



İngilizce Öğretmen Adaylarının Kariyer Gelişimi İstekleri: Mesleki Gelişim ve Liderlik

Pre-service English Teachers' Career Development Aspirations: Professional Development and Leadership¹

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Öz

Bu karma metot çalışma liderlik motivasyonu ve mesleki gelişim planlarına odaklanarak öğretmen adaylarının kariyer gelişimi isteklerini incelemek için yapılmıştır. Son sınıf İngilizce öğretmenliği adaylarından 672 kişilik bir grup anket sorularını yanıtlamış ve bunlardan 88' i ile görüşme yapılmıştır. Nicel veriler için yordayıcı ve betimleyici istatistik kullanılmıştır, nitel veriler tematik olarak analiz edilmiştir. Öğretmen adaylarının liderlik motivasyonu orta düzeyde bulunmuş ve adaylar temelde öğrenci olarak gözlemlerinden etkilenmiştir. Katılımcıların mesleki gelişim motivasyonları yüksektir ama gelişim aktivitelerine dair sınırlı bilgiye sahiptirler. Belirgin sayıda katılımcı mesleki gelişim ile ilgili hiçbir fikre sahip değildir. Son olarak, üniversiteler arasında anlamlı bir fark bulunmamıştır.

Abstract

This mixed-methods study was conducted to investigate pre-service teachers' career development aspirations with an emphasis on their leadership motivations and plans for professional development. A cohort of 672 senior pre-service English teachers answered the questionnaire and 88 of them were interviewed. Inferential and descriptive statistics were employed for quantitative data, and qualitative data were thematically analyzed. Leadership aspirations of teacher candidates were found to be moderate and mainly affected by observations as a learner. Participants' professional development motivations were high but they had very limited knowledge about the developmental activities. A remarkable number of interviewee had no idea about professional development. Finally, no significant difference was found between universities.

Anahtar Kelimeler

Kariyer gelişimi isteği
öğretmen adayları
liderlik isteği
mesleki gelişim planı

Keywords

Career development
aspirations
pre-service teachers
leadership aspirations
professional development plans

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1. Introduction

Background

Teachers construct the major pillars of education and thereby that of the change and development in the society (Campos, 2005). Advanced educational standards could be accomplished through activating teacher dynamism and increasing their career development aspirations. To this end, new strategies are employed in many countries including Turkey where teacher development is supported by means of in-service training opportunities (MEB, 2017).

Teacher attrition and difficulty in ensuring quality teachers' retention have become a challenging issue for many countries. A wealth of research has been conducted to understand the career motivations of teachers so that the aforementioned problems can be overcome. These studies specifically focus on motivation to become a teacher (e.g. Bastick, 2000; Fokkens-Bruinsma & Canrinus, 2012; Kılınç, Watt & Richardson, 2012; Watt & Richardson, 2007, 2012, 2014; Yüce, Şahin, Koçer & Kana, 2013), decisions about retaining in the profession (Aksu et al., 2010; Amani, 2013; Bruinsma & Jansen, 2010; DeAngelis et al., 2013; Rots, Kelchtermans, & Aelterman, 2012; Towse et al, 2002; Wang & Fwu, 2001) and developmental aspirations (Eren 2012a, 2012b; Eren & Tezel, 2010; Watt & Richardson, 2008). In Turkey, the Ministry of Education stated that more teachers are needed in the following five subjects and they are listed according to the degree of demand in each subject; primary school teaching (246000), English teaching (75000), early childhood education (62000), teaching religion and ethics (51000) and Turkish language and literature (58000) (MEB, 2013). After the place of English courses is enhanced in the national curriculum in 2017, more English teachers are needed to be hired in public schools.

Considering the raising need for qualified English teachers in public schools, our study aims to provide insights into English teachers' future career development plans. Since early career decisions began to emerge in pre-service education, before teachers are actively involved in the profession, we investigate senior pre-service English teachers' aspirations regarding future career development activities with a focus on their leadership motivations and professional development plans.

Career development aspirations of pre-service teachers

Recent studies in the last decade endeavor to define pre-service teachers' career development aspirations by large-scale quantitative studies in different countries: i.e., in Turkey (Eren, 2012a, 2012b, 2012c, 2014), in Indonesia (Suryani, 2014; Suryani, Watt & Richardson, 2013) and in the United States (Watt, Richardson & Wilkins, 2014). Especially, they concentrate on two components of career development; future leadership aspirations at schools (Henceforth, LA) and professional development aspirations (Henceforth, PD).

Leadership activities in school context, both the positions as school managers and as leaders of different teacher groups, are closely associated with academic achievement. PISA results indicate that having effective leaders at schools promote the autonomy and novelty in the context, which eventually affects learning outcomes and school achievement (Schleicher, 2012). Darling-Hammond et al. (2007) stated that the relationship between school leadership and achievement has been apparent but there is much to know about how we can prepare these leaders. In some countries, improving the quality of school leaders has been included in the national policies for educational enhancement. For example, Ontario Ministry of Education defined school leadership as the crucial step for 'achieving the province's core education priorities: high levels of student achievement, reduced gaps in student achievement, and increased public confidence in publicly funded education' (2013; p.1). They started a project called Ontario Leadership Strategy to this end. With a similar motivation, the Australian Institute for Teaching and School Leadership was established in 2010 in order to support school leaders (AITSL, 2011).

Being involved in PD activities is an indispensable part of teachers' career development. Teachers' PD is a dynamic process starting in pre-service education and continuing afterwards through unceasing updates in theoretical knowledge, classroom applications and exchange of ideas. It is defined as a long-term goal referring to the 'activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.' (OECD, 2009; p.49). This recent paradigm shift in the definition of teachers' developmental processes, from 'teacher training' to 'teacher development', has opened up a new dimension by making teachers the active agents of their progressive journey (Villegas-Reimers, 2003). A set of developmental activities are suggested in the literature to actuate advancement in teacher PD. Richards and Farrel (2005) underline the importance of in-service training opportunities for language teachers in the long run. It

is argued by the authors that these opportunities are not only an aid to support teachers' PD but also a way to increase the success of institutions where they are teaching. Therefore, teachers can be involved in individual (self-monitoring, journal writing, critical incidents, teacher portfolios and action research), one to one (peer coaching, peer observation, critical friendship, action research, critical incidents and team teaching), group-based (case studies, action research, journal writing and teacher support groups) and institutional activities (workshops, action research, teacher support groups) to continue PD when they commence teaching after the completion of their formal education (Richards & Farrel, 2005). In addition, TALIS report (OECD, 2009) provides a wide range of PD activities including courses and workshops, education conferences or seminars, qualification programmes, observation visits to other schools, participation in a network of teachers, individual or collaborative research, mentoring and/or peer observation and coaching, reading professional literature, and engaging in informal dialogue with peers.

On the other hand, the aforementioned PD activities do not always lead to the same results but rather they suggest different outcomes with different degrees of engagement and teacher agency. Garet, Porter, Desimone, Birman and Yune (2001) found out that sustained and intensive PD activities are likely to be more effective than the shorter ones. In addition, the authors claimed that PD activities which are subject-specific, easy to integrate into school life and promoting active learning are more probable to provide teachers with enhanced skills and knowledge. Borg (2015) alleges that activities like workshops and seminars make the 'teacher as consumer'. Therefore, such activities are open to criticism in the sense that they cannot offer positive and long-lasting effects on teachers. More engaging and reflective procedures like action research, peer observations and teacher support groups would be efficient in increasing expected positive outcomes (Borg, 2015).

Watt and Richardson (2008) investigated career development aspirations of pre-service teachers by using Professional Engagement and Career Development Aspirations Scale (PECDA scale), which was developed to understand pre-service teachers' future plans about continuing teaching after graduation and career development motivations. In further studies conducted with PECDA scale, the relationship of career development aspirations with different variables is investigated. Examples for these variables are teachers' interest in teaching and career choice satisfaction (Eren, 2012c; Watt & Richardson, 2008), engagement profiles (Watt, Richardson & Wilkins, 2013), factors influencing teaching (Watt & Richardson, 2007), emotional styles and emotions about teaching (Eren, 2014), future time perspective (Eren & Tezel, 2010; Eren, 2012b) and subject interest (Eren, 2012a).

Previous research indicates that pre-service teachers' motivation to engage in PD activities is generally high; however, the mean score for LA of teacher candidates is relatively lower (Eren & Tezel, 2010; Eren 2014; Richardson & Watt, 2010). This situation might be related to pre-service teachers' lack of training in leadership and their negative beliefs about such managerial roles. Leadership is a neglected topic in pre-service training (Leblanc & Shelton, 1997). Even the practicum courses which offer a chance for pre-service teachers to get first-hand experience at schools are not sufficient to prepare teachers for potential leadership positions that they can hold after they start their career (Zeichner, 1996). Moreover, it has been investigated in previous studies that pre-service teachers mostly hold negative beliefs about school managers (Uğurlu, Beycioğlu & Özer 2009). In other words, pre-service education curriculum lacks systematic attempts to change these preoccupied beliefs with realistic and more professional ones.

Although PD and LA constitute future career plans of pre-service teachers, these are not very specific professional goals but rather a part of their general future ambitions. Eren and Tezel (2010) indicated that the correlation between career development aspirations, comprising of leadership and PD aspirations, and future time perspective is smaller. The authors interpreted that these two aspirations may not be considered as a goal for the future or a part of pre-service teachers' future plans, but rather they are just a part of general desires. In another study, lack of emphasis on leadership in the pre-service education process is interpreted to be the reason for the weak relationship between Future Time Perspective and LA (Eren, 2012b). This weak relationship could be affected by teacher candidates' common perceptions about leadership according to which they consider teaching and leadership to be separate career trajectories.

A wealth of research has been conducted to develop strategies in order to promote teacher leadership and support PD through pre-service education (e.g., Darling-Hammond, Bullmaster & Cobb, 1995). However, pre-service teachers' future leadership and PD plans are recently scrutinized (Eren 2012a, 2012b, 2012c, 2014; Suryani, 2014; Suryani, Watt & Richardson, 2013; Watt & Richardson, 2007; Watt, Richardson & Wilkins, 2014) and more research on this topic is required. The present study aims to enhance the relevant literature by answering the following questions:

How motivated are pre-service English teachers for career development and do the teacher candidates from different universities have different levels of motivation?

What are the reasons affecting pre-service English teachers' LA and what kind of PD activities do they suggest?

2. Method

Research design

In this explanatory mixed-methods research study, questionnaire data were interpreted through the lenses of interview responses (Fraenkel & Wallen, 2008). Triangulation studies defined as researchers' attempt 'to merge the two data sets, typically by bringing the separate results together in the interpretation or by transforming data to facilitate integrating the two data types during the analysis.' (Creswell & Plano Clark, 2006, p. 64). In our study, questionnaire responses from a large number of participants provided a wider perspective on the topic and interview data offered opportunities for gaining insights into the issue.

Research Sample

In 2013, 3083 English teachers graduated from Turkish universities (BIMER, personal contact, 2014). Senior year pre-service English teachers (N=672), nearly 22% of the total graduates in 2013, answered the survey questions in the last semester of their training. After the permission of the ethics committee, the researcher contacted English Language Teaching departments of 20 universities and 13 of them accepted the cooperation request. The universities were selected on two criteria; regional variety and ranking scale. Universities from six of seven geographical regions (excluding the Mediterranean Region) were included in the study. Universities from different levels of the national university ranking reports were taken into account to ensure context variety (URAP, 2011).

Semi-structured interview sessions were held with 88 volunteering respondents from eight universities. The descriptive statistics of participants and universities are given in Table 1. Female participants (N=518) outnumbered the males (N= 154), which is in compliance with the common gender distribution in English Language Teaching departments in Turkey. Participants' age range is between 20 and 28. The quotations are given with pseudo names to ensure confidentiality.

Table 1. Participant overview

University	Region	Ranking	Number of Participants		Gender Distribution of Participants	
		URAP (2011)	Questionnaire	Interview	Female	Male
Uni-1	Blacksea	28	54	13	47	7
Uni-2	Eastern Anatolia	23	57	11	46	11
Uni-3	Marmara	7	49		39	10
Uni-4	Marmara	66	31		28	3
Uni-5	Southeastern Anatolia	50	40	6	30	10
Uni-6	Central Anatolia	4	64	8	46	18
Uni-7	Blacksea	38	24		19	5
Uni-8	Aegean	33	18		10	8
Uni-9	Central Anatolia	9	104	15	80	24
Uni-10	Central Anatolia	1	61	14	49	12
Uni-11	Aegean	26	27		21	6
Uni-12	Marmara	48	67	10	45	22
Uni-13	Marmara	19	76	11	63	13
Total	13	6	672	88	518	154

Research Instruments

This study is a part of a larger research aiming at career plans of pre-service English teachers. Research instruments were piloted beforehand. The goal of the piloting process was to confirm the clarity of the expressions for the parti-

cipants and the reliability of Likert type items. Questionnaire items were first evaluated by 5 participants in terms of clarity and face validity, and then answered by 75 student teachers. After piloting, the questionnaire was found to be reliable ($\alpha = .93$). Meanwhile, interview questions were piloted with 5 volunteering participants and some expressions were revised with their guidance. The interviewee elaborated on their LA and PD plans by answering the wh-questions based on the following guiding questions: 1) Do you plan to have any leadership position at schools? and 2) Do you plan to do something for your PD?

Quantitative data were collected through Professional Engagement and Career Development Aspirations (PECDA) scale, originally developed by Watt and Richardson (2008). The Turkish translation of the scale, previously used in Eren and Tezel (2010) and Eren (2012a, 2012b, 2012c), is used for the present study. Although 11-point items are claimed to be more preferable, 4-,5-,6- and 11- point items indicate no difference in terms of standard deviation, item correlation, reliability, factor loading, exploratory factor analysis or mean (Leung, 2011). Considering participants' comments in the piloting and the suggestions of a statistical expert in personal contacts, the 7- point Likert items in the original instrument were transformed into 5-point items in order to encourage participants to elaborate on their answers and give sincere responses.

The scale originally consists of four factors which are further merged under two titles; professional engagement (including factors Planned Effort and Planned Persistence) and career development aspirations (including factors PD Aspirations and LA). The latter was scrutinized in the present study. There are five items in PD Aspirations (e.g., Continue learning how to improve your teaching skills?) ($\alpha=.88$). LA was measured through four items (e.g., Reach a position of management in schools?) ($\alpha=.91$). Since the present study is basically concerned about leadership and PD aspirations, only the results for these factors will be mentioned here.

Table 2. Factor loadings and the reliability results for the items

	Factor Loadings		Item Reliability	Factor Reliability
	PD	LA		
Professional development aspirations:				
Participate in professional development courses?	0,711		0,61	
Undertake further professional development?	0,838		0,76	
Learn about current educational developments?	0,878		0,79	
Continue learning how to improve your teaching skills?	0,844		0,74	
Continue to acquire curriculum knowledge?	0,852		0,75	0,886
Leadership aspirations:				
Reach a position of management in schools?		0,899	0,82	
Take up a leadership role in schools?		0,892	0,84	
Seek a staff supervision role in schools?		0,890	0,79	
Have leadership responsibility in schools?		0,875	0,80	0,919

The piloted version of the questionnaire was sent to collaborating universities. They were applied in course time. A cooperating researcher from each university helped data collection. Participants volunteering for interviews were personally contacted by the researcher and all the interview sessions were held by the same researcher in face to face meetings.

Data Analysis

The quantitative data were analyzed by using the ANOVA test in order to investigate if participants' career development aspirations differ on university basis, and the results are tabulated for interpretation. Semi-structured interview responses lasted between 20 to 85 minutes with a mean of 32 minutes. The sessions were voice recorded and transcribed verbatim. Thematic analysis was applied to interpret the data and direct quotations were used to support and elaborate on the results. Guba (1981) states that there are four concerns to ensure trustworthiness, which are credibility, transferability, dependability and conformability. In this study, trustworthiness of the study is supported in different ways. First of all, the interview questions were revised through peer debriefings in piloting. Collecting data from different universities with different characteristics and choosing participants on a voluntary basis increased the credibility of data. Furthermore, in the interview sessions, vague responses were clarified through iterative questioning and rephrasing. In addition,

the researchers' experiences in the field both as a former student teacher and a current researcher supported credibility. Finally, the recordings were analyzed by the researcher twice and 10% of the data was analyzed by another researcher to strengthen the trustworthiness of the analysis process.

3. Results

PD and LA levels of the participants from different universities were compared through the ANOVA test. Some of the participants stated in the first part of the questionnaire that they were not planning to teach at all and those participants were excluded from the analysis as they were not potential teachers. Only the participants aiming at teaching answered the PECDA items (N=599). The results indicated no significant difference among the cohorts of participants from different universities ($F= 1,487, p=.124$ and $F= 1,385 p=.168$).

Table 3. ANOVA results for PD and LA.

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
Professional Development	Between Groups	8,365	12	,697	1,487	,124
	Within Groups	275,258	587	,469		
	Total	283,623	599			
Leadership Aspirations	Between Groups	24,164	12	2,014	1,385	,168
	Within Groups	853,735	587	1,454		
	Total	877,899	599			

Mean scores and SD for PD and LA were tabulated and presented in Table 4. The overall mean score for PD aspirations is very high ($\bar{x}=4.36$). However, the mean score for LA is moderate ($\bar{x}= 3.04$) and SD for LA is larger than SD for PD which indicates a less consistent decision about LA.

Table 4. Mean scores and standard deviations for PD and LA.

University	PD		LA	
	Mean	SD	Mean	SD
Uni-1	4,34	0,83	3,12	1,29
Uni-2	4,59	0,48	3,02	1,33
Uni-3	4,24	0,84	3,15	0,98
Uni-4	4,64	0,46	3,61	0,92
Uni-5	4,14	0,92	2,82	1,33
Uni-6	4,29	0,68	3,04	1,21
Uni-7	4,33	0,50	3,45	1,22
Uni-8	4,37	0,72	3,04	1,25
Uni-9	4,44	0,64	3,10	1,05
Uni-10	4,45	0,69	2,91	1,10
Uni-11	4,43	0,68	2,49	1,17
Uni-12	4,20	0,68	3,05	1,25
Uni-13	4,31	0,69	2,84	1,26
Overall Mean	4,36		3,04	

Planned PD Activities

Planned PD practices of respondents are scrutinized through semi-structured interviews. The respondents answered the following questions 'What do you plan to do for your professional development after graduation?' and 'Why do you plan to do that?'. Although most of the interviewee gave proper answers to these questions, a group of the interviewee (N=15) either provided irrelevant explanations or couldn't answer the question at all. In Table 5, the list of suggested PD practices is given.

Table 5. Planned PD activities of pre-service English teachers.

Activities
Attending conferences/workshops/ training
Going abroad
Graduate studies
Learning other languages
Participating in projects
Reading and listening in English
Scholarly Journals and Field books
Using technology for PD

PD activities may be at individual level, in pairs, in group or in institutional settings (Richards &Farrel, 2005). The participants in this study preferred individual and institutional practices. At the end of the analysis, three major practices were found out; 1) abroad experiences (visiting English speaking countries either with personal efforts or with institutional support), 2) individual practices achieved through personal effort (reading and listening in English, learning other languages; reading scholarly journals and field books and using technology for PD), 3) institutional practices held in groups, in an institution or organization (participating in projects, in-service training, graduate studies, attending conferences/workshops/ trainings).

The participants' responses to the question; 'Why do you plan to do that (the suggested professional development activity)?', reveals the motivating factors for PD activities; i.e., the positive effects of relevant experiences (personal experiences or observing others' experiences), personality traits (like being open to development) and professional aspirations (broadening professional perspective, making a change in society and education, continuing professional improvement, and improving English language skills).

The following quotation, taken from Refik's scripted speech, indicates that he plans to use abroad teaching opportunities offered by the Ministry of Education to the teachers who have 5 years of teaching experience. In addition to his professional aspirations like improving English speaking skills, he also plans to broaden his professional perspective by observing other countries' education systems. His aim is to use his abroad discoveries in order to make a positive change in local educational practices.

...After five years (of work in MoNE), I will go abroad, I will learn something from the education system there. Then my English will absolutely improve more, I will become a better teacher. Then, as they have a different education system their techniques and methods are different. I plan to come back and apply the methods that I learn there... (Refik)

Another interviewee, Eren, is also planning to go abroad for PD. The main factor which makes him that much motivated to go abroad is his previous experiences as an undergraduate exchange student. He also believes that he will be in an authentic context to improve his English language skills.

I want to get some training abroad, to make the things (teaching skills) stronger. Because I do not want to become a clerk working between eight to five... Because, in Turkey, nearly everyone knows English very well according to the reports, but indeed when it comes to practice we are not that much successful. It (abroad experience) will be helpful in this sense. I mean in short term, this was the case in Lithuania The country he went as an exchange student). I couldn't speak for the first two months and I was not sociable too. I mean I was hesitant. Because they were not used to the English that we were speaking. Finally, we started to speak English. (Eren)

Hüsni, impressed by his past experiences and his extrovert personality, wants to join training activities. He has good memories of a special training that he had in his BA education. Therefore, he wants to contact colleagues working in other countries, create a network, and share knowledge and experiences with them.

I plan to join training activities, yes. Here (at university) there were training activities on computer-assisted teaching and they gave certificates, I participated in it. A professor from the USA came for it, it was good. In addition, I can join in the in-service training offered by the MoNE. In addition, I plan to develop myself by using the internet. Maybe I can find friends from different countries who are in the same profession with me. I mean, I can exchange knowledge with them. (Hüsni)

Observing other teachers' experiences is effective on Seviye's plans. She takes part in a European Union project administered by her school teacher and this expands her professional vision. In addition, inspired by her past experiences as a student, she believes that such projects would be beneficial for both herself and her future students.

Of course, I would absolutely look for the projects like the one conducted by Kemal Hoca (a faculty member/instructor) because this absolutely makes students love (the course). We had a similar experience, we went (abroad) and came back, it was very good. Still, we have contact with people whom we met there via Facebook. It was a very good experience and I want to do the same thing with my students. (Seviye)

Leadership Plans

Interview results indicate that participants who are unwilling to have managerial roles at schools (such as school principal or group coordinator) are mainly affected by their preoccupied beliefs about these positions (high responsibilities; students' negative attitudes; hierarchy; difficulty in managing people; getting detached from students and teaching profession), negative effects of their prior observations as learner and low self-efficacy beliefs in their managerial skills. This is reflected in the following quotations scripted from Sevil and Hakan.

When one becomes a vice-manager, it is like I can do whatever I want, I am the manager here and I am the superior (master) here. I remember from high school that we had a teacher he used to be a different person before he became a vice-manager, he used to be on students' side, when he became a vice-manager we said 'what happened to him'. After a short time, he changed his attitudes. He became a tough man towards students. If I would be the same, I don't want to be (a manager) at all... I mean, students always feel reluctant in front of you... (regardless of) how close you are to them, it is a problem that they would say what the manager will say, do or he will scold at us when he comes. Therefore, I don't want to be a manager when I become a teacher. Being a group coordinator, no. Yes, I am an assertive person but I am a person who cannot say no to others. Somebody would ask for something. I wouldn't be able to say no, then one other person would come and I would be mixed up in the affair. (Hakan)

The only thing that I am not thinking about is becoming a manager, it seems like they work more. Teachers leave school at four; they (managers) leave at five. Why? They have administrative duties. They have to give a report to someone else. Every day you have to give reports. S/he is sitting in her room... I should be more interwoven with people. There shouldn't be a huge task on me that I have to give reports on it. Ok, we all have responsibilities, but they are under a very big responsibility. When something happens to a student in school, s/he (the manager) will be the person who will be questioned first, even before the teacher. They would say what kind of a manager, leader you are?... Also, students have an attitude towards managers... Therefore I don't want it. (Researcher asks=: 'What about group coordinator?') I don't want it too, becoming a manager, leader etc. I don't want them, and I have never wanted to become. (Sevil)

For the participants planning to hold a managerial role as a part of their future career, such positions give opportunities to make a change and fix the problems in the education system. Moreover, they have high self-efficacy beliefs about their leadership skills. In the following quotations, Sevinç and Damla explain their motivation to become a manager.

As I am against the system, I think that there are things to be fixed and I want to do at least a part of this (fixing the system)... I mean, it's like, even fixing a school would be good at the first step. Being a manager is something different, I do not want to be an ordinary manager too, I mean, not someone who just sits in his room. Indeed the manager in my mind is in complete cooperation with the teachers and (motivated) with the aspiration of fixing the education at school. (Sevinç)

My friends around me sometimes say to me that I have a high tendency (for becoming a group leader)... Yes, I have (a tendency) I want to become (a manager), who doesn't want to, I mean, become a group leader or manager, I am sure that everybody wants to. And I don't think that I am not talented in this sense, yes I can do such a thing (become a manager). (Damla)

Becoming a group coordinator is stated to be an appropriate plan by the participants who do not want to get a managerial position such as a school principal. They have altruistic motivations and they are eager to make a change in English teaching practices. In other words, the negative beliefs attached to the managerial positions, like a principal or

vice principal, are not observed for group coordinators. On the other hand, such a position provides the necessary power to make changes in instructional practices. In the following selected excerpts, Zeynep and Cüneyt explain the rationale behind their future plans by giving reference to the aforesaid reasons.

I think being a school manager is a very big responsibility; it is not only being with the students but more than that guiding them... Especially if this person (who need guidance) is a teacher who has some fossilized things (behaviour), it is more difficult to fix them... I mean it is difficult to change the perception (of teachers working with you) that teaching is a source of income and therefore at that point being a manager is difficult. However, maybe becoming a group leader, I think it is possible to do something by awakening a group of teachers in a small context, in terms of teaching English. (Zeynep)

Indeed I plan to be a group coordinator. I feel that I can do something to be more creative; however, being a manager or being a vice-manager are the positions that would make me unhappy. I would become an ordinary person because I wouldn't feel an urge for refreshment. Both the administrative tasks and decreased number of courses to teach (would affect me negatively), indeed many of them (managers) do not teach at all. Being stick to the existing system. But I favour novelty because things change each year. Especially, they change very fast in the field of language. Therefore, I want to continue with my profession (teaching English). (Cüneyt)

4. Discussion and Conclusion

Career development aspirations of pre-service teachers have been a recent topic of investigation. This mixed methods study aimed to present a wide perspective through quantitative data and a deeper investigation supported by interview responses. In addition, quotations selected from interview scripts are exhibited in the results session in order to illustrate a vivid depiction of the situation.

Mean scores for PD and LA of pre-service English teachers are moderately high. On the other hand, compared to PD, mean for LA of teacher candidates is lower. This finding complies with the results of previous research (Eren& Tezel, 2010; Richardson& Watt, 2010). The interview results show that participants unwilling to have a managerial position are negatively affected by their pre-settled beliefs (high responsibilities; students' negative attitudes; hierarchy; difficulty in managing people; getting detached from students and teaching profession). These beliefs are likely to stem from pre-service English teachers' school years. Prior beliefs based upon apprenticeship of observation (Lortie, 1975) and low self-efficacy beliefs stand out as an explanation for lack of motivation. Although making a change and fixing the problems at schools might be interpreted as a positive ambition for future leadership positions, participants' descriptions of the school system and the people at schools are arguable. They seem to have a tendency to generate negative ideas and attitudes to the school environment and ignore the positive sides.

The analyses revealed insights into pre-service teachers' PD plans. Quantitative data show that pre-service teachers are motivated to take part in PD activities; however, the interview responses indicate that they have either limited or no information about the activities that they can be involved in. Especially the reflective practices like action research, peer observation and teacher support groups (Borg, 2015), which are likely to promise long-lasting and positive effects, are not mentioned at all. In addition, the activities stated by participants are mainly at an individual or institutional level. In other words, pre-service teachers cannot come up with cooperative activities which potentially include scaffolding and peer-learning. This situation raises questions about pre-service teachers' awareness concerning the potential PD activities that they can engage in to continue their career development. The results show that participants are mostly affected by previous observations and personal experiences in their choices about PD activities. Lack of systematic pre-service training on PD activities presumably results in limited awareness about PD opportunities.

Pre-service English teachers in Turkish universities are mostly non-native speakers of English. They generally learn English in EFL context where the target language use is limited to the classroom environment and opportunities for authentic language use are scarce. The results of the qualitative analysis indicate that pre-service English teachers want to go abroad or do reading and listening activities as a source of target language input because they want to improve their proficiency in their subject area, English language. This can be explained by low self-efficacy beliefs about their English proficiency.

In this study, findings suggest that PD and leadership are in the agenda of pre-service English teachers. However, their plans are far from clearly-stated goals which would lead to systematic career development in the future. The present study supports the findings suggested by Eren and Tezel (2010) and confirms that pre-service teachers have a general desire for PD and LA but they do not have well-defined objectives.

5. Suggestions

Overall, designing a pre-service curriculum addressing professional development and leadership would help teacher candidates build up sophisticated career development plans for the future. Moreover, lack of self-efficacy in English indicates that pre-service English teachers need further opportunities to achieve a satisfactory proficiency in this language which also constitutes an important part of their content knowledge and professional competence. Finally, more studies from different subject areas should be conducted to gain insights into pre-service teachers PD and LA plans and it is promising to extend this type of research with other issues like motivation for teaching, professional engagement and beliefs about teaching.

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