

**EFL STATE SCHOOL TEACHERS' PERCEPTIONS ON  
IN-SERVICE TEACHER DEVELOPMENT PROGRAMS  
IN THE TURKISH EDUCATIONAL SYSTEM<sup>1</sup>**

**Milli Eğitim Bakanlığında Çalışan İngilizce Öğretmenlerinin  
Hizmet İçi Öğretmen Gelişim Programları Hakkındaki Görüşleri**

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**Abstract**

We are in a period in which education process is in various evolutions around the world. Recently, many countries are dealing with significant and worth having educational reforms, as in Turkey. As a result of globalization, the need of foreign language speaking emerged in most of the fields of the business world and in the daily lives of people, which caused Turkey to consider foreign language education more important. Regarding the education in Turkey, each government is within a persistent struggle for a more excellent education system starting from the early ages to the university. The Turkish Ministry of Education considers English more important and it carries out several reforms such as revising English curriculum, encouraging schools to carry out language projects with the schools in Europe and empowering teachers through various in-service development programs. The aims of this study are to figure out the EFL state school teachers' perceptions on in-service teacher development programs, to determine the factors that force the EFL state school teachers to attend in-service development programs and to reveal the fields that need to be improved. The participants of the study were 100 EFL teachers working in state schools. The data was gathered through using a questionnaire. The gathered data was analyzed by using mean scores and standard deviation. The analysis of the obtained data has revealed that EFL state school teachers believe in-service development activities have beneficial contributions for their organizational and individual improvements. Furthermore, it has been seen that "scientific, technological and social developments" is the primary grounded factor that causes EFL state school teachers to get in-service development programs.

**Key Words:** In-service development, teacher development, professional development.

**Özet**

Tüm dünyada eğitim sürecinin çeşitli değişimler içinde olduğu bir süreçteyiz. Son zamanlarda birçok ülke Türkiye'de olduğu gibi muazzam ve yapmaya değer eğitim reformlarıyla ilgileniyor. Küreselleşmenin bir sonucu olarak, Türkiye'nin yabancı dil eğitimini daha önemli saymasına neden olan yabancı dil konuşma ihtiyacı iş dünyasında ve insanların günlük yaşantılarında birçok alanda ortaya çıkmıştır. Türkiye'de ki eğitimle ilgili, her hükümet ilk yaşlardan başlayıp üniversiteye kadar uzanan daha başarılı bir eğitim sisteminin mücadelesinde olmuştur. Türk Milli Eğitim Bakanlığı İngilizce'nin daha önemli olduğunu düşünüp İngilizce müfredatını yenileme, okulların Avrupa'daki okullarla dil projeleri gerçekleştirmesini teşvik etme ve çeşitli hizmet içi gelişim programlarıyla öğretmenleri geliştirme gibi birçok reformu gerçekleştirmektedir. Bu araştırmanın amacı, devlet okullarında çalışan Milli Eğitim Bakanlığında bağlı İngilizce öğretmenlerinin hizmet içi gelişim programlarıyla ilgili görüşlerini anlamak, bu öğretmenleri hizmet içi gelişim programları almaya zorlayan faktörleri belirlemek ve geliştirilmesi gereken yönleri ortaya çıkarmaktır. Araştırmaya devlet okullarında çalışan 100 İngilizce öğretmeni katılmıştır. Araştırmanın verisi anket ile toplanmıştır. Toplanan verilerin çözümlenmesinde aritmetik ortalama ve standart sapma yöntemleri kullanılmıştır. Elde edilen bulgulara göre devlet okullarında çalışan İngilizce öğretmenlerinin hizmet içi gelişim aktivitelerinin kurumsal ve bireysel gelişimlerine önemli ölçüde katkıda bulunduğuna inanmaktadırlar. Ayrıca, bilimsel, teknolojik ve sosyal gelişimlerin İngilizce öğretmenlerinin hizmet içi gelişim programlarına katılmalarını gerekli kılan temel faktörler olduğu görülmüştür.

**Anahtar Sözcükler:** Hizmet içi gelişim, öğretmen gelişimi, mesleki gelişim.

<sup>1</sup> Ulum, O.G. (2012). EFL State School Teachers' Perceptions on In-service Teacher Development Programs in the Turkish Educational System, M.A. Thesis, Çağ University, Institute of Social Sciences.

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## 1. Introduction

There is a strong relationship between the prosperity of a country and the value it gives to education. OECD (2001, p. 48) states that education policy plays a great role in the visions of the politicians and an effective education policy is obviously a solution for many social and economical problems. One of the first-coming factors for a country to develop is education. Our society is largely created in our schools and school education provides people with fast changes affecting their lives in various aspects and forcing the functions and the structure of social institutions into development. Shortly, a country's most vital and invaluable property is enormously seen to be in the education of its pupils – we lose without a well developed education: we gain great success in its presence (Mulford, 2003).

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

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

It is unavoidable that both education system and teachers should have the proper equipment suitable for the changes resulting from globalization. As a result, in order to adapt to this process of change and to take advantage of it, the necessary opportunities vital for the teachers should be provided. Professional development means the teacher's opportunities that the school provides them to advance professionally, and to extend their teaching skills at school (Mishra & Mishra, 2011). Teachers' professional development is vital, particularly in the current world of technology. EFL teachers that have been educated to implement new techniques and sources are more likely to use them for the students (Chisman & Crandall, 2007).

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

In-service teacher development programs are not voluntarily implemented and teachers' motivation is low as a result of being obliged to attend them. These programs are seen to be implemented just as a formality to realize. Besides, the mentors implementing in-service development programs are not chosen from the experts. Furthermore, in-service development programs are not implemented in the most suitable times for the teachers.

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

### **Purpose of the Study**

This study aims to describe the EFL state school teachers' perceptions on in-service teacher development programs in Turkish Educational System. In order to find out the EFL state school teachers' perceptions on in-service teacher development programs, the answer was sought to the following research question:

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

More specifically,

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

## **2. Method**

### **2.1. Participants**

The teachers in this study were selected from the most convenient and accessible schools located in Seyhan and Çukurova districts of Adana. The sample consisted of 100 EFL state school teachers who were volunteers to participate in the study. Care was taken to select urban, suburban and rural schools from diverse populations that represent the composition of teachers in Adana. In selecting the participants, the convenience sampling method was used as the target population was too large, and therefore, not accessible. Castillo (2009) states that it is more preferable to test the entire population, but it is not available to contain every person when the population is too big. That is the reason why most researchers rely on sampling techniques like convenience sampling, the most common of all sampling techniques.

### **2.2. Data Collection Tools**

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

descriptive research design, this study involved the data analysis of descriptive statistics. In this sense, SPSS 20.0, a Statistical Program for Social Sciences was capitalized on to report teachers' viewpoints in numerical data. In order to analyze the data obtained from the questionnaire, mean ( $\bar{x}$ ) was used as a statistical technique in order to find out the rate of agreement related to the items about the application of teachers' in-service development programs. The scorings below were used in order to compare the means ( $\bar{x}$ ) of the perspectives specified.

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

### **3. Data Analysis and Results**

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

#### **3.1. Findings pertaining to the Application of In-service Teacher Development Programs**

In this section, results and discussion related to why the teachers need in-service teacher development programs, the problems appearing in in-service teacher development programs, the effectiveness of in-service development programs are included. Table 1, 2 and 3 show the results pertaining to the aspects mentioned.

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

There are 11 items related to why EFL state school teachers need in-service teacher development programs in the questionnaire, the aim of which is to specify the perspectives of EFL state school teachers on the application of in-service teacher development programs. Table 1 clarifies the results pertaining to why EFL state school teachers need in-service teacher development programs.

Table 1. Results pertaining to why EFL State School Teachers Need In-service Teacher Development Programs.

Items	Mean ( $\bar{x}$ )	Sd
1. An institution ensures the development of its staff by means of in-service development programs.	3.8300	0.97499
2. In-service development activities provide the opportunity to closely follow the recent issues.	4.0500	0.98857
3. An in-service development program is a necessity of our era.	4.1200	0.93506
4. Scientific, technological and social developments necessitate teachers to get in-service development.	4.1500	0.90314
5. In-service development ensures knowledge, skills and behaviors that the field of education requires.	3.8100	0.92872
6. In-service development substitutes the shortages of pre-service education.	3.8000	1.05409
7. In-service development ensures teachers to adapt the education system.	3.6600	0.96630
8. In-service development eliminates the shortages of education system and increases the productivity.	3.7000	0.91563
9. I attend in-service development programs as I believe it is a need which necessitates voluntariness.	3.5500	1.21751
10. I attend in-service development programs as I believe they develop me in my subject area.	3.7778	1.20844
11. I attend in-service development programs as I believe they support me in getting accustomed to the developments and trends.	3.7900	1.13969
Total	3.8400	

Note. SD=Standard Deviation

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

As it is shown in Table 1, for Item 9, regarding the belief that it is a need which necessitates voluntariness, % 27 indicated that they totally agreed with the item, % 26 indicated that they agreed with the item, % 31 indicated that they aren't sure with the item, % 7 indicated that they do not agree with the item, and % 9 indicated that they do not agree at all with the item. The mean ( $\bar{x}$ ) score for this part is 3,55. These scores indicate that Item 9 is the least agreed item by the EFL state school teachers.

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

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

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

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

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

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

For Item 8, regarding in-service development eliminates the shortages of education system and increases the productivity, % 21 indicated that they totally agreed with the item, % 37 indicated that they agreed with the item, % 32 indicated that they aren't sure with the item,

and % 10 indicated that they do not agree with the item. The mean ( $\bar{x}$ ) score for this part is 3,70. These scores indicate that most of the EFL state school teachers agree with the Item 8.

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

For Item 11, regarding the belief in-service development programs support teachers in getting accustomed to the developments and trends, % 32 indicated that they totally agreed with the item, % 33 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, % 11 indicated that they do not agree with the item, and % 4 indicated that they do not agree at all with the item. The mean ( $\bar{x}$ ) score for this part is 3,79. These scores indicate that most of the EFL state school teachers agree with the Item 11.

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

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

There are 12 items related to the efficiency of in-service teacher development programs in the questionnaire, the aim of which is to specify the perspectives of EFL state school teachers on the application of in-service teacher development programs. Table 2 summarizes the results pertaining to the efficiency of in-service teacher development programs.

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

Items	Mean ( $\bar{x}$ )	SD
12. In-service development programs are acted in the most suitable times for the participants.	2.4200	1.06534
13. In-service development programs are arranged in such a way to respond to the needs and expectations of the participants.	2.7000	0.98985
14. The persons attending in-service development programs are chosen objectively.	2.7200	1.14662
15. The number of participants in in-service development programs is kept in a proper quantity for the effectiveness of the program.	2.9300	1.05653

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

Note. SD=Standard Deviation

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

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

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



These scores indicate that most of the EFL state school teachers are indecisive about the Item 13.

For Item 14, regarding the persons taken in in-service development programs are chosen objectively, % 9 indicated that they totally agreed with the item, % 12 indicated that they agreed with the item, % 36 indicated that they aren't sure with the item, % 27 indicated that they do not agree with the item, and % 16 indicated that they do not agree at all with the item. The mean ( $\bar{x}$ ) score for this part is 2,72. These scores indicate that most of the EFL state school teachers are indecisive about the Item 14.

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

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

For Item 17, regarding the content of the in-service programs are specified according to the needs of the participants, % 3 indicated that they totally agreed with the item, % 15 indicated that they agreed with the item, % 38 indicated that they aren't sure with the item, % 32 indicated that they do not agree with the item, and % 12 indicated that they do not agree at all with the item. The mean ( $\bar{x}$ ) score for this part is 2,65. These scores indicate that most of the EFL state school teachers are indecisive about the Item 17.

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

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

For Item 21, regarding in in-service development activities, the views and suggestions of the participants are taken into consideration in order to make the programs more effective, % 5 indicated that they totally agreed with the item, % 19 indicated that they agreed with the item, % 24 indicated that they aren't sure with the item, % 30 indicated that they do not agree with the item, and % 22 indicated that they do not agree at all with the item. The mean ( $\bar{x}$ ) score for

this part is 2,58. These scores indicate that most of the EFL state school teachers are indecisive about the Item 21.

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

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

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

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

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

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

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

Note. SD=Standard Deviation

As observed in Table 3, for Item 26, regarding there is not a brilliant and proper in-service development education policy for teachers, % 33 indicated that they totally agreed with the item, % 23 indicated that they agreed with the item, % 24 indicated that they aren't sure with

the item, % 10 indicated that they do not agree with the item, and % 10 indicated that they do not agree at all with the item. The mean ( $\bar{x}$ ) score for this part is 3,57. These scores indicate that Item 26 is the most agreed item by the EFL state school teachers from the point of problems appearing in in-service teacher development programs.

As it is shown in Table 3, for Item 24, regarding the mentors implementing the in-service development programs aren't chosen from the experts, % 10 indicated that they totally agreed with the item, % 25 indicated that they agreed with the item, % 35 indicated that they aren't sure with the item, % 11 indicated that they do not agree with the item, and % 19 indicated that they do not agree at all with the item. The mean ( $\bar{x}$ ) score for this part is 2,91. These scores indicate that most of the EFL state school teachers are indecisive about the Item 24.

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

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

#### **4. Discussion and Conclusion**

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

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

More specifically,

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

The study shows that EFL state school teachers need in-service teacher development programs for several reasons, especially because scientific, technological and social developments necessitate teachers to attend in-service teacher development programs. The findings of this research pertaining to why EFL state school teachers need in-service teacher development support such studies as the study of Uçar (2005) which puts forward the idea

that in-service teacher development is a necessity of our era, the study of George and Lubben (2002) which asserts that the teachers attending in-service teacher development activities have gained much from these activities in their professions and social lives, the study of Seferoglu (2001) which suggests that in-service teacher development programs improve teachers' knowledge and skills, and the study of Baskan (2001) which states in-service teacher development is necessary as a result of changes in schools and society.

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

This study indicates that EFL state school teachers think that there is not a brilliant and proper in-service teacher development education policy for EFL state school teachers. When it comes to the problems appearing in in-service teacher development programs, this research refers to the study of Ozer (2004) which deals with the obstacles teachers declared they faced in in-service development programs.

#### **4.1. Results of the Need of In-service Teacher Development Programs**

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

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

- in-service development develops teachers in their subject area,
- in-service development supports teachers in getting accustomed to the changes and trends.

#### **4.2. Results of the Efficiency of In-service Teacher Development Programs**

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

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

#### **4.3. Results of the Problems Appearing in In-service Teacher Development Programs**

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

#### **5. Suggestions**

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

### 5.1. Suggestions for the Researchers

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

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

### 5.2. Suggestions for the Ministry of National Education

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

1. In-service teacher development programs should be acted in the most suitable times for the participants. That's there might be various time options for the participants.
2. The participants of the in-service teacher development programs could be supported by the administrators of their schools to apply what they learn in the programs. Ozer (2004, p.98) puts forward the following solution to overcome this hindrance;

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

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

- In-service teacher development programs should be arranged systematically to respond to the needs and expectations of the participants and the teachers should be encouraged to participate in these programs by wage, promotion and other ways.
- Before taken in the in-service programs, teachers' needs should be figured out and the participants should be chosen by principled selection.
- When designing in-service teacher development programs, the views and suggestions of the participants should be taken into consideration in order to make the programs more effective. The content and topics of the in-service teacher development programs should be specified according to the needs of the participants. Proper methods and techniques parallel to the aims of the program should be put into use. In order to organize and apply adequate in-service teacher development programs, scientific methods should be implemented to specify the in-service teacher development needs of teachers (Ozer, 2004).

- The number of participants in in-service teacher development programs should be kept in a proper quantity for the effectiveness of the program and in-service development activities should be arranged in suitable atmospheres (buildings, saloons, classrooms etc.) for the programs. The places chosen for in-service teacher development programs should be equipped with the most suitable materials which are convenient for the characteristics of the participants (Ozer, 2004). In order to improve the efficiency of the teaching activities in in-service teacher development programs, materials suitable for the content and aims should be put into practice.
- At the end of each in-service teacher development program, the participants are evaluated as to see the efficiency of the activities. According to the Ministry of National Education's regulations on in-service education (1994, part 6, item: 36), the success of the participants of in-service development programs is determined by means of evaluation and those who are successful are given a success certificate while those who aren't found successful are only given an attendance certificate. This evaluation should be made according to objective criteria by the mentors who teach to the participants of the in-service development programs.
- The mentors implementing the in-service teacher development programs should be chosen from the experts. Ozer (2004) implies that experts are vital in the in-service teacher development units of the organizations.
- In-service teacher development departments should have talented and professional directing staff. Ozer (2004, p.97) states the followings;

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

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