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School Administrators' Opinions Related to the Values that should Be Gained to Classroom Teachers through In-Service Training*

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ARTICLE INFO	ABSTRACT
	Purpose: Social changes and developments in educational policies bring along changes in the values of the teaching profession. The changing values increase the in-service training needs of the teachers. Although it is aimed to gain prospective teachers the values of the teaching profession in the pre-service period, it is seen that the target is not sufficiently achieved. The present research aims to investigate administrators' opinions regarding the values that should be gained among classroom teachers through in-service training. **Research Methods:** This study was designed in a qualitative, case study pattern.

The study group was 24 school administrators working in primary schools. The participants were determined using a criterion sampling method. The data were collected by a semi-structured grid form developed by the researchers.

Findings: The values to be gained during in-service training among classroom teachers were (i) personal values: openness to innovation, diligence, patience, awareness, honesty, politeness, empathy, consistency and reliability, (ii) professional values: communication, leadership, creativity, collaboration, solidarity and vision, (iii) universal values: love, justice, tolerance and humanism and (iv) cultural values: patriotism, self-devotion and work selflessly. The personal values were in the first priority order of the values that should be gained class teachers through in-service training.

Implications for Research and Practice: The findings reveal that classroom teachers should be trained with personal, professional, universal and cultural values in the in-service training process. The personal values should include the values, such as openness to innovation, diligence, patience, awareness, honesty, politeness, empathy; professional values should include the values, such as communication, leadership, creativity, collaboration, solidarity and vision.

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Introduction

Since primary education constitutes the first step of formal education, it has special importance for students to gain basic knowledge, skills, attitudes, values and behaviours. In the primary education process, the main attitudes and basic values are acquired among students by the class teachers. Therefore, classroom teaching has a much more important function than other teaching areas. In this context, the values to be gained to in-class teachers through in-service training are seen as an important issue due to the teachers' special position concerning basic education and moral developments of students.

Teaching is a profession that requires continuous professional development. The professional development of teachers requires being sufficient in the professional skills and contextual knowledge, having professional values, and acting in accordance with ethical principles (Basaran, 1996; Hacioglu & Alkan, 1997). Within the educational system, teachers are the individuals who teach students to learn and contribute to their character development (Sonmez, 2018). In this context, the teachers who are sufficient concerning professional and ethical values become role models for their students and thus educate them in terms of self-fulfilling, self-confident and character-wise individuals.

The classroom teacher is the person who influences cognitive development by influencing children aged 5-11, draws and shapes the attitudes towards themselves and the society, and accelerates the development of communication, research and creativity skills. Classroom teachers are defined as the social engineers who laid the foundations of society because they have a special role in the teaching profession, as well as they bring basic skills to the students in the first step of formal education (Atanur-Baskan, Aydın, & Madden, 2006; Ataunal, 1994). Qualified classroom teachers, as the individuals investigating and questioning, are also seen as the representatives of the mental power and founders of intellectual life (Gonulacar, 2016). The training of the teachers as qualified individuals contributes to the success of the education policies and the in-service training programs determined by the Ministry of Education. Providing teachers with opportunities to improve themselves as qualified teachers during their professional life is only possible through effective in-service training.

Since the education in school is planned, programmed and controlled, the knowledge, skills, attitudes and values learned in the school are different from those that learned through family, society and the media. Therefore, education at school saves learning from being based on the chance (Tunca & Saglam, 2013). On the other hand, the values of teachers are not only related to the teachers but also students, families, schools and societies. Because the values that the teachers possess are reflected on the students, families and society through the attitudes and values that the students gain during the education process (Bakioglu & Tokmak, 2009). In particular, since they are the most reliable people concerning primary school age students and they are also role models in the school, the society always expects a high standard of behaviours from classroom teachers (Haynes, 2002, p. 245). Thus, the class

teachers have a big responsibility in ensuring that new generations with a balanced personality, so they should be sufficient about personal, professional and universal values.

Classroom teachers should have the multidimensional knowledge and skills because classroom teaching is defined as a different and difficult profession because it is quite different from other teaching fields (Ataunal, 1994; Karabacak, Kucuk, & Korkmaz, 2015; Richardson & Watt, 2006; Uslu & Bumen, 2013). Since the first years in the schools are seen as the basis for preparing children for adult life, the knowledge and skills gained them during this period constitute as the infrastructure for the knowledge and skills to be gained in other education stages (Erdogan, 2004; Senemoğlu, 2003). Therefore, in the oncoming education stages, the attitudes and behaviours of the students emerge as a reflection of the knowledge, skills, attitudes and values gained by the classroom teachers (Kılıc & Babayigit, 2017). Therefore, the class teachers should be sufficient about personal, professional, and universal values because these are considered as the basic competence areas of the teaching profession due to critical importance for the development of students. In this context, it also reveals the main reason why the education politicians and experts are focused on the character education and the professional values of teachers in recent years.

Changes in education, changing values, changing needs of society, changes in information and communication technologies, changes in the understanding of teachers' roles in teaching and learning process, changes in students' interests and expectations bring along the changes of the values teachers should have. These changes mentioned above also reveal the main reasons for the in-service training needs of teachers (Karabacak, 2016; Ozer-Ozkan & Anıl, 2014). In the achieving process of the values of the teaching profession, the innovations and developments in the learning and teaching processes should be considered to improve the professional knowledge, skills and values of teachers (Tutkun & Aksoyalp, 2010). The way to achieve these values effectively is to improve the quality of in-service training practices (Adekola, 2007). Consequently, in-service training opportunities should be provided to class teachers to improve their professional knowledge, skills and values to support children to learn more effectively in primary schools.

In-service training includes training for employees to acquire the qualifications required by their duties and to develop in the desired direction. In this context, all activities aiming to improve the knowledge, skills and attitudes of employees for their job are considered as in-service training (Cesur & Yelken, 2015; Ekinci, 2010). In Turkey, in-service training for teachers is considered a legal requirement by the Ministry of Education ([MEB], 2018). Although it is aimed to gain professional values in the pre-service period in the studies e.g., Akdemir (2012), Buyukcan (2008), Gultekin, Cubukcu and Dal (2010), Pepeler, Murat and Akmence (2016), Ustu, Tas and Sever (2016), it is seen that the target is insufficiently achieved. In these studies, in-service training was criticized for being short-term and cannot be followed by an interactive process. In addition, in-service training was criticised for lasting in the short term e.g., Ergin, Akseki and Deniz (2012), Gultekin, Çubukcu and Dal (2010), Yildirim, Kursun and Goktas (2015); the achievements of in-service training cannot be

followed e.g. Serin and Korkmaz (2014), Sahin (2013), Sahin and Turkoglu (2017), and being useless e.g., Gokmenoglu (2012, Feriver-Gezer (2010), Karadag (2015), Limon (2014), and Ulker (2009). It is known that the in-service training, meeting the needs and expectations of teachers can produce better outputs (Arseven, 2009; Bastürk, 2012; Dogan, 2009; Garet, Porter, Desimone, Birman & Yoon, 2001; Gultekin & Cubukcu, 2008; Eminoglu-Kuçüktepe & Baykin, 2014; Kaya, Cepni, & Kuçük, 2005; Parmaksiz, 2010; Parmaksiz & Sicak, 2015; Sanli, Altun, & Tan, 2015). As a result, it can be said that teachers have problems accessing in-service training on the issues they need.

When the related literature is examined, it is seen that the in-service training subjects required by the teachers are concentrated on two main themes. The first theme is on the lack of professional values that teachers should exhibit (e.g., Boydak-Ozan, Sener, & Polat, 2014; Cochran-Smith & Zeichner, 2005; Gul & Aslan, 2009; Karadag, 2015; Ok & Onkol, 2007; Ustu, Tas, & Sever, 2016). The second theme is the insufficiency of professional values gained during undergraduate education. Thus, problems encountered in maintaining the teaching profession (Glathorn, Jones, & Bullock, 2006). In addition, there is a very limited number of studies in the literature on professional values that should be gained to teachers through in-service training (Sahin, 2013). However, the opinions of the school principals about the values that should be gained to the teachers through in-service training are very important concerning predicting the values that should be given to the students in schools. Moreover, in recent years, the education politicians and experts focus on the values education and in particular, on the values of the teaching profession, but in a limited number of studies, the reference to the values of the teaching profession has emerged as an important problem. Consequently, this study was predicted to contribute to the elimination of the gap in the literature.

The present study aims to reveal the values to be gained class teachers through in-service training according to the opinions of the school administrators. For this purpose, the following questions were sought in this study:

1. Which values should be gained to the class teachers through in-service training?

2. What is the priority level of these values?

Method

Research Design

This study was designed in a case model, which is one of the qualitative research patterns. The case study allows an investigation to describe the holistic and meaningful features of real-life events, and researchers using this method find the opportunity to examine and interpret data in a specific context closely and in-depth (Creswell, 2015; Fidel, 1984; Yin, 2003; Zainal, 2007). In this study, a holistic single condition design was used. The holistic single-case pattern can be used in areas where there are three conditions. These are the confirmation or refutation of a well-formulated theory, the study of outliers that do not meet general standards or the study of situations in which no one has been or has not been able to work before. In

single-case patterns, as the name implies, there is a single analysis unit (e.g., an individual, an institution, a program, a school) (Yildirim & Simsek, 2013).

Research Sample

The study group was 24 school administrators working in primary schools. The study group was determined using the criterion sampling method. The use of a criterion sampling method in this process is based on the assumption that the study group has sufficient knowledge of the subject being investigated (Patton, 2014, p. 238). In determining the study group, to work as a teacher for at least five years was determined as the main criterion. The reason why working as a teacher for at least five years was determined as the criterion was that school principals were predicted that teachers could better estimate which values they should have. Completing or continuing a Master's degree in the field of educational administration was determined as another criterion. The reason why it was taken as a criterion to have a master's degree or is doing in the field of education management was to assume that the level of awareness of the participants regarding the values to be gained to the classroom teachers would be high. Having served as a school administrator for at least five years was determined by another criterion. The reason why the participants were sought as a school principal for at least five years was the assumption that the five-year experience would provide a better understanding of what values teachers needed. In addition, to participate in in-service training activities was considered as another criterion. The purpose of seeking the condition of participating in the in-service training activities in the participants was to assume that the awareness of the method and content of the in-service training activities would be more suitable for the purpose of the research. 19 of the participants were male and five were female. The mean age of the participants was 38.50. The average professional seniority of the participants was 19.25 years, and the management seniority average was 13.50 years.

Research Instruments and Procedures

This study was conducted in four stages: (i) definition of the problem, (ii) preparation of the data collection instrument, (iii) data collection, and (iv) data analysis and interpretation (Mayring, 2011; Yildirim & Simsek, 2013).

(i) Definition of the problem: During interviews with school principals, it was understood that they frequently encountered teachers' indifferent behaviours and experience anxiety. Moreover, the teachers' indifferent behaviours reduced the morale and motivation of diligent teachers. In the first stage, the problem was defined. Then, a conceptual framework was created to be able to classify and compare the values examined in the study.

(ii) The data of the study were collected using the semi-structured grid form developed by the researchers though reviewing the related literature. The grid technique is a cognitive mapping technique that attempts to describe how people think about a phenomenon in their world (Fransella, Bell, & Bannister, 2004; Tan & Hunter,

2002). In this study, the opinions of the administrators about the values to be gained through in-service training were obtained using the semi-structured grid form (Adams-Webber, 1996; Bell, 2005; Jankowicz, 2004; Sezer, 2016). The data collection tool consists of three parts. In the first part, there are four demographic questions aiming to determine the age, gender, seniority and management seniority of the participants. In the second part, school administrators are asked to write 10 values that should be gained through in-service training to classroom teachers. In the third part, the principals are asked to rank the priority level of the values that to be gained through in-service training to the teachers. In Figure 1, the semi-structured grid form is given.

	Section I	Section II									
	Professional Values	Priority Level									
Row											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

1. Write ten values in the 1st section that to be gained teachers in-service training.
2. In the 2nd section, please specify a priority order for each value among 1-10 using (x).

Figure 1. *The Semi-Structured Grid Form*

(iii) Data collection: In the data collection process, firstly, a list of school administrators determined by the criterion sampling method was established. Each school principal in the list was contacted by the second and third researchers on the phone and information about the purpose of this study was given. Then, interviews were conducted with the school administrators. Each interviewing lasted approximately 20-25 minutes.

(iv) Data analysis and interpretation: Data were analyzed using descriptive analysis technique. The descriptive analysis technique consists of four stages: (1) creating a thematic framework for analysis, (2) processing the data according to the thematic framework, (3) identifying the findings, (4) analysing and interpreting the findings (Creswell, 2014; Yildirim & Şimsek, 2013, pp. 93-97). Before the analysis, the semi-structured grid forms containing the views of school administrators were coded by two researchers as P1, P2, P3, P4,… P24. All opinions are shown in the table and the opinions written in the same way are evaluated in the same category. Totally, 240

categories were created by the school administrators and a total of 59 values were determined to be gained to the teachers. As a result of content analysis, four main themes were determined based on the views of the participants. Sub-themes were created from the values reflecting the same content.

Validity and Reliability

To ensure the internal validity of the study (1), attention was paid to the interpretation of the data by considering the situation in which it was related (2) internal consistency of the sub-theme groups was obtained by considering the internal homogeneity and external heterogeneity. In addition, sub-themes were determined based on the theoretical structure, and after the data analysis, all findings were presented without comment to provide internal reliability (Creswell, 2015). Moreover, expert opinion was sought to verify whether the opinions represented the sub-themes given under four different main themes. The lists, including participants' views and the sub-themes, were given to three faculty members at different faculties of education who are experts in professional values. These experts were asked to match the views of the school principals with the sub-themes in the lists. Then, the mappings made by the experts were compared with the mappings of the researchers. It was applied the formula 'Reliability= Consensus/(Consensus + Dissidence) × 100' to determine the reliability of the coding (Miles & Huberman, 1994, p. 64). The agreement between the two coders was calculated as $57/(57 +2) \times 100 = 96.61$. In the method section, the research model, study group, data collection tool and data analysis processes were given in detail to ensure the external validity of this study. Besides, the procedures, including data collection, data analysis, consolidation and presentation of the results, and researched topic and the method, were specified with details in related sections to ensure the external reliability of this study. In the inclusion of school principals in the study group, volunteering was taken as a basis in participating in this study and it was stated to them that the records containing their answers would remain confidential.

Results

As a result of the descriptive analysis, four main salient themes were determined. In Table 1, the frequency and percentages of the main themes are given.

Table 1

Frequency and Percentages Related to the Main Themes (N=24)

Main Themes	n	f	%	WP
Personal Values	27	101	45.8	539
Professional Values	16	78	27.1	419
Universal Values	10	36	16.9	241
Cultural Values	6	25	10.2	121
Total	59	240	100	1320

The Values Should Be Gained to the Class Teachers through In-Service Training

The main themes related to the values to be gained to teachers through in-service training were determined as personal values, professional values, universal values and cultural values. In Table 2, the values to be gained teachers trough in-service training are given.

Table 2

The Values to Be Gained Class Teachers (N=24)

(1) Personal Values (η=27, f=101)	
• Openness to innovation [*f=11*]	• Mercy [*f=2*]
• Diligence [*f=10*]	• Encourage [*f=2*]
• Patience [*f=8*]	• Responsibility [*f=2*]
• Stability [*f=7*]	• Sincerity [*f=2*]
• Awareness [*f=7*]	• Helpfulness [*f=2*]
• Honesty [*f=7*]	• Modesty [*f=1*]
• Politeness [*f=7*]	• Self-esteem [*f=1*]
• Empathy [*f=5*]	• Appreciation [*f=1*]
• Entrepreneurship [*f=5*]	• Good-humour [*f=1*]
• Consistency [*f=4*]	• Fairness [*f=1*]
• Trustability [*f=3*]	• Generosity [*f=1*]
• Self-confidence [*f=3*]	• Righteousness [*f=1*]
• Compassion [*f=3*]	• Self-control [*f=1*]
• Sensibility [*f=3*]	
(2) Professional Values (η=16, f=78)	
• Communication [*f=16*]	• Unconditional acceptance [*f=3*]
• Leadership [*f=15*]	• Being scientific [*f=2*]
• Creativity [*f=8*]	• Being role-model [*f=2*]
• Collaboration [*f=7*]	• Self-renewing [*f=2*]
• Solidarity [*f=6*]	• Professional ethics [*f=2*]
• Vision [*f=5*]	• Motivation [*f=1*]
• Being organized [*f=4*]	• Student centeredness [*f=1*]
• Compatibility [*f=3*]	• Impartiality [*f=1*]
(3) Universal Values (η=10, f=36)	
• Love [*f=10*]	• Democratic attitude [*f=2*]
• Justice [*f=8*]	• Respect for diversity [*f=2*]
• Tolerance [*f=4*]	• Virtue [*f=1*]
• Humanism [*f=4*]	• Equality [*f=1*]
• Respect [*f=3*]	• Respect for human rights [*f=1*]
(4) Cultural Values (η=6, f=25)	
• Patriotism [*f=9*]	• Loyalty [*f=2*]
• Self-devotion [*f=7*]	• Independence [*f=1*]
• Work selflessly [*f=5*]	• Fidelity [*f=1*]

When Table 2 is examined, it is seen that personal values are at the forefront among the values that should be gained class teachers through in-service training. The personal values, such as openness to innovation (*f*=11), diligence (*f*=10), patience (*f*=8), stability (*f*=7), awareness (*f*=7) honesty (*f*=7), politeness (*f*=7), empathy (*f*=5), entrepreneurship (*f*=5), consistency (*f*=4) and reliability (*f*=3), rank first among the values to be gained class teachers. The professional values, such as communication (*f*=16), leadership (*f*=15), creativity (*f*=8), collaboration (*f*=7), solidarity (*f*=6), vision (*f*=5), and being organized (*f*=4), rank first among the values to be gained class teachers. The universal values, such as love (*f*=10), justice (*f*=8), tolerance (*f*=4), humanism (*f*=4), and respect (*f*=3), are in the first ranks. The cultural values, such as patriotism (*f*=9), self-devotion (*f*=7), and work selflessly (*f*=3), rank first among the values to be gained class teachers.

The Weighted Priority Level of the Values

The weighted priority (WP) level of the values to be gained to teachers through in-service training is determined as the personal values, professional values, universal values and cultural values. The most prior values in personal values main theme were diligence [WP=64], stability [WP=55], and patience [WP=51]. The most prior values in professional values main theme were communication [WP=108], leadership WP=83], and collaboration [WP=41]. The most prior values in universal values main theme were love [WP=63], justice [WP=55], and humanism [WP=28]. In addition, the most prior values in cultural values main theme were patriotism [WP=46], self-devotion [WP=32], and work selflessly [WP=23]. In Table 3, the weighted priority level of the values is given.

Table 3

The Weighted Priority Level of the Values (N=24)

(1) Personal Values (η=27, f=101, WP=539)	
• Diligence [*WP=64*]	• Mercy [*WP=10*]
• Stability [*WP=55*]	• Self-control [*WP=9*]
• Patience [*WP=51*]	• Righteousness [*WP=8*]
• Openness to innovation [*WP=44*]	• Trustability [*WP=7*]
• Awareness [*WP=40*]	• Generosity [*WP=7*]
• Politeness [*WP=40*]	• Good-humour [*WP=6*]
• Honesty [*WP=36*]	• Modesty [*WP=6*]
• Empathy [*WP=30*]	• Encourage [*WP=6*]
• Sensitivity [*WP=26*]	• Helpfulness [*WP=4*]
• Entrepreneurship [*WP=19*]	• Self-esteem [*WP=3*]
• Compassion [*WP=17*]	• Appreciation [*WP=3*]
• Self-confidence [*WP=15*]	• Sincerity [*WP=3*]
• Consistency [*WP=15*]	• Fairness [*WP=3*]
• Responsibility [*WP=12*]	

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Table 3 Continue

(2) Professional Values (η=16, f=78, WP=419)	
• Communication [*WP=108*]	• Unconditional acceptance [*WP=15*]
• Leadership [*WP=83*]	• Being scientific [*WP=13*]
• Collaboration [*WP=41*]	• Being role-model [*WP=11*]
• Creativity [*WP=39*]	• Student centeredness [*WP=9*]
• Being organized [*WP=32*]	• Compatibility [*WP=5*]
• Vision [*WP=20*]	• Self-renewing [*WP=5*]
• Solidarity [*WP=19*]	• Impartiality [*WP=2*]
• Professional ethics [*WP=16*]	• Motivation [*WP=1*]
(3) Cultural Values (η=6, f=25, WP=121)	
• Patriotism [*WP=46*]	• Loyalty [*WP=12*]
• Self-devotion [*WP=32*]	• Fidelity [*WP=7*]
• Work selflessly [*WP=23*]	• Independence [*WP=1*]

Discussion, Conclusions, and Recommendations

The present study aims to investigate the values that should be gained among classroom teachers through in-service training; school principals envisaged that the personal values should be gained among teachers, in general. According to school administrators' opinions, the personal values with the highest frequency were openness to innovation, diligence, patience, stability, awareness, honesty, politeness, empathy, entrepreneurship, consistency and reliability. These values can be considered as the important findings revealing that classroom teachers should be equipped with personal values concerning being role-models for students. These results are consistent with the results obtained from previous studies. In a study conducted by Albu (2015) on primary school teachers' values at the beginning of the 21st century, the findings show that primary school teachers should have values, such as honesty, trust, seriousness, empathy, and sincerity. In another study conducted by Coskun (2016), the findings showed that the personal values that teachers should have were respect, equality, justice, impartiality, love, continuous development, responsibility and trust. Similarly, in the studies conducted by Seghedin (2014), Tunca and Saglam (2013), Watkins and Donelly (2014), the findings showed that teachers should have the personal values, such as respect, equality, justice, diligence, patience, stability, awareness, honesty, responsibility and trustworthiness.

According to the school administrators' opinions, professional values should also be gained to class teachers. The professional values mostly emphasized by school administrators that should be gained to class teachers through in-service training were communication, leadership, creativity, cooperation, solidarity, vision, being organized, compatibility and unconditional acceptance. These results can be evaluated as the important findings concerning the expectations of school principals to continue the tasks in the school environment within the solidarity and cooperation and the sufficient communication among the class teachers as the creative leaders. Similar

findings are seen in previous studies, and it reinforces this interpretation. Substantially, there are similar results in the studies conducted by Aybek and Karatas (2016), Coskun (2016), Karatas (2013), Karabacak (2016), Sezer, Karabacak, Korkmaz and Kucuk (2019), Kocyigit and Karadag (2017), Tunca and Saglam (2013). In these studies, the participants envisage that teachers should always consider being a positive role model for their students, respecting differences, having personal and social responsibility, being against violence, being open to cooperation, having the ethic principals including honesty, universality, professional responsibility, conscience and fairness. In addition, in a study conducted by Sezer, Karabacak, Korkmaz and Kucuk (2019), professional skills should be gained to teachers through in-service training, including communication skills, technology using skills, pedagogical content knowledge, planning skills, material designing and using skills.

School administrators stated that universal values should also be gained among the class teachers through in-service training. The universal values that should be gained to the classroom teachers through in-service training were love, justice, tolerance, humanism, respect, democratic attitude and respect for diversity. These results can be seen as the important findings when it is evaluated concerning having a more special position in the field of classroom teaching than in other teaching areas. Similar results are seen in previous studies. In a study, conducted by Aybek and Karatas (2016), the results show that the prospective teachers correlate ethics with the concepts of rule, rightness-wrongness, respect, morality, honesty, universality, professional responsibility, conscientiousness, decency and justice. Similar findings include in the research conducted by Işıktaş (2015), Karabacak, Kucuk and Korkmaz (2015). In addition, school administrators expressed that cultural values should be gained among classroom teachers. The cultural values were patriotism, self-devotion and work selflessly. Given the role of education in the improvement of nations and the development of countries given that teachers are equipped with national values should be considered among the specific aspects of the teaching profession. Similarly, in the studies conducted by Bakioglu and Koc (2017), Donmez (2011), Kocyigit and Karadag (2017) and Zuna and McDougalli (2004), the findings show that the teaching profession requires having cultural values, such as patriotism, altruism and self-sacrifice.

The priority level and the frequencies of the values that should be gained to teachers through in-service training have a similar ranking. However, according to the weighted priority level, diligence, stability and patience take place in the first ranks of personal values. Communication, leadership and collaboration take in the first place of the professional values according to the weighted priority level. In addition, love, justice and humanism rank first of the universal values. On the other hand, the patriotism, self-devotion and work selflessly were the national values having the most priority.

The results reveal that teachers should be given personal, professional, national and universal values through in-service training. Based on these results, it can be said that the ethical principles and values of the teaching profession should be internalized by each teacher. Thus, the ethical principles and professional values of the teaching

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profession should be determined by the Ministry of National Education. In teacher training institutions, as well as the general qualifications of the teaching profession, importance should be given to gain professional and ethical values of the teaching profession. In the light of changing values and global developments, the values of the teaching profession should be reintroduced to teachers through in-service training in accordance with national and universal values. In-service training should be provided to teachers to ensure that they exhibit determined, patient and innovative attitudes and behaviours in their schools. In-service training should be provided to develop teachers' effective communication, leadership and collaboration skills. In-service training should also ensure that teachers are hardworking, patriotic and self-sacrificing in their profession. The values to be brought to the teachers should ensure that they approach students with love, ensure that they have a fair attitude and instil a strong love of humanity. This research was conducted in the qualitative research design and the data were collected using a semi-structured grid form. Further studies can be planned with different designs and different working groups on the professional values of the teaching profession. In addition, different studies can also be planned by researchers on the changing values of the teaching profession.

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Okul Yöneticilerinin Sınıf Öğretmenlerine Hizmet İçi Eğitim Yoluyla Kazandırılması Gereken Değerlere İlişkin Görüşleri

Özet

Problem Durumu: İlkokul eğitimi, örgün eğitimin ilk basamağını oluşturduğu için öğrencilere temel bilgi, beceri, tutum, değer ve davranışların kazandırılmasında ayrı bir öneme sahiptir. Bu süreçte tutum ve değerler, öğrencilere büyük ölçüde sınıf öğretmenleri tarafından kazandırılmaktadır. Dolayısıyla, sınıf öğretmenliğinin, diğer öğretmenlik alanları içinde daha özel bir yeri olduğu söylenebilir. Sınıf öğretmenlerinin öğrencilerin yetişmesi ve gelişimindeki özel konumu nedeniyle sahip olmaları gereken mesleki değerler, oldukça önemli bir konu olarak değerlendirilmektedir. Öğretmenlerin, öğretmenlik mesleğinin gerektirdiği niteliklerle donanımlı olarak yetişmesi, Milli Eğitim Bakanlığının belirlediği eğitim politikalarının ve uygulamaların başarısına da olumlu katkılar sağlar. Öte yandan öğretmenler, gelişmeleri yakından izleyen, eksiklikleri sorgulayan entelektüel bir yaşamın mimarı ve zihinsel gücün temsilcisidir. Bu yüzden ülkenin varlığını ve toplum olarak devamını sağlayacak kuşakların dengeli bir kişiliğe sahip olmaları yanında bilimsel, kültürel ve sanatsal açıdan yeterli bir şekilde yetişmesinde aktif olarak rol alan ve sorumluluk üstlenen öğretmenlerin mesleki değerler açısından yeterli olması oldukça önemlidir.

Okuldaki ilk yıllar, çocuğun yetişkin yaşamına hazırlanmasına temel oluşturduğundan, bu dönemde kazanılan bilgi ve beceriler, diğer eğitim basamaklarında kazandırılacak bilgi ve beceriler için alt yapı niteliği taşımaktadır. Dolayısıyla, ilerleyen eğitim basamaklarında, öğrencilerin sergilediği tutum ve davranışlar, büyük ölçüde sınıf öğretmenlerinin kazandırdığı bilgi, beceri, tutum ve değerlerin birer yansıması olmaktadır. Bu durum, son yıllarda eğitim politikacıları ve uzmanların değerler eğitimi ve mesleki değerler konuları üzerine yoğunlaşmasının nedenini ortaya koymaktadır. Sınıf öğretmenlerinin mesleki değerler bakımından yeterli olmaları, öğrencilerin gelişimi açısından kritik bir önem taşıdığı için öğretmenlik mesleğinin temel yeterlik alanlarından biri olarak kabul edilmektedir.

Alanyazın incelendiğinde, öğretmenlere yönelik hizmet içi eğitim çalışmalarında, çoğunlukla hizmet içi eğitim ihtiyaçlarının belirlenmesi üzerinde durulduğu anlaşılmaktadır. Öte yandan öğretmenlerin hizmet içi eğitim ihtiyaçlarının öncelik düzeyinin öğretmen ve okul yöneticilerinin görüşlerine göre önemli ölçüde farklılaştığı görülmektedir. Ayrıca alanyazında, öğretmenlere hizmet içi eğitim yoluyla kazandırılması gereken öğretmenlik mesleğinin temel değerlerine ilişkin çok

sınırlı sayıda araştırmanın olduğu anlaşılmaktadır. Oysa okul müdürlerinin bakış açısıyla öğretmenlere hizmet içi eğitim yoluyla kazandırılması gereken değerlerin bilinmesi, okullarda öğrencilere kazandırılacak kişisel, kültürel ve evrensel insan değerleri açısından oldukça önemlidir.

Araştırmanın Amacı: Son yıllarda eğitim politikacıları ve uzmanlar, değerler ve özellikle mesleki değerler üzerine yoğunlaştığı halde sınıf öğretmenleri ve okul yöneticileri ile yapılan az sayıda çalışmada, mesleki değerlere atıfta bulunulması, önemli bir problem durumu olarak ortaya çıkmaktadır. Bu çalışmanın amacı, okul yöneticilerinin görüşlerine göre hizmet içi eğitim yoluyla sınıf öğretmenlerine kazandırılacak değerleri ortaya koymaktır. Bu amaçla aşağıdaki sorulara yanıt aranmaktadır:

1. Sınıf öğretmenlerine hangi değerler kazandırılmalıdır?

2. Sınıf öğretmenlerine kazandırılacak değerlerin öncelik düzeyi nedir?

Araştırmanın Yöntemi: Bu çalışma, nitel araştırma desenlerinden biri olan durum çalışması modelindedir. Bu araştırmada, bütüncül tek durum deseni kullanılmıştır. Araştırmanın çalışma grubunu, ölçüt örnekleme yöntemiyle belirlenen 24 okul yöneticisi oluşturmaktadır. Okul yöneticilerinin 19'unu erkek, 5'ini ise kadın yöneticiler oluşturmaktadır. Katılımcıların yaş ortalaması, 38.50'dir. Katılımcıların meslek kıdemi ortalaması 19.25 yıl ve yöneticilik kıdemi ortalaması 13.50 yıldır. Çalışma grubunun belirlenmesinde, en az beş yıl sınıf öğretmenliği yapmış olma temel ölçüt olarak belirlenmiştir. En az beş yıl öğretmen olarak görev yapmanın ölçüt olarak belirlenmesinin nedeni, okul müdürlerinin öğretmenlerin sahip olmaları gereken değerlerin neler olduğunu daha iyi kestirebileceklerinin öngörülmesidir. Eğitim yönetimi alanında yüksek lisans derecesini tamamlamış veya devam ediyor olmak başka bir ölçüt olarak belirlenmiştir. Eğitim yönetimi alanında yüksek lisans yapmış ya da yapıyor olmanın ölçüt olarak alınmış olmasının nedeni, katılımcıların sınıf öğretmenlerine kazandırılacak değerlere ilişkin farkındalık düzeylerinin yüksek olacağının varsayılmasıdır. En az beş yıl boyunca okul yöneticisi olarak görev yapmak, bir başka ölçüt olarak belirlenmiştir. Katılımcılarda, en az beş yıl okul yöneticisi olarak görev yapmış olma koşulunun aranmasının nedeni ise beş yıllık deneyimin öğretmenlerin hangi değerlere gereksinim duyduğunun daha iyi anlamayı sağlayacağının varsayılmasıdır. Ayrıca, hizmet içi eğitim faaliyetlerine katılmış olmak başka bir ölçüt olarak belirlenmiştir. Katılımcılarda, hizmetiçi eğitim etkinliklerine katılmış olma koşulunun aranmasının amacı ise katılımcıların hizmetiçi eğitim etkinliklerinin yöntem ve içeriğinin farkında olmasının araştırmanın amacına daha uygun olacağının varsayılmasıdır.

Veri Analizi: Veriler, betimsel analiz tekniği ile analiz edilmiştir. Betimsel analiz tekniği, (1) analiz için tematik bir çerçeve oluşturma, (2) verilerin tematik çerçeveye göre işlenmesi, (3) bulguları tanımlama, (4) bulguları analiz etme ve yorumlama olmak üzere dört aşamadan oluşmaktadır. Yapılandırılmış grid formları analiz öncesinde araştırmacılar tarafından sırasıyla K1, K2, K3, K4, ... K24 şeklinde kodlanmıştır. Bütün görüşler tabloda gösterilmiş ve benzer şekilde yazılan görüşler aynı kategoride değerlendirilmiştir. Okul müdürleri, toplam 240 kategori oluşturmuş ve bu

kategorilere göre öğretmenlere kazandırılacak toplam 59 değer belirlenmiştir. Alt temalar, aynı içeriği yansıtan kategorilerden oluşturulmuştur. Betimsel analiz sonucunda katılımcı görüşlerine dayalı olarak dört ana tema belirlenmiştir.

Araştırmanın Bulguları: Araştırmadan elde edilen sonuçlara göre, okul yöneticileri öğretmenlere daha çok kişisel değerlerin kazandırılması gerektiği yönünde görüş belirtmektedir. Bu değerler arasında, okul müdürlerinin en fazla vurguladığı kişisel değerler yeniliğe açıklık, çalışkanlık, sabır, kararlılık, farkındalık, dürüstlük, nezaket, empati, girişimcilik, tutarlılık ve güvenilirliktir. Okul yöneticileri, öğretmenlere mesleki değerler kazandırılması gerektiğini ifade etmektedir. Okul müdürleri tarafından en fazla vurgulanan mesleki değerler iletişim, liderlik, yaratıcılık, işbirliği, dayanışma, vizyon, planlılık, uyumluluk ve koşulsuz kabuldür. Okul yöneticileri, öğretmenlere hizmet içi eğitim yoluyla evrensel değerlerin kazandırılması gerektiği şeklinde görüş belirtmektedir. Okul müdürleri, öğretmenlere kazandırılması gereken evrensel değerleri, sevgi, adalet, hoşgörü, hümanizm, saygı, demokratik tutum ve farklılıklara saygı şeklinde ifade etmektedir. Okul müdürleri, ayrıca hizmetiçi eğitim yoluyla öğretmenlere kültürel değerler kazandırılması gerektiği şeklinde görüşler belirtmektedir. Okul müdürleri, hizmetiçi eğitim yoluyla öğretmenlere kazandırılması gereken başlıca kültürel değerleri vatanseverlik, fedakârlık ve özverili olma şeklinde ifade etmektedir.

Araştırmanın Sonuçları ve Öneriler: Araştırmanın sonuçları, okul müdürlerinin sınıf öğretmenlerine hizmet içi eğitim yoluyla kişisel, mesleki, evrensel ve kültürel değerlerin kazandırılması gerektiği şeklinde görüşlere sahip olduğunu ortaya koymaktadır. Bu sonuçlara dayalı olarak her öğretmenin öncelikle kişisel değerlere sahip olmaya öncelik vermesi gerektiği ifade edilebilir. Öğretmenler, öğretmenlik mesleğinin temel değerlerine ve etik ilkelerine sahip olmalıdır. Milli Eğitim Bakanlığı tarafından öğretmenlere hizmetiçi eğitim aracılığı ile öğretmenlik mesleğinin temel mesleki değerleri kazandırılmalıdır. Öğretmen yetiştiren kurumlarda, öğretmenlik mesleğinin genel yeterliklerinin yanı sıra mesleki ve etik değerlerin kazandırılmasına özen gösterilmelidir. Öğretmenlere hizmetiçi eğitim yoluyla, değişen değerler ve küresel gelişmeler ışığında öğretmenlik mesleğinin temel mesleki değerleri, kültürel ve evrensel değerlerle uyumlu olacak şekilde yeniden kazandırılmalıdır. Öğretmenlere, okullarında kararlı, sabırlı, yeniliğe açık tutum ve davranışlar sergilemeyi sağlayacak hizmetiçi eğitimler verilmelidir. Öğretmenlerin etkili iletişim, liderlik ve işbirliği becerilerini geliştiren hizmetiçi eğitimler yer verilmelidir. Hizmetiçi eğitimler, öğretmenlerin mesleğinde çalışkan, vatansever ve fedakâr olmalarını sağlamalıdır. Öğretmenlere kazandırılacak değerler, öğrencilere sevgi ile yaklaşmalarını sağlamalı, adaletli bir tutum sergilemelerini garanti etmeli, güçlü bir insanlık sevgisi aşılamalıdır. Bu araştırma nitel araştırma deseninde yürütülmüş ve veriler yarı yapılandırılmış grid formu ile toplanmıştır. Öğretmenlere kazandırılacak mesleki değerler, kişisel değerler, evrensel ve kültürel değerler konularında farklı desenlerde ve farklı çalışma grupları ile araştırmalar planlanabilir. Öğretmenlik mesleğinin değişen değerleri konusunda araştırmalar yürütülebilir.

Anahtar Sözcükler: Değerler, sınıf öğretmeni, okul yöneticisi, hizmet içi eğitim.