz ederek öz değerlendirme yaparım.	0	1	2	3	4
28. Öz değerlendirmeden elde edilenleri öğretme ve öğrenme sürecini geliştirmede kullanırım.	0	1	2	3	4
29. Kendimi değerlendirirken öğrenci görüşlerinden yararlanırım.	0	1	2	3	4
30. Farklı görüşlere ve eleştirilere açık olduğumu gösteririm.	0	1	2	3	4
31. Öğrencilerde ortaya çıkan davranış ve öğrenme sorunlarının nedenlerinin önce kendimde aranması gerektiğini gösteririm.	0	1	2	3	4
32. Öğretmen adayının bireysel gücün ve yetkinliğin farkında olmasının önemini algılamasına yardımcı olurum.	0	1	2	3	4
33. Davranışlarda tutarlı ve dürüst olmanın önemini vurgularım.	0	1	2	3	4
34. Zorluklarla mücadele etmenin önemine değinirim.	0	1	2	3	4
35. Öğretmenin mesleki başarısı açısından stresle başa çıkma yollarını bilmesinin ve kullanmasının gerekliliği konusunda farkındalık oluştururum.	0	1	2	3	4
36. Öğretmenin özgüvene sahip olmasının önemini vurgularım.	0	1	2	3	4
37. Öğretmenin üst düzey düşünme becerilerine sahip olmasının ve bunları kullanmasının önemini belirtirim.	0	1	2	3	4
38. Öğretmen adayının zaman yönetimiyle ilgili stratejileri öğrenmesine ve kullanmasına yardımcı olurum.	0	1	2	3	4
39. Yeni fikirlere ve değişime uyum sağlamanın önemini anlatırım.	0	1	2	3	4

	HİÇ	NADİREN	ZAMAN-ZAMAN	SIK-SIK	HER ZAMAN
40. İngilizce'yi kurallarına uygun ve anlaşılabilir bir biçimde kullanmanın önemini vurgularım.	0	1	2	3	4
41. Mesleğini severek ve isteyerek yapmanın önemini vurgularım.	0	1	2	3	4
42. Teknoloji okur-yazarı olmanın gerekliliğini vurgularım.	0	1	2	3	4
43. Bilgi ve iletişim teknolojilerindeki gelişmeleri izlemenin gerekliliğini vurgularım.	0	1	2	3	4
44. Mesleğine yardımcı olabilecek yan alanlara ilgi duymanın, bu alanlarla ilgili etkinliklere katılmanın ve öğrenilenleri uygulamanın önemini vurgularım.	0	1	2	3	4
45. Öğretmen adayının okuldaki ders dışı etkinliklere katılmasına yardımcı olurum.	0	1	2	3	4
46. Öğretmen adayının mesleki gelişimini desteklemek ve verimliliğini artırmak için bilgi ve iletişim teknolojilerinden yararlanması gerekliliğini vurgularım.	0	1	2	3	4
47. Hizmet içi eğitim, toplantı ve seminerlere katılmanın önemini vurgularım.	0	1	2	3	4
48. Öğretmen adayını mesleki gelişime yönelik yayınları izleme yolunda yüreklendiririm.	0	1	2	3	4
49. Öğretmen adayının öğretmen örgütleriyle iş birliği yapma ve karar verme sürecine katılmasının önemini vurgularım.	0	1	2	3	4
50. Öğretmen adayının mesleki gelişim planı hazırlamasına yardımcı olur ve kendisini bu konuda geliştirmek için çaba harcaması yolunda yüreklendiririm.	0	1	2	3	4
51. Okul çalışanları ile birlikte ekip çalışmalarına katılması yolunda öğretmen adayını yüreklendiririm.	0	1	2	3	4
52. Kurumdaki sosyal, kültürel ve mesleki çalışmalara etkin biçimde katılmasını sağlarım.	0	1	2	3	4
53. Kurumun iyileştirilmesi ve geliştirilmesinin önemini vurgularım.	0	1	2	3	4
54. Görev, hak ve sorumluluklarla ilgili mevzuatı bilmenin ve buna uygun davranmanın önemini anlatırım.	0	1	2	3	4
55. Mevzuattaki değişiklikleri ve yenilikleri takip etmenin ve öneri getirmenin önemini anlatırım.	0	1	2	3	4
56. Engellilerle ilgili yasa ve yönetmelikleri bilmenin ve onlara uygun davranmanın gerekliliğini vurgularım.	0	1	2	3	4
57. Engellilerle ilgili önlemlerin alınması için çaba harcanması gerekliliğini anlatırım.	0	1	2	3	4

INTERVIEW QUESTIONS

1. Bölüm

(REHBER ÖĞRETMEN' e AİTTİR)

GÖRÜŞME KONULARI

1. **İyi bir rehber öğretmenin genel becerileri nelerdir?**

2. **Öğretmen adaylarının gelişimi sürecinde üstlenmiş olduğunuz sorumluluklar   nelerdir?**

3. **İyi bir rehber öğretmenin kişisel özellikleri (kişisel yaklaşım özellikleri)nelerdir?**

4. **Rehber öğretmen ve öğretmen adayları arasındaki ilişkinin ilk başlangıcında bu ilişkiyi düzenlemek ve sağlam bir temele oturtmak için neler yapmaktasınız?**

5. **Bir rehber öğretmen olarak kendinizi gözlemlediğinizde kendinizi nasıl değerlendiriyorsunuz?**

6. **Bir şeyler yolunda gitmediğinde ilişkiyi nasıl onarıyorsunuz?**

7. **Birlikte gerçekleştirdiğiniz çalışma süreci tamamlandığında öğretmen adayıyla kurmuş olduğunuz ilişkiyi nasıl sonuçlandırıyorsunuz?**

8. **Bu süreçte ne tür yeni ve zor durumlarla/sorunlarla karşılaştınız?**

9. **Bu yeni ve zor durumların/sorunların nasıl üstesinden geldiniz?**
10. **Sizce çalışma ile görevlendirilmiş olan üniversite öğretim elemanının sizin çalışmalarınıza olan etkisi nedir?**

11. Sizce "rehber öğretmen" tanımı nedir?

12. Bu süreçteki görev ve sorumluluklarınızı düşündüğünüzde "rehber öğretmen" kavramı yerine hangi kavramın kullanılmasını istersiniz/önerirsiniz? (Niçin?)

13. Rehber öğretmen olmak için katıldığınız bir eğitim, seminer ya da hizmet-içi eğitim programı var mıdır? Varsa yararlı oldu mu? Ne açıdan yararlı oldu? Programa yönelik önerileriniz nelerdir?

2. Bölüm

GÖRÜŞME KONULARI

ALAN 1: SINIFIMIZDAKİ ÖĞRENCİLERİ TANIMA

SORU 1:

Öğretmen adaylarının öğrencileri tanımasına yardımcı oluyor musunuz? Nasıl?

- Eğer yardımcı oluyorsanız bu süreçte karşılaştığınız sorunlar(yeni durumlar) nelerdir?
- Bu sorunları aşabilmek için izlediğiniz yol nedir?
- Kendinizi değerlendirdiğinizde gelecek yıllarda ne gibi yeni uygulamalar denemek istersiniz? Niçin?

ALAN 2: ÖĞRETME VE ÖĞRENME SÜRECİ

SORU 2:

Öğretmen adayının öğretme-öğrenme süreçlerini planlamasına, uygulamasına ve değerlendirmesine destek sağlıyor musunuz?

Öğretmen adaylarının öğretme ve öğrenme süreçlerini planlayabilmeleri, uygulamalar yapabilmeleri ve öğrencileri değerlendirmelerine yönelik çaba ve katkılarınız nelerdir?

- Bu katkı sürecinde karşılaştığınız sorunlar nelerdir?
- Bu sorunları aşabilmek için izlediğiniz yol nedir?
- Kendinizi değerlendirdiğinizde gelecek yıllarda ne gibi yeni uygulamalar eklemek istersiniz? Niçin?

ALAN 3: ÖĞRENMEYİ VE GELİŞİMİ İZLEME VE DEĞERLENDİRME

SORU 3:

Öğretmen adaylarının öğrencilerin öğrenme ve gelişim süreçlerini izleme ve değerlendirmelerini geliştirmeye yönelik çaba ve katkılarınız nelerdir?

- Bu katkı sürecinde karşılaştığınız sorunlar nelerdir?
- Bu sorunları aşabilmek için izlediğiniz yol nedir?
- Kendinizi değerlendirdiğinizde gelecek yıllarda ne gibi yeni uygulamalar eklemek istersiniz? Niçin?

ALAN 4: OKUL, AİLE VE TOPLUM İLİŞKİLERİ

SORU 4:

Öğretmen adaylarının okul, aile ve toplum ilişkilerini algılama sürecini daha iyi tanımalarına yönelik çaba ve katkılarınız nelerdir?

- Bu katkı sürecinde karşılaştığınız sorunlar nelerdir?
- Bu sorunları aşabilmek için izlediğiniz yol nedir?
- Kendinizi değerlendirdiğinizde gelecek yıllarda ne gibi yeni uygulamalar eklemek istersiniz? Niçin?

ALAN 5: PROGRAM VE İÇERİK BİLGİSİ

SORU 5:

Öğretmen adaylarının program ve içerik bilgisini algılama sürecini daha iyi tanımalarına yönelik çaba ve katkılarınız nelerdir?

- Bu katkı sürecinde karşılaştığınız sorunlar nelerdir?
- Bu sorunları aşabilmek için izlediğiniz yol nedir?
- Kendinizi değerlendirdiğinizde gelecek yıllarda ne gibi yeni uygulamalar eklemek istersiniz? Niçin?

ALAN 6: ULUSAL VE EVRENSEL DEĞERLERE ÖNEM VERMEK

SORU 6:

Öğretmen adaylarının ulusal ve evrensel değerlere önem verme gereğini algılamalarına yönelik çaba ve katkılarınız nelerdir?

- Bu katkı sürecinde karşılaştığınız sorunlar nelerdir?
- Bu sorunları aşabilmek için izlediğiniz yol nedir?
- Kendinizi değerlendirdiğinizde gelecek yıllarda ne gibi yeni uygulamalar eklemek istersiniz? Niçin?

ALAN 7: ÖZ DEĞERLENDİRME YAPMAK

SORU 7:

Öğretmen adaylarının öz değerlendirme yapmanın önemini kavramaları yolundaki çaba ve katkılarınız nelerdir?

- Bu katkı sürecinde karşılaştığınız sorunlar nelerdir?
- Bu sorunları aşabilmek için izlediğiniz yol nedir?
- Kendinizi değerlendirdiğinizde gelecek yıllarda ne gibi yeni uygulamalar eklemek istersiniz? Niçin?

ALAN 8: KİŞİSEL GELİŞİMİ SAĞLAMAK

SORU 8:

Öğretmen adaylarının kişisel gelişim sürecini daha iyi anlamalarına yönelik çaba ve katkılarınız nelerdir?

- Bu katkı sürecinde karşılaştığınız sorunlar nelerdir?
- Bu sorunları aşabilmek için izlediğiniz yol nedir?
- Kendinizi değerlendirdiğinizde gelecek yıllarda ne gibi yeni uygulamalar eklemek istersiniz? Niçin?

ALAN 9: MESLEKİ GELİŞMELERİ İZLEME VE KATKI SAĞLAMA

SORU 9:

Öğretmen adaylarının mesleki gelişmeleri izleme ve mesleğe katkı sağlama sürecini daha iyi tanımalarına yönelik çaba ve katkılarınız nelerdir?

- Bu katkı sürecinde karşılaştığınız sorunlar nelerdir?
- Bu sorunları aşabilmek için izlediğiniz yol nedir?
- Kendinizi değerlendirdiğinizde gelecek yıllarda ne gibi yeni uygulamalar eklemek istersiniz? Niçin?

ALAN 10: OKULUN İYİLEŞTİRİLMESİNE VE GELİŞTİRİLMESİNE KATKI SAĞLAMA

SORU 10:

Öğretmen adaylarının kurumun iyileştirilmesi ve geliştirilmesi sürecini daha iyi tanımalarına yönelik çaba ve katkılarınız nelerdir?

- Bu katkı sürecinde karşılaştığınız sorunlar nelerdir?
- Bu sorunları aşabilmek için izlediğiniz yol nedir?
- Kendinizi değerlendirdiğinizde gelecek yıllarda ne gibi yeni uygulamalar eklemek istersiniz? Niçin?

ALAN 11: MESLEKİ YASALARI İZLEME, GÖREV VE SORUMLULUKLARI YERİNE GETİRME

SORU 11:

Öğretmen adaylarının mesleki yasaları izleme, görev ve sorumluluklarını yerine getirme sürecini daha iyi anlamalarına yönelik çaba ve katkılarınız nelerdir?

- Bu katkı sürecinde karşılaştığınız sorunlar nelerdir?
- Bu sorunları aşabilmek için izlediğiniz yol nedir?
- Kendinizi değerlendirdiğinizde gelecek yıllarda ne gibi yeni uygulamalar eklemek istersiniz? Niçin?

**ABBREVIATONS USED TO REFER TO THE VARIABLES IN THE
CORRELATION ANALYSIS**

V1   Needs
V2   Guiding
V3   PTs' identity
V4   Lesson planning
V5   Preparing and developing materials
V6   Learning environment
V7   Off task activities
V8   Variety in teaching
V9   Time management
V10   Classroom management and relations
V11   Testing and evaluation
V12   Evaluation of subject knowledge
V13   Evaluating students' progress
V14   A School and its facilities
V15   Cultural centers
V16   Family relations
V17   Principles Values of TES
V18   Subject specific program
V19   Children' rights
V20   Human rights
V21   Apposing discrimination
V22   Democratic professional
V23   National international values
V24   Individual and cultural differences
V25   Ethics
V26   The Legality and ethics in Information Technology
V27   Self evaluation
V28   Improvement of TLP
V29   Students' opinions
V30   Varied opinions and contributions
V31   Developing and learning difficulties
V32   Awarenesson IPPs
V33   Reliability and consistency
V34   Overcoming difficulties
V35   Managing stress
V36   Self confidence
V37   Higher order thinking skills
V38   Time management strategies
V39   Innovations and changes
V40   Language proficiency

V41	Enthusiasm and willingness
V42	Literacy in technology
V43	Following changes in IT
V44	Raising interest in related fields
V45	Participation in off task activities
V46	Emphasizing use of IT
V47	Participating in any PDF
V48	Professional media
V49	Cooperating with teaching associations
V50	Planning professional development
V51	Cooperating in team work
V52	Participation in activities
V53	Developing and changing schools
V54	Awareness of official directives
V55	Official directives and proposals
V56	Directives and practices on disables
V57	Precautions for disables

LIST OF RESEARCH AREAS AND ITEMS OF ANALYSIS

Area 1. Assisting PTs to Become Familiar with the Students in the Class

1. Taking into Consideration PTs' Needs in Getting to Know the Students
2. Guiding PTs
3. Introducing PTs to the Students

Area 2. Assisting PTs in the Planning, Implementation and Evaluation of Teaching and Learning Process

4. Assisting PTs in Doing Lesson Plans
5. Assisting PTs in Developing Materials
6. Arranging the Learning Environment for PTs
7. Planning out-of-class Activities for the Professional Development of PTs
8. Introducing Variety into Teaching to Help PTs Recognize Individual Differences among students
9. Assisting PTs to Develop Time Management Skills
10. Setting an Example for PTs with Regard to Classroom Management and Learning to Establish Relationships with Students

Area 3. Assisting PTs in Monitoring and Evaluating the Students' Learning and Development

11. Assisting PTs in Choosing the Appropriate Testing and Evaluation Methods and Techniques
12. Assisting PTs in Using Multiple Appropriate Testing and Evaluation Techniques to Test Students' Subject Knowledge
13. Assisting PTs in Analyzing and Interpreting Data to Monitor Students' Progress and Their Learning Processes
14. Assisting PTs to Familiarize Themselves with the School and to Benefit from Its Facilities in Monitoring Students' Learning and Development

Area 4. Assisting PTs in Establishing Working Relationships with the School Administration and Staff, Families, and the Society

15. Encouraging Active Participation of PTs in the Process of Transforming the School into a Center of Culture
16. Informing PTs with the Regard to the Relationships of Students' Families with the School

APPENDIX D (Continued)

Area 5. Assisting PTs to Become Familiar with the Curriculum and its Content

> 17. *Assisting PTs to Comprehend the Fundamental Values and Principles of the Turkish National Education System*
> 18. *Explaining the Specific Approaches, Goals, Principles, and Techniques of the Subject Matter Curriculum to PTs*

Area 6. Assisting PTs to Recognize the Importance of National and Universal Values

> 19. *Informing PTs on Protecting and Upholding Children's Rights*
> 20. *Informing PTs on Protecting and Upholding Human Rights*
> 21. *Emphasizing the Importance of the Need for Being against Discrimination and not Discriminating Students*
> 22. *Displaying Democratic Teacher Attitudes in the Classroom*
> 23. *Displaying Personal Support for National and Universal Values*
> 24. *Stressing for PTs the Need for Being Sensitive to Students' Individual and Cultural Differences*
> 25. *Displaying PTs the Examples of Teaching which Show the Personal Acceptance of Societal and Professional Ethics*
> 26. *Explaining and Displaying Exemplary Applications of the Legal and Moral Responsibilities regarding the Use of Information and Communication Technologies*

Area 7. Assisting PTs to Become Aware of the Importance of Doing Self-Evaluation

> 27. *Doing Self Evaluation of Personal Performance to Set an Example for PTs*
> 28. *Utilizing the Results of Their Self-Evaluation in Improving the Teaching and Learning Process to Set an Example for PTs*
> 29. *Incorporating the Opinions of Students in the Classroom for Self-Evaluation to Set an Example for PTs*
> 30. Displaying Openness for Different Opinions and Criticism to Set an Example for PTs
> 31. *Display of Seeking the Reasons for Changes in Students' Behavioral and Learning Related Problems Firstly in Themselves to Set an Example for PTs*

Area 8. Assisting PTs to Better Understand the Process of Professional Development

> 32. *Assisting PTs to Realize the Importance of Their Own Personal Strengths and Professional Competence*
> 33. *Stressing for PTs the Importance of Consistency and Honesty in Their Conduct in the Classroom*

34. *Emphasizing for PTs the Importance of Coping with Problems*
35. *Building Awareness in PTs for Knowing the Ways of Managing Stress and Using Them for Professional Success*
36. *Emphasizing the Importance of Having Self Confidence in Teachers*
37. *Emphasizing the Importance of Having Higher Order Thinking Skills in Teachers and Utilizing Them*
38. *Assisting PTs to Learn Time Management Strategies and to Utilize Them in Teaching*
39. *Explaining the Importance of Adapting New Ideas and Changes*
40. *Stressing the Importance of Using English Grammatically and Intelligibly*
41. *Emphasizing the Importance of Fulfilling Professional Responsibilities Enthusiastically and Willingly*
42. *Emphasizing the Importance of Being Technology Literate for Teachers*
43. *Emphasizing the Importance of Monitoring the Latest Developments in Information and Communication Technologies*
44. *Emphasizing the Importance of Following Developments in Related Fields, Participating in Professional Activities in Those Fields, and Applying What is Learned in Those Fields into Teaching*

Area 9. Assisting PTs to Follow Recent Developments and Become Professionally Productive in the Field

45. *Assisting PTs to Participate in Social and Recreational Activities at School*
46. *Emphasizing the Importance of Utilizing Information and Communication Technologies to Aid Professional Development and Productivity*
47. *Emphasizing the Importance of Attending In-Service Training, Meetings and Seminars*
48. *Encouraging PTs to be Current on Literature for Professional Development*
49. *Emphasizing the Importance of PTs' Cooperation with Teachers' Associations and Their Participation in the Decision-Making Process*
50. *Assisting PTs to Prepare Self-Development Plans for Themselves and Encouraging Them to Develop Themselves in the Preparation and Administration of Those Plans*
51. *Encouraging PTs to Participate in Group Work with School Staff*
52. *Assisting PTs to Participate in Social, Cultural, and Professional Activities Held at School*

Area 10. Assisting PTs to Comprehend the Process of Improving and Advancing Their Institutions

53. *Emphasizing the Importance of Improving and Advancing the Institution*

Area 11. Assisting PTs to Become Current on Following Professional Rules and Regulations and Fulfilling Professional Responsibilities

> 54. *Explaining the Importance of Knowing the Current Regulations on Duty, Rights, and Responsibilities and Conforming to Them in Professional Conduct*
> 55. *Explaining the Importance of Being Current on Amendments and Innovations in Regulations and the Importance of Providing Suggestions*
> 56. *Stressing the Importance of Knowing the Laws and Regulations Concerning the Handicapped and Behaving Accordingly*
> 57. *Explaining the Necessity to Exert Effort for the Taking of Precautions for the Handicapped*

APPENDIX E

READING DIRECTIONS FOR FREQUENCY ANALYSIS

PERCENTAGES	ACCEPTED LEVEL of CONTRIBUTIONS
66.7	EXPECTED LEVEL
33.4-66.6	AVERAGE LEVEL
1-33.3	UNEXPECTED LEVEL

APPENDIX F

AREA 1.QUOTES FROM INTERVIEWS

Primary School Results

Public Primary School Results

PuPA

Öğretmen adayları sınıfa gelmeden onların bize derse girecekleri belli olduktan sonra girecek olan sınıflara ben açıklama yapıyorum. Stajyerlerin niye geldiğini, ne amaçla geleceğini, sınıfta neler yapacaklarını açıklıyorum. Daha sonra arkadaşlar geldiğinde yine onları daha oturtmadan çocuklarla tanıştırıyorum. Hangi okuldan geldiklerini, hangi bölümde olduklarını, kaçıncı sınıf olduklarını, ve öğretmen adayı olduklarından bahsediyorum. Stajyerleri uygun yerlere oturttuktan sonra onlara soru sormak isteyen öğrenci varsa, soru sormalarına izin veryorum. Çünkü merak ediyorlar. Bu şekilde iletişimi sağlıyorum çocuklarla onların arasında.

PuPB

Öğrencilerin yanında oturuyorlar. Her ders farklı birinin yanında oturuyorlar. Ders öncesi öğretmen daha gelmeden de biraz daha içli dışlı olabiliyorlar. Veya teneffüslerde de birlikte olabiliyorlar....Kendi isimlerini yazıyorlar. Yakalarına yapıştırıyorlar ya da sıralarına koyuyorlar.Bunu dönem başında bir iki hafta yapıyorlar ki herhalde bazı öğretmenlerinin isimleriyle hitap etmelerini istiyorlar.

Private Primary School Results

PrPA

İlk defa sınıfa girdiklerinde onları sınıfa tanıtıyorum isimleriyle ve ne amaçla burada olduklarını söylüyorum....Onlara da şunu öneriyorum. Eğer çok gerekmiyorsa, ben teneffüse çıktığmda sınıftan ayrılmamalarını öneriyorum. Çünkü iki ders üst üste giriyorlar. "Bir beş dakika öğrencilerle geçirin, onlarla sohbet edin, onları daha yakından tanımaya çalışın" diyorum.

PrPB

Yaptığımız çalışmalarda öğrenciyi tanımamız çok önemlidir iletişim için. Sınıfa geldiklerinde isimleriyle öğrencilere tanıtıyorum.

AREA 1.QUOTES FROM INTERVIEWS

Secondary School Results

Public Secondary School Results

PuSA

Bizim bütün sınıflarımızda bir öğrenci oturma çizelgesi var. O çizelgenin ben fotokopisini çekiyorum. Ve öğretmen adayları gelir gelmez hepsine bu fotokopiyi dağıtıyorum. Öğrencilerin de özellikle bu fotokopilerde yazılı olduğu gibi sınıfta oturmalarını istiyorum ve nedenini de kendi öğrencilerime açıklıyorum.....Ayrıca ben onlara sınıf not defterimi veriyorum not defterimden bakabiliyorlar. Bütün isimleri öğreniyorlar. Ondan sonra öğrencilerle ilgili benim aldığım notlar var. Aileleriyle ilgili bilgiler var. Sağlık açısından öğrencilerle ilgili bilgiler var. Öğrencilerin öğrenme çabukluğu yavaşlığı konusunda veya ne tür öğrenmeyi tercih ettiği konusunda notlarım var. Bu notlarımı da öğretmen adaylarımla paylaşıyorum.

PuSB

Şimdilik yapmıyoruz....Öğrencileri tanımaması yüzünden sorun yaşanabileceğini hiç düşünmedim açıkçası. Belki bundan sonra sizin uyarılarınız nedeni ile içeri stajyerler geldiğinde belki böyle bilgiler verebilirim.

Private Secondary School Results

PrSA

Girmeden evvel çocuklara da söylüyorum hemen bir isimliklerini çıkartıyorlar. Olmayanlar yazıyor. Öyle bir alışkanlığımız var. Sizin çocuklar da ilk defasında hepsini hatırlamasalar bile ertesi hafta hatırlıyorlar. O gün bile isimliklerine bakarak, eğilerek, öğrencilere isimleri ile hitap etmeleri, çocuklarla aralarında bir diyalog oluşmasına neden oluyor.

PrSB

Sınıflarımla ilgili mutlaka ön bilgiyi veriyorum. Oturma pozisyonu çünkü planlarımız var, resimleri de. Çocuklara rahatlıkla bakıp benim anlattığım kişilikleri önceden görebiliyorlar. Bu şekilde ön bilgiyi mutlaka veriyorum.

APPENDIX G

AREA 2.QUOTES FROM INTERVIEWS

Primary School Results

Public Primary School Results

PuPA

Bu süreci çok yaşamadık. Birkaç tanenin böyle bir uygulaması oldu. Ben destek olsun diye küçük bir açıklama yaptım. Mesela biraz daha net bir şekilde yapılacak. Çocukları kırmadan yani çocuk dili başka bir dil. Onlar anlayamıyorlar. Biraz daha netleştirerek anlattım. Bir bu katkım oldu. Sınıfın düzenini sağlamak gibi katkım oldu ve kesinlikle kontrol. Anca sonucunda yorum yaparsınız, değerlendirirsiniz. Biz de onu yaptık. Kendilerine "iyi oldu" türünden yorumlar yaptım. Ayrıca bana öğrencinin öğrenip öğrenmemeyi nasıl değerlendirdiler diye sormadılar…

PuPB

Ben bu konuda özel bir şey yapmadım. Onlara ders kitaplarımızı verdim. İşte notebooklar var. Onları verdim. Şu konuda, şu anlatılacak konumuz bu diye. Onlar götürdüler. Kendileri kitap üzerinden başka şeyler hazırladılar. Doküman hazırladılar. Ders anlattıktan sonra onlar anlattıkları konuyla ilgili birkaç soru sordular. Ama bir iki tanesi konuyla ilgili sorular sorarak öğrettiklerini ölçmeye çalıştılar. Değerlendirme yönü biraz zayıf kaldı.

Private Primary School Results

PrPA

Yapılan planlar benim düşünceme göre yetersiz. Çok basmakalıp. Üniversite yıllarındayken bizim de yaptığımız planlar gibi çok üstün körü yapılmış şeyler gibi geliyor bana. Planlarda biraz yaratıcılık olmalı. Adaylar bunu katamıyorlar. Bu konuda özellikle onlara çok yardımcı olmaya çalışıyorum. Geçen gün mesela "alien" gibi şey vardı. Bir öğrenciye şey tavsiye ettim. O oyuncakçılarda satılan korkunç maskeli oyuncaklar var ya, o oyuncaklardan bulup gel diye söylemiştim. Alıp gelmiş. Ders çok güzel oldu....Dersin sonunda yani ödev bölümüne geçilmeden önce yani benim önerdiğim şey şu: dersin bitimine en azından bir 5 dakika kala mutlaka o derste anlattıklarının genel bir tekrarını yapmalarını istiyorum. Özellikle bir daha ki derste te konuya bununla başlamalarını istiyorum.

AREA 2.QUOTES FROM INTERVIEWS

Primary School Results

PrPB

Bu konuda direk bir şey yapmıyorum. Onlara moral veren sözlerim olur. Onların fikirlerini alırım. Şurada şöyle yapsan daha iyi olur gibi küçük önerilerim olur. Önerilerimi de dikkate alırsa onu uygulayabilir.

Secondary School Results

Public Secondary School Results

PuSA

Planlamada özellikle öğrenciler ders anlatacağında hep birlikte dersi plan-lıyoruz. Öğretmen adaylarının aldıkları eğitim nedeniyle materyal hazırlama konusunda hiçbir sorunları yok. Öğretmen adayı ertesi gün derse geldiğinde, vermiş olduğu konunun ne kadar öğrenilmiş olduğunu kendi gözleriyle, gerek öğrencilere verdiği ödevlerden, gerek öğrencinin ertesi gün sınıftaki performansından gözleme yoluyla değerlendirebilir ve bu şekilde öğrencinin gelişimini çok güzel izleyebilir. Öğretmen adaylarına öğrencilere ne kadar öğrendiklerini teneffüslerde sorup anlatmalarını da öneriyorum. Öğretmen adayları da kendiliklerinden çok güzel değerlendirme yapıyorlar.

PuSB

Sorduğunuz soruya cevap olarak, bunu üniversitenin öğrettiği düşüncesi ile çok özel olarak buna değinmiyoruz ayrıca. Ama böyle plan incelediğimizi farkındalar çünkü neredeysek onu anlatmalarını istiyoruz.

AREA 2.QUOTES FROM INTERVIEWS

Private Secondary School Results

PrSA

Bu çocuklar bunları öğrenmiş midir diyen bir stajyere rastlamadım. Bu konuyla ilgili olarak her ders sonunda onlarla ondan sonraki saat görüşüyorum. Onlarda da mesela yapıcı bir eleştiriyle, "Şuna dikkat ettin mi?", "Şurada konu pek anlaşılmadı" gibi önce dikkatlerini çekerek, onlara yardımcı olacak yorumlarda bulunuyorum.

PrSB

Mutlaka planlarını kontrol ediyorum. Bunu istiyorlar. Ders anlattıktan sonra ise her seferinde değerlendirmemi istiyorlar. Ben de "İyi anlattın" diyorum. Neyi eksik görüyorsam, onu söylüyorum

APPENDIX H

AREA 3.QUOTES FROM INTERVIEWS

Primary School Results

Public Primary School Results

PuPA

Kendi yaptıklarımdan konuşuyoruz. Mesela öğrencilerin yazılı çalışmalarını onlar sınıftayken bir grubunu onlara da dağıttım sıradan. Sonra bunun değerlendirmesini yaptım. Bunu yaptım.

PuPB

Onlar anladığım kadarıyla not tutuyorlar. Derste yaptıklarım ya da yapamadıklarımla, bunları daha sonra tartışma olanağı olmadı. Tartışmadılar. Ben de sorgulamak için veya ne yapmışım gibi bir meraka düştüğümü göstermemek için sormadım. Ama tartışabilirdik. Bu onların gelişimine bir katkıda bulunabilirdi. Neyi niçin yaptığımı belki onlara açıklayabilirdim.

Private Primary School Results

PrPA

Mümkün olduğu kadar ben onlara önlerine o ana kadar yaptığım yazılı sorularının örneklerini mutlaka veriyorum. Yaptığım sınavların içersinde mutlaka vocabulary'ye yer veriyorum. Özellikle 24 saat hazırlık görmüş olan öğrencilere ben artık gramer öğretmiyorum. Vocabulary öğretiyorum. Ve reading aynı şekilde. Ondan sonra mutlaka writing var, listening var. Şu şöyle değerlendirilmekte şu amaç için gibi. Geleneksel farklı. Başka değerlendirmeler görüyorlar yani.

PrPB

Ara karnelere bakıyoruz değerlendirme için. Bu ara değerlendirmesinde alıp yazılıya baktığında hangi konuyu anlayıp anlayamadığını ben mesela belirliyorum. Aynı paylaşımı arkadaşlarla paylaşıyorum.

AREA 3.QUOTES FROM INTERVIEWS

Secondary School Results

Public Secondary School Results

PuSA

Öğrencilerin gerek quizlerini, gerek sınav kâğıtlarını öğretmen adaylarına veriyorum. Sınıf içerisindeki değerlendirmelerden öğretmen adayları geldiğinde özel olarak neden yaptım diye bahsediyorum. Ve bunu sürdüreceğim. Çünkü öğretmen adaylarından da değerlendirme yöntemleri konusunda çeşitli öneriler geliyor ve bu önerileri de uygulamaları için onlara fırsat tanıyorum. Örneğin portfolio gibi alternatif bir yöntemi denemelerine izin verdim. Sonuçlarını tartıştık.

PuSB

Benim sınıfta yaptıklarımdan yola çıkıyoruz. Değerlendirme için benim yaptıklarıma bakıyorlar. Başka bir şey yapmalımıyım? Zaten zaman da yok.

Private Secondary School Results

PrSA

Onlara öğrencileri seçtiriyor ve izletiyorum. Ben ders anlatırken, onlar öğrencileri izliyorlar. İlk hafta geldiğimde Ahmet şöyleydi diye üç hafta sonra söyleyebiliyorlar. "Bu çocuğun gelişmesi için ne yapmam gerektiğini düşünüyorsunuz?" diye soruyorum. Tartışıyoruz. Ama onları uygulamaya geçmiyorum. Hazırlık ve uygulama ek zaman gerektirir.

PrSB

Yaptıklarımı izleyebilme fırsatlarını onlara veriyorum...Yani o şekilde ayarlama yapabiliyorum. Sonra değerlendirme yapıyoruz.

AREA 4.QUOTES FROM INTERVIEWS

Primary School Results

Public Primary School Results

PuPA

Bu konuda ne yapılabilir? Fırsatım olsa bütün toplantılara arkadaşları çağırabilirim. Bütün veliler buraya geliyor. Velilerle görüşmemde onlarında bulunmasını isterim. Çocuklarına yardımcı olduğunuzu, rehber öğretmenle nasıl çalıştığınızı, ailelerle nasıl olduğunu, bunları göstermek için çalışma yapabilirim mesela önümüzdeki seneye. Böylece başlamış oluruz.

PuPB

Burada öğrencilerin, sorunları olan öğrencilerin durumlarını ben kendilerine anlatmıştım. Şu öğrencinin ailesinin şu türden bir sorunu var. Bu nedenle bu davranışı sergiliyor. Bundan başka bir şey yapmadım. Böyle bir çalışmamız oldu.

Private Primary School Results

PrPA

Bu biraz zor. Niye zor? Böyle bir şeyin gerekliliğinin farkına varmadığımdan belki. Böyle bir beklenti olacağını düşünmediğimden belki.

PrPB

Senin bu sorunu çok yetersiz bırakacağım. Bir şey yok çünkü. Sadece bu şey olabilir. Birlikte geçirdiğimiz zamanlarda yaşayarak öğrenebilirler. Ben sadece velilerin telefon numaralarını alıyorum ve öyle iletişime geçiyorum onlarla.

AREA 4.QUOTES FROM INTERVIEWS

Secondary School Results

Public Secondary School Results

PuSA

Bu konuda çok fazla bir şey yaptığımı söyleyemeyeceğim.

PuSB

Genelde sıfır. Seneye belki bu tür bilgi vermem gerekebilir.

Private Secondary School Results

PrSA

Evet onda bir katkım olduğumu söyleyemeyeceğim açıkçası. O süreçte tabi düşünürüz

PrSB

Bu konuda sanırım kimsenin yaptığı bir şey yok. Ama en önemli faktör öğretmenin aileyi çok iyi tanıması. Aileyle mutlaka o diyalogu sağlamak lazım.

APPENDIX J

AREA 5.QUOTES FROM INTERVIEWS

Primary School Results

Public Primary School Results

PuPA

Ben kullandığımız kitapları tanımalarını sağlıyabildim. Ama bunları bilmeleri gerekli değil ama dersi çeşitlendirmek gerekli. Ondan yaptım.

PuPB

Dışarıyla ilgili, yıllık planlar var, onları alıyor öğrenciler, onları inceliyorlar. Yaptığımız tek çalışma da bu.

Private Primary School Results

PrPA

Onlara sadece kitapla ilgili bilgi veriyorum. Zaten bu konuda çok fazla bir şey öğrenme hevesleri de yok. Yani bu kadar uzağı göremiyorlar. Uzak değil aslında çok yakın. Günü gelmiş mezun olacak ama farkında değil. "Ben bu kitabı bugün burada okuturum, ama gidersem Artvin'in Borçka ilçesine gidersem orada işte bana eski bildiğimiz komisyon kitapları verilirse bun eye yarayacak?" diyorlar.

PrPB

Bu konuda kayda değer bir şey yapmıyoruz. Yapanlar varsa, merak ediyorum ne yapıyorlar?

AREA 5.QUOTES FROM INTERVIEWS

Secondary School Results

Public Secondary School Results

PuSA

Kitabı tanıtıyoruz tabii. Kitaptan bazı bölümleri işledik. Bazı bölümleri başka yerlerden aldık. Onun için kitabı bile çok fazla konuşmak imkânımız olmadı

PuSB

Yıllık planı gösterdim çocuklara. Bir de kullandığımız kitapları tanıttım.

Private Secondary School Results

PrSA

Açıkçası, Milli Eğitim anlamında, pek o anlamda bir şey yapmıyoruz ama bizim kendi İngilizce geliştirme projemizin amaçlarını anlatıyoruz

PrSB

Günlük plan ve yıllık plan örneleri verdim. Yani o tarzda. Ama sonra kendi kullanır kullanmaz.

AREA 6.QUOTES FROM INTERVIEWS

Primary School Results

Public Primary School Results

PuPA

Bu konuları geçtiği zaman 23 Nisan, 29 Ekime yakın olduğunda öğrencilere ben İngilizce pano hazırlatmaya çalışıyorum. Özellikle 23 Nisan köşesi. Onları hazırlarken stajyer öğretmenlerin çocuklara danışmanlık yapmasını istiyorum. Kutlamalar yapıyoruz. Bu konuların derse nasıl sokulması gerektiğini, öğretmen adaylarının öğrenmesi gerekiyor.

PuPB

Böyle bir şey yapmadık. Başka konularla ilgili de bir şey söylemediler.

Private Primary School Results

PrPA

Yaşamadım böyle bir şey. Özel bir şey yaptığımız yok.

PrPB

Öyle özel bir şey yok. Bayrağı Atatürk'ü 23 Nisan'ı, 19 Mayıs'ı bunları yorumlamayı yapıyorum. Yani işte atıyorum 19 Mayıs 1919 Gençlik ve Spor Bayramıdır demeyi öğretmiyorum ben çocuklara. 23 Nisan nedir? Bayramdır. Uluslararası bir bayramdır. İlkokul 4 ler de bunu soruyorum. Bazısı diyor ki, evet uluslararası bütün çocukların bayramı Hayır national bir bayramdır Atatürk tüm çocuklara verdi biz onları davet ediyoruz diyorlar yani bu anlamda bir irdeleme başlıyor

AREA 6.QUOTES FROM INTERVIEWS

Secondary School Results

Public Secondary School Results

PuSA

Bu konu hakkında bir şey yapmışlığımız yok.

PuSB

29 Ekim, 10 Kasım, 23 Nisan, 19 Mayıs ve Atatürk gibi önemli kavramları İngilizce anlatıyorum. Onların da katkılarını bekliyorum.

Private Secondary School Results

PrSA

Bizim yıllık planlarımızın dışında özel günler için de programımız var. Örneğin, Unesco'nun düzenlediği, orda bu evrensel değerler ağırlıklı insan hakları ve hoş görü projesi. Burada uygulamacılara sorumluluk veriyoruz.

PrSB

Onda biraz geri kaldık daha zayıf kaldık diyebilirim.

AREA 7.QUOTES FROM INTERVIEWS

Primary School Results

Public Primary School Results

PuPA

Bu konuda adaylarla ek bir şey yapmadım. Ne bileyim yani ek bir şey harcamadım.

PuPB

Bu konuda yaptığımız özel bir şey yok. Örnek olamamışımdır onlara da.

Private Primary School Results

PrPA

Onların özellikle ders anlatımlarında olumlu olumsuz ne varsa yazıyorum. Ders sonunda bunu onlara veriyorum. Okuyorlar, kendi aramızda konuşuyoruz. Bir daha ki sefer geldiğinde en azından bunlar minimum seviyeye inmiş oluyor.

PrPB

İngilizcede sene başlarında "İngilizce derslerinden ne bekliyorsunuz benden?", "Neler bekliyorsunuz?" ,"İngilizce sizin için ne demek?" gibi sorular soruyorum. Bu anlamda öğrenciler bana çok güzel yol gösteriyorlar. Bunları dikkate alıyor, değişiklikler yapıyorum. Bu yaptığımı öğretmen adaylarıyla da paylaşıyorum.

AREA 7.QUOTES FROM INTERVIEWS

Secondary School Results

Public Secondary School Results

PuSA

Ben konuşuyorum öğrencilerimle, "Nasıl buldunuz?" diye. Aldığım bilgileri kullandığımda ne yaptığımın daha iyi farkına varıyorum. Zaten bizim öğrenciler hemen işte "Şu öğretmenimiz daha iyi anlattı", "Bu öğretmenimiz bunu çok zevkli şey yaptı", "Şu öğretmenimizin sesini duyamadık" filan gibi

onlar hemen uzaktan şey yapıyorlar. Sizinkiler anlattığında önce hep onlara fırsat veriyorum. Yani ben "Şunu şöyle yaptın", "Bunu böyle yapmadın" demeden önce, "Sen kendini nasıl buldun?", "Neyi değiştirmek isterdin?" diye onlara şans veriyorum. Bir de bizim öğrencilerle konuşuyorlar

PuSB

Evet adaylar dersi anlattıktan sonra önce kendilerine soruyorum, "Nasıl iyimidir, kötümüdür?" Onlar neyi yapıp neyi yapamadıklarının farkındalar

aslında. Kendilerini gerçekten güzel değerlendiriyorlar. Benim bulduğum şeyleri aslında onlar da bulmuş oluyor.

Private Secondary School Results

PrSA

Ben zaten kendi adıma yapabiliyorum diyemeyeceğim

PrSB

Bu konuda öğrencilerle böyle bir şey yapmıyoruz

APPENDIX M

AREA 8.QUOTES FROM INTERVIEWS

Primary School Results

Public Primary School Results

PuPA

Bu konuda kaynak kitap araştırmasını çok tavsiye ettim. Devamlı aynı branştaki öğretmenlerle iletişimi önerdim.

PuPB

Mutlaka okumaya devam etmelerini söyledim. En yeni bilgileri kitap yoluyla edinmek mümkün.

Private Primary School Results

PrPA

Okulda öğrendikleri teknikleri ne bileyim gerçek hayata dökebilmeleri çok önemli.

PrPB

Aday öğretmene şunu söylüyorum. Her ne olursa olsun hayat mücadelelerle dolu. Ama mutlaka çıkış yolları olabileceğini anlatiyorum onlara. Yani hep sözlü olur bunlar. Kendi yaşantımdan örnekler vererek evet.

AREA 8.QUOTES FROM INTERVIEWS

Secondary School Results

Public Secondary School Results

PuSA

Yani örnek olma diyeceğim. Yani bizlerde hoşlarına giden tutumları onlar da kendilerinde geliştirmeye çalışıyorlar. Mesleği severek ve isteyerek yapma konusunda da sizin okulda oldukça fazla bilgi verdiğinizi ben biliyorum. Bunları uygulamak kendini geliştirme konusunda etkin olabilir.

PuSB

Ben onlara kitap okumayı öneriyorum. Benim en iyi yaptığım şey bol bol kitap okumak. Ben kendimi geliştirmek için ne yaptıysam onu anlatabilirim.

Private Secondary School Results

PrSA

Elbette en güzel yolu kitap okumak. Hem de en kolayı. Onu öneriyorum.

PrSB

Okumak çok önemli. Bakanlığın düzenlediği seminerler de yararlı.

APPENDIX N

AREA 9.QUOTES FROM INTERVIEWS

Primary School Results

Public Primary School Results

PuPA

Öbür sorunuzda dediğim gibi kitap okumalarını öneriyorum

PuPB

Diğer öğretmenlerle mesleki konularda konuşmak pratik ve yararlı.

Private Primary School Results

PrPA

Mümkün olduğu kadar seminerleri takip etmeleri gerektiğini tavsiye ediyorum.

PrPB

Elbetteki bu konu için mesleki kitapları okumak çok yararlı. Ben bunu öneriyorum.

AREA 9.QUOTES FROM INTERVIEWS

Secondary School Results

Public Secondary School Results

PuSA

Kitap okumak bu konuda çok yararlı. Bu kitaplara erişmek te zor değil.

PuSB

Okumak gerektiğini söylüyorum. Kitap olsun, dergi olsun okuyun diyorum.

Private Secondary School Results

PrSA

Kitap okuyun diye söylüyorum. Bir de seminerlere davet ediyorum.O nedenle. İşte bir şeye üye olayım, bir metod öğreneyim falan filan yani. Seminerlerdeki uygulamalara biz zaten çok seviniyoruz yani.

PrSB

Onlara kitap okumayı tavsiye ediyorum. Seminerler de yararlı oluyor.

APPENDIX O

AREA 10.QUOTES FROM INTERVIEWS

Primary School Results

Public Primary School Results

PuPA

Somut bir çabam yok bu konuda.

PuPB

Bu alanda bir çalışmamız olmadı.

Private Primary School Results

PrPA

Okulla ilgili hiçbir çalışma yapmadık. Buna yönelik hiçbir şey yapmadık.

PrPB

Atik kutuları ayrıştırıyor, bundan gelir elde ediyoruz. Bununla okulumuza bilgisayar ve benzer ürünler alıyoruz. Eğer okulumuzda ihtiyaç yoksa, çevre okullara yardımda bulunuyoruz.

AREA 10.QUOTES FROM INTERVIEWS

Secondary School Results

Public Secondary School Results

PuSA

Vallahi konuşma anlamında bile öyle bir konuşma olmadı.

PuSB

Bir şey yapmadık. Yapmak ta nasıl mümkün olur bilmiyorum.

Private Secondary School Results

PrSA

Okulun iyileştirmesine yönelik bir şey konuşmuyoruz

PrSB

Okula yönelik bir şey yok ama öğrenciler için bir şeyler yaptık. Mesela scrable kulübü kurduk. Speaking kulüpleri kurduk.

APPENDIX P

AREA 11.QUOTES FROM INTERVIEWS

Primary School Results

Public Primary School Results

PuPA

Okulda daha fazla vakit geçirmeleri gerektiğini söylüyorum.

PuPB

Öğretmenler odasında tebliğler dergisini gösterdim. Mesleki yasalarla ilgili bize yazı geldiğinde mutlaka okuyup imzalamamız gerektiğini söyledim. Öğretmen adayları da bunu gördüler. Böyle haberimiz oluyor dedim. İleride de kendileri zaten bunu bu şekilde imzalayacaklar.

Private Primary School Results

PrPA

Yok. Mesleki yasaları artık nasıl bir KPSS ye girecekleri için gerekli bilgileri yani ne diyeyim artık mevzuat vs ile ilgili bilgileri ancak idareciliğe ilgi duyarsan, o zaman ihtiyaç duyarsın.

PrPB

Ben bu konuda son derece zayıf ve kötü bir durumdayım. Asla bilmem. Gereken bu tür yasalardan maalesef habersizim. Onun için o adaylara da bilgi veremem.

AREA 11.QUOTES FROM INTERVIEWS

Secondary School Results

Public Secondary School Results

PuSA

Yapmadık ama yönetmelikleri, mevzuatı, şunu bunu arada bir karıştırmak lazım.

PuSB

Yaptığımız bir şey yok. Çocukları direk sınıfa soktuğumuz için bunları düşünmüyoruz bile.

Private Secondary School Results

PrSA

Onla ilgili özel bir çalışma yok. Zaten toplum olarak ta ne yazık ki haklarımızı çok iyi bilmiyoruz.

PrSB

Böyle bir şey hiç yapmadık. Ancak şunu söyleyebilirim bunu mutlaka onlara örneklere örnek vererek anlatmak gerekir. Belgeleri okumak yetmez

GİRİŞ

Bu araştırma Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Yabancı Dil Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi Bölümü'nün Ankara ilinde birlikte çalışmakta olduğu okullardaki okul rehber öğretmenlerini ve Uludağ Üniversitesi, Eğitim Fakültesi, Yabancı Dil Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi Bölümü'nün Bursa ilinde birlikte çalışmakta olduğu okullardaki okul rehber öğretmenlerini kapsayan betimleyici bir çalışma olarak kurgulanmıştır. Okul rehber öğretmenlerinin öğretmen adaylarıyla okul uygulaması sürecinde nasıl çalıştıklarını düşündüklerini öğrenme ihtiyacı okul uygulamasına katılan katılımcıların süreç içinde dile getirdikleriyle ortaya çıkmıştır. Bu süreçte ilk olarak okul rehber öğretmenlerinin öğretmen adayları ile nasıl çalışacaklarını bilemediklerini ve bu konuda zorlandıklarını ve eğitime ihtiyaç duyduklarını okul uygulama sürecinde sık sık dile getirmeleri ilk araştırma düşüncesini başlatmıştır. Daha sonra bu ve benzeri düşünceleri öğretmen adaylarının okul rehber öğretmenleri ile ilgili olarak dile getirdikleri beklentiler beslemiştir. Son olarak da araştırma düşüncesi üniversite uygulama öğretim elemanlarının okul uygulama öğretmenlerinden beklentileri ile dile gelmiş ve araştırmanın konusu ortaya çıkmıştır. Tüm katılımcıların, okul rehber öğretmenlerinin kendileri dahil görev, sorumluluk, yeni karşılaşılan durumlar ve bu durumlara verilen karşılıklar hakkında düşünce ve beklentileri vardır ama hiçbir katılımcı okul rehber öğretmenlerinin kendilerinin ne yaptıklarını düşündüklerini bilmemektedirler. Bu bilinmeyenden yola çıkarak araştırmanın amacı belirlenmiştir ve araştırmanın amacı okul rehber öğretmenlerinin, öğretmen adaylarının ilgili okullardaki uygulama eğitimi sürecinde, adayların eğitimine katkıda bulunmak amacıyla yaptıklarını algıladıkları görev ve sorumlulukları ve karşılaştıkları yeni durumları ve bu yeni durumlara kendi getirdikleri çözümlemeleri incelemek ve betimlemektir.

Bu betimleme okul-üniversite işbirliği programı içinde yer alan üniversite öğretim elemanlarına, program yapımcılarına, aday öğretmenlere, milli eğitim koordinatörlerine, uygulama okul müdürlerine, okul rehber öğretmenlerinin kendilerine ve hizmet öncesi öğretmen eğitimine katılan tüm katılımcılara katkıda bulunmayı ve ilgili alanlarda yardımcı olmayı hedeflemektedir. Katkı sınırlarını gerçekleştirmeyi, tüm hizmet öncesi öğretmen adayı eğitimine katılan katılımcılara okul rehber öğretmenlerinin görev ve sorumluluklarını nasıl algıladıklarını ve yeni karşılaştıkları durumları nasıl tanımladıklarını ve bu durumlara nasıl karşılık verdiklerini 11 ana alan içerisinde detaylı bir şekilde tanıtarak yapmaktadır. Okul rehber öğretmenlerinin görev, sorumluluk, yeni durum ve yeni durumu karşılama algılarında hangi bilgi, donanım ve uygulama seviyesinde olduklarını bilmek, okul rehber öğretmenleri ile çalışmakta olan tüm hizmet öncesi öğretmen eğitimi katılımcılarını ve okul rehber öğretmenlerinin kendilerini ilgilendirmektedir. Okul rehber öğretmenleri bu bilgi, donanım ve uygulamaları, birbirlerinin farklı neler yaptıklarını öğrenmek, karşılaştırmak ve yeni uygulamaları deneyebilmek fırsatını elde edebilmek için ve diğer tüm katılımcılarda kendi görev ve sorumlulukları çerçevesinde okul rehber öğretmenlerini tanımak ve tanıma sonucunda kendi görev ve sorumlulukları sınırında okul rehber öğretmenleriyle daha kaliteli, seviyeli ve verimli çalışmaları düzenleyebilmek için istemektedirler.

YAZIN TARAMASI

Hizmet öncesi öğretmen eğitimi alanında yapılan araştırmalar belli dönemleri, kavramları veya olguları öğretmen eğitimine yönelik olarak incelemiştir. Bu araştırmaların bazıları gelişmekte olan öğretmen eğitimine yönelik olgularla ilintili örneklemeleri oluşturmaktadır. Bu araştırma örnekleri arasında Eğitim Fakültelerinin eğitim koşulları, Eğitim Fakültelerinin öğrenci profilleri, öğretmen eğitimi programları ile okul programları arasındaki bağlantıları, Eğitim Fakültelerindeki öğretim elemanı profili, Eğitim Fakültelerindeki 1998 yapılanması uyarınca olan

uygulamaları ve son olarak Eğitim Fakültelerinin toplam kalite değerlendirmeleri incelenmiştir.

Bu çalışmalardan bir tanesinde Türkiye'deki Eğitim Kurumlarının koşullarını incelemek üzere yapılandırılmıştır. Eğitim Fakültelerinin koşullarının incelenmesinin yanı sıra, Gürbüztürk (1988) diğer fakülteleri de inceleyip bu eğitim kurumlarındaki öğrenci dağılımını, öğrencilerin kuruma giriş puanlarını, kurumlardaki öğretim elemanı profilini, kurumların sağladıkları fırsatları ve programlarla ilgili problemleri araştırmıştır. Sonuçlar mevcut problemlerin insan kaynaklarına dayandığını göstermiştir. Bu sonuçtan yola çıkarak şu düşünülebilir: Okul rehber öğretmenleri de bir insan kaynağıdır ve hizmet öncesi öğretmen eğitiminde önemli bir mihenk taşını oluşturmaktadırlar. O halde okul rehber öğretmenlerinin görev ve sorumluluklarının yerine getirilme durumları ve yeni karşılaşılan durumlara verdikleri karşılıkları bilmek önem kazanmaktadır.

Yapılan diğer bir çalışma Akgöl (1994) tarafından gerçekleştirilmiştir. Akgöl öğretmen eğitimi öğrencileri ile öğretim elemanlarının ideal öğretmen eğitimcisinin özelliklerinin algılanmasındaki benzerlik ve farklılıkları incelemiştir. Bu özellikleri incelerken kişisel özelliklere, mesleki etkinliğe, öğrenci gelişiminin ve toplumsal yetilerinin değerlendirilmesi gibi alanlara eğilmiştir. Bu özellikler doğrultusunda gerek fakülteler arası ve gerekse öğretmen eğitimcileri ile öğretmen adaylarının algılamaları arasında farklılıklar çıkmış ve genel bir resim oluşturulmuştur. Sonuç olarak öğretmen eğitimcilerinin eğitimci olarak kendilerini ideal eğitimcinin özelliklerine yakın görüyorlarken, aday öğretmenler kendilerini eğiten eğitimcilerin eğitimci özelliklerini ideal eğitimci özelliklerine yakın görmedikleri ortaya çıkarmıştır. Aynı zamanda araştırma öğretmen eğitimcisi etkinliğini oluşturacak belli bir mesleki profilin olmadığını da ortaya koymuştur. Araştırma sonucunda ortaya çıkan böyle bir eğitimci profilinin eksikliği, hizmet öncesi öğretmen eğitimi katılımcılarına okul rehber öğretmenlerinin de bir aday öğretmen eğitimcisi olarak mesleki profilinin olması gerekliliğini sunmaktadır. O halde okul rehber öğretmenlerinin de mesleki profillerinin ortaya konulması bir ihtiyaçtır.

Diğer bazı araştırmacılar da 1998 yeni yapılanma ile ilgili olarak bazı çalışmaları sürdürdüler. Bunlar arasında Eğitim Fakültesinde yönetici ve öğretim elemanı olarak görev yapmakta olan mensupların yeni hizmet öncesi öğretmen eğitimi modeli ile ilgili algıları araştırıldı. Çalışmalardan birinde yeni programı uygulamakta olan eğitim fakültelerinde yönetici olarak çalışmakta olan kişilerin karşılaştıkları zorluklar incelendi (Önkol, 1999). Araştırmacı bulgularını dört ana grupta sınıfladı. Bu dört grubu oluşturan ana temalar şunlardır: fiziksel kaynaklar, Okul-Üniversite İşbirliği'ne ait sorunlar, nicelik ve nitelik açısından eğitici profili ve akademik araştırma eksiklikleri. Önkol'un bulguları okul rehber öğretmenlerinin karşılaşabilecekleri olası yeni durumları ortaya koyarak düşünmemiz gerekliliğini belirler. Okul rehber öğretmenleri aday öğretmenlerin eğitimine katkıda bulunabilmek için kaynak ihtiyacındadırlar. Ayrıca okul rehber öğretmenleri karşılaştıkları zorlukları okul yönetimine ifade etmede zorlanmaktadırlar. Bu zorlukların kaynağı onların okul yönetiminde görev yapmakta olan yönetim elemanları ile yaşadıkları iletişim güçlüklerinden kaynaklanmaktadır.Bu konuda Önkol gibi insan kaynakları açısından Altan (1998) de benzer görüşe katılmakta ve öğretmen eğitiminde öğretmenlerin ve öğretmen eğitimcilerinin kalitesinin çok önemli olduğunu vurgulamaktadır. Önkol ve Altan'ın da ifade ettikleri gibi öğretmen eğitiminde okul rehber öğretmenlerinin mesleki yeterlikleri önemli bir koşuldur.Bu koşulun önemli bir unsuru da hizmet öncesi öğretmen eğitimine katılan okul rehber öğretmenlerinin öğretmen adaylarının eğitimine isteklilik ve inanç ile katılımlarıdır.

Yeni yapılanma ile ilgili olarak işlenen diğer bir araştırma konusu ise eğitim fakültelerinde sürmekte olan toplam kalite değerlendirmesidir. Baltacı (2002) eğitim fakültelerinde çalışmakta olan öğretim elemanlarının yeni toplam kalite değerlendirme konusundaki görüşlerini incelemiştir. Araştırma sonucunda Baltacı Amerika da yapılmakta olan toplam kalite değerlendirmesi ile Türkiye de sürmekte olan toplam kalite değerlendirmesi arasında farklılıklar bulmuştur. Bu farklılıklardan ikisi oldukça önemlidir. Bunlardan ilki Amerika da eğitimde toplam kalite değerlendirmesi gönüllülük esasına dayanmaktadır. İkincisi ise toplam kalite değerlendirmesinin devlet kurumları tarafından değil de özel kurumlar tarafından

sürdürülüyor olmasıdır. Bu sonuçlar okul rehber öğretmenleri düşünüldüğünde onların görevi kabul etmelerinde merkezden gelen bir yaptırım nedeniyle görevi kabul etme zorunluluğunun olasılığıdır çünkü bu olasılık okul rehber öğretmenlerinin görevlerini kişisel isteklilik nedeniyle değil de bir zorunluluk nedeniyle yapıyor olma olasılığıdır. Bu olasılık okullarda sürmekte olan okul uygulaması derslerinin kalitesinde insan unsurunun süreci etkileme olasılığını ortaya koymaktadır ve bu durum üzerinde yoğunlukla düşünülmesi gereken bir konudur.

Öğretmen eğitimi alanında yapılmış olan ve yukarıda sunulan ve paylaşılan bazı çalışmalar göstermektedir ki öğretmen eğitimi alanında sorunlar ve bu sorunların belirlenmesi sürmektedir. Yapılan ve yapılacak olan çalışmalar öğretmen eğitiminin gelişmesine katkı sağlayacaktır. Bu çalışma da alana katkısını okul rehber öğretmenlerini detaylı bir şekilde tanıtarak yapmaktadır. Okul uygulaması sürecinde onların tanıtılması kendilerine verilen görev ve sorumlulukları algılamaları ile gerçekleştirilmektedir. Ayrıca onların algıları karşılaştıkları yeni durumları da tanıtmakta ve bu yeni durumlar karşısında verdikleri yanıtları da içermektedir. Okul uygulamasının çok önemli bir katılımcısı olan okul rehber öğretmenlerini tanımak bu sürecin içindeki her katılımcıyı yakından ilgilendirmektedir ve sonuçlar tüm katılımcıların görevlerini yapmalarına katkıda bulunabilecektir.

ARAŞTIRMA DESENİ

Bu araştırma nitel veri toplama yöntemlerini ve nitel çözümlemeleri içermektedir. Ayrıca araştırmada nicel çözümlemeler nitel kaynaklı verilerin gücünü arttırmak amacıyla kullanılmışlardır. Araştırma 2005-2006 öğretim yılı bahar döneminde Ankara ve Bursa ilinde gerçekleştirilmiştir. Çalışmanın örneklemini çeşitli ilk-lise ve devlet-özel okullarda görev yapmakta olan İngilizce öğretmenleri oluşmuştur.   Bu öğretmenler İngilizce öğretmeni olarak çalışmalarının yanı sıra öğretmen adaylarının eğitimine katkıda bulunmak üzere okul rehber öğretmeni olarak da çalışmaktadırlar.

Çalışmada ilk olarak araştırmanın yapılacağı okullar belirlenmiştir. Bu belirleme ODTÜ ve UÜ Eğitim Fakültesi, Yabancı Dil Eğitimi Bölümü, İngiliz Dili

Eğitimi Ana Bilim Dalları'nın Okul-Üniversite İşbirliği çerçevesinde çalışmakta oldukları okulların isim listelerinin toplanması ile başlamış ve sonrasında listede ismi bulunan okulların ziyareti ile devam etmiştir. Öncelikle Milli Eğitim Müdürlüklerinden ve sonra da okul müdürlerinden izin alınmıştır. İzin alma işlemi sonrasında okullarda okul rehber öğretmeni olarak çalışmakta olan İngilizce öğretmenleri zümre başkanlarının yardımı alınarak genel bir toplantıya davet edilmiş ve kendileri araştırmanın amacı ve ana hatları hakkında bilgilendirilmiş ve araştırmaya katılımları için davette bulunulmuştur. Anket ile toplanan verilere tüm okul rehber öğretmenleri katılmayı kabul etmişlerdir. Mülakat görüşmeleri için ise zümre öğretmenleri arasından gönüllülük esasına dayalı olarak 8 okuldan zümre başkanı katılmıştır. Bu okulların 4 tanesi ilköğretim devlet, 4 tanesi ilköğretim özel okuldan oluşurken aynı sayı ve düzen lise kademesinde de sürdürülmüştür. Mülakatlar genellikle 1 saat civarında sürmüştür. Görüşmelerin ses kayıtları yapılmış ve daha sonra bu görüşmeler araştırmacının kendisi tarafından yazıya dönüştürülmüştür. Bu görüşmelerden elde edilen veriler tümevarımsal olarak çözümlenmiştir. Zümre öğretmenleriyle görüşme yapılabilmesi için okul rehber öğretmeninin

1. ilköğretim ve/veya lise kademesinde çalışıyor olması
2. okul rehber öğretmeni olarak en az bir yıllık tecrübesinin olması
3. zümre öğretmeni olması
4. zümre elemanları tarafından seviliyor olması
5. zümre elemanları ile iletişiminin iyi olması
6. sorunları tanımlayıp çözebilen bir zümre başkanı olması
7. araştırmacıya zaman ayırabilmesi
8. mülakat yapma tecrübesinin kazanımı için mülakat semineri almayı ve uygulamayı kabul ediyor olması
9. hizmet öncesi öğretmen eğitimi için verilmiş seminerlerden en az bir tanesine katılmış olması

ön koşulları aranmıştır.

Çalışmaya katılan öğretmenler, üniversitelerin sadece İngiliz Dili Eğitimi Bölümünden mezun olmamıştır. Bölüm mezunlarının yanı sıra farklı sosyal bilim ve mühendislik bölümlerinden mezun olup Pedagojik formasyon almış ve İngilizce seviyelerinin yeterliğini geçerli bir belge ile sunmuş ve kabul görmüş İngilizce öğretmenleri de bulunmaktadırlar çünkü alanda farklı alanlardan mezun olup çalışmakta olan pek çok öğretmen bulunmaktadır. Öğretmenlerin lisans sonrasında sürdürdükleri bir lisans üstü çalışmaları bulunmamaktadır. Okul rehber öğretmenlik deneyimleri 1 ile 10 yıl arasında bulunmaktadır. Öğretmenlerden toplanan anket yanıtları için öğretmenlerin belli gün ve saatte kendi okullarında belli bir mekanda toplanmaları istenmiş ve bu toplantıda kendilerine anket ve anketi doldurma süreci hakkında bilgi verilmiş ve ihtiyaç duydukları ifadeler hakkında gerektiği kadar açıklama yapılmıştır. Bu sürecin düzenli bir şekilde oluşturulması katılımcıların sorulara olabildiğince içten yanıt vermesini ve verilerin çoğunun geri toplanabilmesini sağlamıştır. Ayrıca belirlenen gün ve saatte toplanma mekanında bulunamayan okul rehber öğretmenleri için anketler zümre başkanlarına teslim edilmiş ve sonrasında okul tekrar ziyaret edilerek veriler geri verilme oranında toplanmaya gayret edilmiştir. Anket sonuçları tek tek SPSS 13 sürümünde analiz edilmiş ve nicel sonuçlar niteliksel çözümlerin desteği amacıyla kullanılmışlardır.

Mülakat verilerinin oluşumu uzun süren bir süreç olmuştur çünkü katılımcıların ilk mülakatları olması sebebiyle gerek araştırma tekniğine hazırlık olması için ve gerekse ses kayıt cihazının varlığına ve araştırmacının kendisi ile iletişim rahatlığının sağlanabilmesi amacıyla 3 ayrı zamanda deneme görüşmeleri yapılmıştır. Bu görüşmeler sonrasında asıl görüşme gerçekleşmiş ve kayıtlar üzerinde çözümleme çalışmaları başlamıştır. Her bir sorunun üç aşaması bulunmaktadır ve bu veriler içerik analizi kullanılarak çözümlenmiştir. Görüşmelerin çözümlenmesinde sorulardaki bu üç aşama esas alınmıştır çünkü bu aşama soruları araştırma sorularını yanıtlamaktadırlar. Verilerin çözümlenmesi sırasında araştırma objektiflerindeki temalar kullanılmıştır ve kategoriler bu objektiflere göre ayrılmıştır. Bu kategoriler öğretmenin kendisinden beklenen görev ve sorumluluklar üzerine

kurgulanmıştır ve bu görev ve sorumluluklar 11 ana alan ve 57 adet alt alandan oluşmaktadır. Bu 11 ana alan ve 57 alt alan aşağıdaki gibidir:

ALAN 1: SINIFIMIZDAKİ ÖĞRENCİLERİ TANIMA

1. Öğretmen adayının öğrencileri tanıma sürecinde ortaya çıkan gereksinimlerini dikkate alırım.

2. Öğretmen adayına rehberlik ederim.

3. İlk gün öğrenci adayını sınıfımda tanıtırım.

ALAN 2: ÖĞRETME VE ÖĞRENME SÜRECİ

4. Öğretmen adayının dersi planlamasına yardımcı olurum.

5. Öğretmen adayının materyal hazırlamasına yardımcı olurum.

6. Adayın öğretim yapacağı öğrenme ortamını düzenlerim.

7. Öğretmen adayının gelişimine yardımcı olmak amacıyla ders dışı etkinlikler düzenlerim. (Ders dışında da adaya yardımcı olurum)

8. Öğretmen adayının bireysel farklılıkları algılamasını sağlamak amacıyla öğretimi çeşitlendiririm.

9. Öğretmen adayının zaman yönetimi kavramını geliştirmesi için yardımcı olurum.

10. Öğretmen adayının sınıf yönetimi ve öğrenci ile ilişkileri öğrenmesi için örnek oluştururum.

ALAN 3: ÖĞRENMEYİ VE GELİŞİMİ İZLEME VE DEĞERLENDİRME

11. Öğretmen adayının amaca uygun ölçme ve değerlendirme yöntem ve tekniklerini belirlemeleri konusunda yardımcı olurum.

12. Öğretmen adayının değişik ölçme ve değerlendirme teknikleri kullanarak öğrencinin alan bilgisini ölçmesine yardımcı olurum.

13. Öğretmen adayının verileri analiz ederek yorumlama, öğrencinin gelişimini izleme ve öğrenme süreçlerine ilişkin geri bildirimleri değerlendirmesine yardımcı olurum.

14. Öğretmen adayının okulu tanımasını ve okulun olanaklarından yararlanmasını sağlarım.

ALAN 4: OKUL, AİLE VE TOPLUM İLİŞKİLERİ

15. Öğretmen adayının okulun kültür merkezine dönüştürülme sürecine aktif katılımını sağlarım.

16. Öğretmen adayına ailelerle ilişkiler konusunda bilgi veririm.

ALAN 5: PROGRAM VE İÇERİK BİLGİSİ

17. Öğretmen adayının Türk Milli Eğitim Sisteminin dayandığı temel değer ve ilkeleri anlamasını sağlarım.

18. Özel alan programının yaklaşım, amaç, hedef, ilke ve tekniklerini açıklarım.

ALAN 6: ULUSAL VE EVRENSEL DEĞERLERE ÖNEM VERMEK

19. Çocuk haklarını korumak ve uygulamak konusunda öğretmen adayını bilgilendiririm.

20. İnsan haklarını korumak ve uygulamak konusunda öğretmen adayını bilgilendiririm.

21. Ayrımcılık yapmamanın ve ayrımcılığa karşı olmanın gereğini vurgularım.

22. Demokratik davranış sergilerim.

23. Ulusal ve evrensel değerleri desteklediğimi gösteririm.

24. Öğretmen adayının, öğrencilerin bireysel ve kültürel farklılıklarına karşı duyarlı olması gereğini vurgularım.

25. Toplumsal ve mesleki etik değerleri benimsediğimi uygulayarak gösteririm.

26. Bilgi ve iletişim teknolojileri ile ilgili yasal ve ahlaki sorumlulukları anlatır ve uygularım.

ALAN 7: ÖZ DEĞERLENDİRME YAPMAK

27. Öğretmen adayına örnek oluşturacak şekilde çalışmalarımı analiz ederek öz değerlendirme yaparım.

28. Öz değerlendirmeden elde edilenleri öğretme ve öğrenme sürecini geliştirmede kullanırım.

29. Kendimi değerlendirirken öğrenci görüşlerinden yararlanırım.

30. Farklı görüşlere ve eleştirilere açık olduğumu gösteririm.

31. Öğrencilerde ortaya çıkan davranış ve öğrenme sorunlarının nedenlerinin önce kendimde aranması gerektiğini gösteririm.

ALAN 8: KİŞİSEL GELİŞİMİ SAĞLAMAK

32. Öğretmen adayının bireysel gücün ve yetkinliğin farkında olmasının önemini algılamasına yardımcı olurum.

33. Davranışlarda tutarlı ve dürüst olmanın önemini vurgularım.

34. Zorluklarla mücadele etmenin önemine değinirim.

35. Öğretmenin mesleki başarısı açısından stresle başa çıkma yollarını bilmesinin ve kullanmasının gerekliliği konusunda farkındalık oluştururum.

36. Öğretmenin özgüvene sahip olmasının önemini vurgularım.

37. Öğretmenin üst düzey düşünme becerilerine sahip olmasının ve bunları kullanmasının önemini belirtirim.

38. Öğretmen adayının zaman yönetimiyle ilgili stratejileri öğrenmesine ve kullanmasına yardımcı olurum.

39. Yeni fikirlere ve değişime uyum sağlamanın önemini anlatırım.

40. İngilizce'yi kurallarına uygun ve anlaşılabilir bir biçimde kullanmanın önemini vurgularım.

41. Mesleğini severek ve isteyerek yapmanın önemini vurgularım.

42. Teknoloji okur-yazarı olmanın gerekliliğini vurgularım.

43. Bilgi ve iletişim teknolojilerindeki gelişmeleri izlemenin gerekliliğini vurgularım.

44. Mesleğine yardımcı olabilecek yan alanlara ilgi duymanın, bu alanlarla ilgili etkinliklere katılmanın ve öğrenilenleri uygulamanın önemini vurgularım.

ALAN 9: MESLEKİ GELİŞMELERİ İZLEME VE KATKI SAĞLAMA

45. Öğretmen adayının okuldaki ders dışı etkinliklere katılmasına yardımcı olurum.

46. Öğretmen adayının mesleki gelişimini desteklemek ve verimliliğini artırmak için bilgi ve iletişim teknolojilerinden yararlanması gerekliliğini vurgularım.

47. Hizmet içi eğitim, toplantı ve seminerlere katılmanın önemini vurgularım.

48. Öğretmen adayını mesleki gelişime yönelik yayınları izleme yolunda yüreklendiririm.

49. Öğretmen adayının öğretmen örgütleriyle iş birliği yapma ve karar verme sürecine katılmasının önemini vurgularım.

50. Öğretmen adayının mesleki gelişim planı hazırlamasına yardımcı olur ve kendisini bu konuda geliştirmek için çaba harcaması yolunda yüreklendiririm.

51. Okul çalışanları ile birlikte ekip çalışmalarına katılması yolunda öğretmen adayını yüreklendiririm.

52. Kurumdaki sosyal, kültürel ve mesleki çalışmalara etkin biçimde katılmasını sağlarım.

ALAN 10: OKULUN İYİLEŞTİRİLMESİNE VE GELİŞTİRİLMESİNE KATKI SAĞLAMA

53. Kurumun iyileştirilmesi ve geliştirilmesinin önemini vurgularım.

ALAN 11: MESLEKİ YASALARI İZLEME, GÖREV VE SORUMLULUKLARI YERİNE GETİRME

54.Görev, hak ve sorumluluklarla ilgili mevzuatı bilmenin ve buna uygun davranmanın önemini anlatırım.

55.Mevzuattaki değişiklikleri ve yenilikleri takip etmenin ve öneri getirmenin önemini anlatırım.

56. Engellilerle ilgili yasa ve yönetmelikleri bilmenin ve onlara uygun davranmanın gerekliliğini vurgularım.

57. Engellilerle ilgili önlemlerin alınması için çaba harcanması gerekliliğini anlatırım.

Yukarıda verilen ana ve alt alanlar önceden de ifade edildiği gibi verilerin çözümlenmesinde ana temalar olarak kullanılmıştır. Bu temalar okul rehber öğretmeninden beklenilen görev ve sorumluluklardır. Bu görev ve sorumluluklar YÖK tarafından genel ifadelerle okul rehber öğretmenin görev ve sorumluluklarının yazılı olduğu Okul-Üniversite İşbirliği El Kitapçığında yer almaktadır. Ayrıca Milli Eğitim Bakanlığı öğretmen yeterlilikleri web sayfasında da öğretmenlerden beklenen yetiler olarak verilmektedir. Dahası öğretmen adaylarının anket sorularının oluşumu için kendilerinin düzenli olarak yazdıkları güncelerde de sık sık ifade edilmiş olan beklentilerdir. Sonuç olarak okul rehber öğretmenlerinin okul uygulaması sürecinde kendilerinden beklenen görev ve sorumluluklarını ne ölçüde yerine getirdiklerini gösteren nicel veriler elde edilmiş ve okul rehber öğretmen profili ortaya çıkmıştır. Ayrıca okul rehber öğretmenleri görev ve sorumluluklarını yerine getirmede ne yaptıklarını ifade etmişler ve uygulamalarını paylaşmışlardır. Onların bu paylaşımları da öğretmen adayının okullardaki eğitimlerinde ne gibi yaşantıları tecrübe ettiklerini okul rehber öğretmeninin ifadeleri ile öğrenilmektedir. En son olarak da okul rehber öğretmeklerinin yeni karşılaştıkları durumlara yanıt vermede ne gibi eylemleri gerçekleştirdiklerini öğrenmekteyiz. Araştırma sadece iki ilde ve iki üniversitenin okul uygulamasında katkısı olan rehber öğretmenleri kapsamıştır ve bu bağlamda sınırlıdır ve sonuçlar genelleştirilemez, ancak bundan sonraki okul rehber öğretmenleri ile yapılacak olan okul uygulaması çalışmalarında oldukça yararlı

olabilir. Bu sınırlılık çalışmanın sonuçlarının genellenebilirliğini etkilese de, gelecekte yapılacak olan çalışmalara yön verebilir.

GENEL SONUÇLAR

Okul uygulaması sürecinde, okul rehber öğretmenlerinin algıları çerçevesinde görev, sorumluluk ve karşılaştıkları güçlükler ve yeni durumlar öncelikle dört ana araştırma sorusu aracılığıyla yanıtlanmıştır. Bu sorular şunlardır:

1. Okul rehber öğretmenleri kendi görev ve sorumluluklarını nasıl ifade etmektedirler?
2. Hangi güçlükler ve yeni durumlarla karşılaşmaktadırlar?
3. Bu güçlük ve yeni durumları göğüslemek için ne yapmaktadırlar?
4. Okul rehber öğretmenleri ne derecede kendi görev ve sorumluluklarını yerine getirmektedirler?

Bu dört ana soru 11 ana alan altında birleştirilerek sınıflandırılmıştır. Bu sınıflandırma incelenecek durumun derinliğine inebilme ve detaylı bilgi alabilme fırsatını tanımıştır. Oluşmuş olan bu alanların yardımıyla 4 ana sorunun yanıtları şunlardır:

Birinci araştırma sorusu okul rehber öğretmenlerinin görev ve sorumluluklarını nasıl tanımladıkları/ifade ettikleri üzerinde kurgulanmıştır. Bu geniş kapsamlı sorunun yanıtı 11 alan içinde incelenmiştir. Bu alanlar okul rehber öğretmenlerinin görev ve sorumluluklarını sınıflarındaki öğrencileri öğretmen adaylarının tanımayı deneyimlemesi sürecinde kendilerini nasıl tanımladıkları; adaylara öğretme ve öğrenme sürecini deneyimlemede katkıda bulunurken görev ve sorumluluklarını nasıl ifade ettikleri; adayların öğrencilerin öğrenmeyi ve gelişimi izleme ve değerlendirmede neler yapabilecekleri konusunda katkı sağlarken kendi görev ve sorumluluklarını nasıl dile getirdikleri; adayların okul, aile ve toplum ilişkilerini deneyimleme sürecinde rehber öğretmen olarak kendi görev ve sorumluluklarını

nasıl tanımladıkları; adaylar program ve içerik bilgisini deneyimlerken okul rehber öğretmenlerinin görev ve sorumluluklarını nasıl dile getirdikleri; adaylar ulusal ve evrensel değerlere verdikleri değerleri deneyimlerken okul rehber öğretmenlerinin kendi görev ve sorumluluklarını nasıl ifade ettikleri; adaylar öz değerlendirme yapmayı deneyimlerken okul rehber öğretmenlerin görev ve sorumluluklarını nasıl işlediklerini dillendirdikleri; adayların kişisel gelişimlerini sağlamayı deneyimlerken okul rehber öğretmenlerinin görev ve sorumluluklarını nasıl tanımladıkları; adayların mesleki gelişmeleri izleme ve katkı sağlamayı deneyimlerken okul rehber öğretmenlerinin görev ve sorumluluklarını nasıl tanımladıkları; adayların okulun iyileştirilmesine katkı sağlamayı deneyimlerken okul rehber öğretmenlerinin görev ve sorumluluklarını nasıl gördükleri; adayların mesleki yasaları izleme, görev ve sorumlulukları yerine getirmeyi deneyimlerken okul rehber öğretmenlerinin görev ve sorumluluklarını nasıl ifade ettikleri incelenmiştir.

İkinci soru okul rehber öğretmenlerinin görev ve sorumluluklarını ne derecede yerine getirdikleri üzerine kurgulanmıştır. Okul rehber öğretmenleri bu soruyu yanıtlamak için 5 ölçekli yanıtlardan birini seçmişlerdir. Bu yanıtlarda 'daima' seçeneği artan derecelendirme ile olumlu düşünceyi; 'sık sık' seçeneği artan derecelendirme ile olumlu düşünceyi; 'zaman zaman' seçeneği tam olarak netleşmemiş ve oluşum sürecinde olan düşünceyi; 'nadiren' seçeneği artan derecelendirmede olumsuz düşünceyi; 'asla' seçeneği artan derecelendirmede olumsuz düşünceyi ifade etmektedirler. Bu bölümdeki seçeneklere tek tek baktığımızda olumsuzluk yönünde verilen yanıtların okul rehber öğretmenlerinin verdikleri yanıtların kendilerinin görev ve sorumlulukları gerektiğince yerine getirmediklerini gösterdiğini görülmektedir.

Üçüncü ve dördüncü sorular okul rehber öğretmenlerinin okul uygulaması sürecinde ne gibi güçlükler, yeni durumlarla karşılaştıkları ve bu durumların nasıl üstesinden geldikleri üzerine kurgulanmıştır. Olumsuz görüşlerin ifade edildiği

herhangi bir yanıt okul rehber öğretmenlerinin güçlük yaşadıklarının ifadelendirilmesi olarak ortaya çıkmıştır. Örneğin 9, 10, ve 11 alanlar okul rehber öğretmenlerinin güçlükleri ifade ettikleri alanlardır ve mülakat sonuçları bu alanlarda okul rehber öğretmenlerinin yeni durumlarla karşılaştıklarının ve zorlandıklarının daha açıkça görüldüğü alanlar olmuştur. Mülakat sonuçları okul rehber öğretmenlerinin karşılaştıkları güçlükler/yeni durumlar karşısında bir eylemde bulunmadıklarını ortaya koyarak okul uygulaması programında yer alan tüm katılımcıların bu konuya acilen eğilimlerinin çok gerekli olduğunu ortaya koymuştur çünkü okul rehber öğretmenleri karşılaşılan zorlukları düşündüklerine ve bu zorluklarla ilgili olarak herhangi bir iyileştirici yöntem oluşturduklarına dair bir görüş beyan etmemişlerdir.

Soruların cevaplarının yanı sıra bir de tüm 11 alandaki sonuçlar genel olarak ifade edilecektir. Okul rehber öğretmenleri adayların sınıftaki öğrencileri tanımaları için neler yapabilecekleri konusunda, adayların öğretimi planlama, uygulama ve değerlendirme konusunda neler yapılabilir hakkında, ve adayların öğrencilerin öğrenme ve gelişim süreçlerinin izlenmesi ve değerlendirilmesi konusunda bilgi ve deneyimine katkıda bulunarak görev ve sorumluluklarını yerine getirdiklerini ifade etmişlerdir fakat yerine getirdikleri ifade edilen bu alanlarda yapılan katkı çalışmalarının mülakat sonuçlarına göre detaylı olamadığı ve yinelenen yüzeysel çalışmaların bulunduğu görülmüştür. Mülakat sonuçları bu alanlarda nitelikle ve adayların eleştirel düşüncelerini geliştirebilecek şekilde donanımlı etkinlik çalışmalarının gerçekleşebilmesi için bilgi tabanlı deneyimlerin oluşumuna çalışılması gerekliliği ortaya çıkmıştır.

Okul rehber öğretmenlerinin yine görev ve sorumluluklarını yerine getirdiklerini ifade ettikleri diğer alanlar şunlardır: ulusal ve evrensel değerlerin öneminin adaylar tarafından fark edilmesine yaptıkları katkı; geleceğin öğretmenleri olarak adayların kendilerini değerlendirmelerinin öneminin farkına varmaya yaptıkları katkı; ve adayların mesleki gelişimleri sürecini daha iyi anlamalarına

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yaptıkları katkı ile görev ve sorumluluklarını yerine getirdiklerini söylemişlerdir. Bir önceki alanlarda olduğu gibi mülakat sonuçları okul rehber öğretmenlerinin teori tabanlı etkinlikleri düzenlemede ve adayların düşünme, sorgulama ve uygulama süreçlerini geliştiren yapıda etkinlerin düzenlenmesinde desteğe ihtiyaçlarının olduğunu ortaya koymuştur.

Okul rehber öğretmenlerinin bazılarının görev ve sorumluluklarını yerine getirirken bazılarının görev ve sorumluluklarını yerine getiremediklerini ifade ettikleri alan ise program ve program içeriklerinin adaylar tarafından aşinalık kazanması sürecidir. Bu süreçte okul rehber öğretmenlerinin çoğunluğu tam bir görev ve sorumluluk bilincine varıp bu bilinçle görevlerini yerine getirdiklerini ifade etmemişlerdir. Bu sonuç program ve içerik bilgisi konusunda detaylı çalışmaların yapılması gerekliliğini ortaya koymuştur.

Son olarak okul rehber öğretmenlerinin görev ve sorumluluklarını yerine getiremedikleri alanları şu şekilde bildirmişlerdir: alandaki son gelişmeleri izleme ve alana mesleki katkı sağlayabilmede; bir kurum olarak okullarının gelişimine ve ilerlemesine yardımcı olma durumunda; ve mesleki yasa ve kuralları izleme ve yerine getirme konularında adayların okullardaki eğitimine katkı sağlamada kendi görev ve sorumluluklarını yerine getirmede geri kaldıklarını ifade etmektedirler. Bu durum okul rehber öğretmenlerinin bu alanlardaki çalışmaları gerçekleştirebilmelerine engel olan durumların tanımlanmasını ve bu engellerin kaldırılıp çalışmaların gerçekleştirilebilmesi için gerekli araştırma ve çalışmaların yapılması gerekliliğini ve okul rehber öğretmenlerinin bu alanda desteklenmelerine acil ihtiyaç olduğunu net olarak ortaya koymaktadır.

Tüm bu genel sonuçlar okul rehber öğretmenlerinin öğretmen eğitimi sürecine etkin bir şekilde katılmalarının gerekliliğini belirlemiştir. Acil olarak eğitimci eğitimi desteğinin beklendiğini ortaya koyan sonuçlar, okul rehber öğretmeni eğitiminin gerçekleşmesinin gerekliliğini ve bu eğitimin Eğitim Fakültelerinin lisans üstü programlarının bir parçası olma vaktinin çoktan geldiğini

işaretlemektedir. Bu eğitimci eğitimi ihtiyacı öğretmen eğitiminin de gelişimine ve yapılanmasına katkı sağlayacaktır. Okul rehber öğretmenlerinin lisans üstü çalışmalarının öneminin yanı sıra, okul rehber öğretmenleri değişimi tetikleyen etkili birimler olarak da önemlidirler çünkü onlar kendi isteklilikleriyle değişim eylemini başlatmadıkları sürece okul uygulaması programlarında değişimi ve gelişimi beklemek anlamlı hale gelemeyecektir. Okul rehber öğretmenlerinin değişimi başlatabilmeleri için gerekli koşulların oluşumunun ilgili kişi, makam ve kurumlarca düzenlenmesi ve gerçekleştirilmesi süreci acilen başlatılmalıdır.

VITA

Gülderen Sağlam was born in Bursa, Turkey on 3 March 1963. She received her B.A. in English Language Teaching from Uludağ University in June 1986, and her M.A. in English Language Teaching from Bilkent University in August 1993. Between the time of B.A and M.A, she moved to Maryland State in U.S.A, and attended creative writing courses in College Campus in Maryland University. Besides these courses, she worked as assistant teacher in Cloverly Primary School in 1990. In 1996 she started her EdD in University of Leeds in UK. In 1999, she returned back to work in the School of Education in the department of FLE in Uludağ University. Her main interests include awareness raising, self-study, democracy in education, pre-service and in-service teacher education.