Generation types view and perspectives of EFL instructors on their expectations related to professional development programs

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Abstract

In-service teacher education programs (INSET) focus on assisting teachers improve themselves to follow innovations in the field and receive the opportunity to share ideas and classroom practices with colleagues.However, most of these attempts cannot reach their goals since they are usually one size fits all type. Some of these programs can even be too demanding on the trainers if they are addressing to a wide range of age groups of trainees. Thus this study aims to find if any common expectations occur among the two age groups:*Generation X and Generation Y.*INSET at schools offer training to three different generations with different characteristics. It is thought that such knowledge may contribute to our perspectives in designing INSET programs when there isnot a possibility of designing tailor-made ones.For this purpose a qualitative research is conducted with 113 participants who were contacted through snowball sampling method.Data is gathered through a questionnaire to explore English teachers' opinions and expectations related to INSET programs, and analysed using content analysis. The results indicate some generation specific views suggestingteacher trainers to consider expectations of teachers and their generation types in organizing INSET.

Keywords: In-service teacher training, Professional development, Generation types

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In this era of technology, rapid changes, changing paradigms in teaching and learning, and changing expectations about the quality of education occur in every society at an unexpected rate. Coping witha great deal of information and adapting all these in their own settings are among the major concerns of the teachers since good teaching promotes learning (Diaz-Maggioli, 2003; Fullan 2007). Thusteachers, as any professionals, are lifelong learners and are expected to be involved in professional development (PD) through participating in workshops, seminars, and utilizing peer observation, peer coaching, team teaching, and self monitoring. Within this perspective, many institutions organize in-service teacher education programs to assist teachers in improving themselves in terms of following innovations in the field, receiving the opportunity to share ideas and classroom practices with colleagues (Eksi & Çapa-Aydın, 2013).

What teachers need to know and able to do to meet the needs of their students (Katz & Snow, 2009) is a question to be answered to achieve in-service teacher training program standards. Hence to design the content of in-service teacher education programs needs analysis studies are carried out butnot all of them are used to design tailor-made teacher education programs. When in-service teachers are asked to comment on theirtraining needs, a variety of topics emerge, which are difficult to address in designing programmes. What's more, it is not easy to design tailor-made individualized programs in most of the institutions.

In some contexts, as in Turkey, planning such programs besides the variety of needs (Bozkurt, Kavak, Yamak, & Darıcı, 2012; Seferoğlu, 2001; Şentuna, 2002; Sarıçoban, 2013) and difficulty to sort out how to approach them, it may not be easy to deal with every teacher individually because of financial problems of the institution or heavy workload of teachers. As a result, the gap between experienced and novice teachers may cause some problems or differences.For example, Özen (1997) in her study with Freshman Unit teachers found that they perceived a need for in-service teacher training programs as a means of professional development, but there were constraints such as workload of the teachers, cost, and relevancy of the programs. Another study, carried out by Ekşi and Çapa-Aydın (2013) found the length of experience as a significant factor in predicting professional development needs.

In astudy by Sentuna (2002), the years of experience were categorized into two groups: as novice and experienced. Karaaslan (2003) categorized teachers into three groups: as the ones with less than 6years of experience, between 6-10 years and over 10 years of experience. The results revealed that the novice teachers were more interested than the experienced teachers in most of the topic areas related to INSET content. Karaaslan (2003), on the other hand, found out that teachers who had less than 10 years of experience were more open to new challenges in teaching than more experienced teachers. As teachers get older or more experienced in their jobs, they may resist to innovations, and be willing to stick to their old ways and feel satisfied with their own practices (Karaaslan, 2003). Day (1999) also states that for teachers who are older or who have more than 10 years of experience, it is possible to go through a monotony and disenchantment in their profession. On the other hand, young teachers are more enthusiastic about freedom to implementnew ideas or new techniques. They are more courageous to try out new things when compared to relatively older teachers. On the other hand, one of the areas where novice teachers wanted to improve themselves most was classroom management (Alan, 2003); whereas experienced instructors seemed to have fewer

classroom management problems than novice instructors. Another difference was that novice instructors were more interested than experienced instructors in lesson planning (Gultekin 2007).

So whatdo all these results imply? Could teachers' experiences and perceived needs be considered within the characteristics and attitudes which are said to be typical of different generations? Within this perspective, this case study aimed at searching the similarities and differences between perceived needs of Turkish EFL teachers from two Generations (X and Y) and the common characteristics of each group.

Based on generation theory this study will try to explore the perceptions and the expectations of English Language teachers related to in-service teacher education programs. Generation theory based studies were carried on various fields including medical students (Borges, Manuel, Elam & Jones. 2006), professional expectations of education faculty staff (Ceylan, 2016, job expectations of teachers (Balcı & Bozkurt, 2013), career expectations of generations (Akdemir et al.2013), characteristics of Generation Y (Crampton & Hodge, 2009), and Generation Y teachers (Behrstock & Clifford, 2009). However, in English language teacher development area where many models have been developed recently, emphasis is given to action research and collaboration, and key terms of "professional learning community," or "collaborative work cultures" (Fullan & Hargreaves, 1992, 38), reflective peer feedback (Diaz-Maggioli, 2003; Fullan, 2007), client centeredness in teacher education (Banglore, 1995), or socio-cultural perspective (Johnson, 2009). However, to our knowledge, generation types have not been considered within the teacher education program development. As in many countries, in Turkey, different programs and workshops are carried out by some teacher training units at many institutions, and experience and age are found as effective factors in the needs of the teachers (Karaaslan,2003; Ozer, 2004; Şentuna,2002; Ekşi &Çapa-Aydın, 2013; Sarıçoban, 2013).Thus, this study aims at filling the gap in the area by considering in EFL teacher's professional needs within the generation perspective, which could contribute in planning in-service teacher education programs.

In-service teacher education is considered to have two broad goals: teacher training and teacher development (Richards & Farrel, 2005:4). Teacher training is defined as 'activities focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals' (Richards & Farrel, 2005:4); whereas, teacher development is defined from different perspectives as learning about one's own profession through reflection (Ur, 1996), natural process of professional growth (Eraut, 1977) through which confidence, new perspectives, new knowledge, and new methods are gradually acquired. Within recent studies, teacher development, being considered as a professional development, has been defined as a 'career-long process in which educators fine–tune their teaching to meet student needs' (Diaz-Maggioli &Gabriel; 2004:5-6) or similarly, as 'a longer–term goal to facilitate growth of teachers' understanding of teaching and of themselves as teachers (Richards & Farrel, 2005:4). Within the scope of this study, in-service teacher education will be accepted as an umbrella term referring to any activities, procedures that aim at short term orlong term goals in the process of professional development.

The generation concept is defined as the totality of individuals of the same age, living in the same era. Hornblower (1997) defines the generations in terms of what experience they had in their early life. Generations are said to be influenced by shared symbols of their era as well as social, political and economic conditions. (Borges, Manuel, Elam & Jones, 2006; Balcı & Bozkurt, 2013). Four generation types have been identified; *Matures* were defined as people born between 1909 and 1945. *Baby Boomers (Boomers)* were born between 1945 and1964 and were affected by the economic prosperity. *Generation X (Xer's)* is the generation between 1965-1979 and were grown influenced by the baby boomers. *Generation Y* was born between 1980 and 2000, and they were in an era with technology and lived in neo-optimist period. Finally the *Z-Generation* is the generation born after 2001. Although there is not common concensus about the age span of generations, depending on the characteristics described and the studies carried out in Turkey (Acar, 2014; Ceylan, 2016; Balcı & Bozkurt, 2013) we will consider the classification offered by Hornblower (1997).

Some of the common characteristics of the generations are as follows: Baby Boomers are idealistic, optimistic and love challenge, regard team and group decisions having significant value at the work place, pursued a process-oriented perspective at work (Ceylan, 2016; Balcı & Bozkurt, 2013.).

Generation X is individualistic, has self-reliance and is adaptable to new technology. Autonomy and independence are important values for them. They prefer open communication and want to seek and find reasons behind events. In addition, they believe in the balance between life and work.

Generation Y requires immediate feedback and reward, and they are intolerant to ineffectual meetings. Learning activities should be designed in accordance with more practice and less theory. Most of the employees of Generation Y consider trainings unnecessary, and they want fun in everything (Acar, 2014). They have wide understanding of information technologies and mass media, and can easily accept change. They seek more tolerant and open society. Personal values and goals are more important than the ones related to work, and making an effort toward their personal development via coaching and mentoring is an important value.

Considering the generation types, it can be stated that most teachers who are working in Turkey are from Generation X and Y, and there are some from Baby Boomers (BB), most being already retired. As a result, in-service teacher education programs at schools offer training to three different generations with different characteristics. Thus, it is thought that such knowledge may contribute to our perspectives in designing in-service teacher education programs. Wit this aim,the following questionswere answered in this paper:

How do the characteristics of X and Y generation teachers match with their

a.   experiences of in-service teacher education programs?
b.   expectations of in-service teacher education programs?

Methodology

To answer the research questions, case study methodology was applied. As it is stated in Gillham (2001) a case can be an individual, a group, an institution, large scale community as a profession. Hence, this qualitative study can be considered as a case study since a group of ELT teachers were inquired.

The participants

The participants were selected using snow ball sampling technique. The researchers sent an open-ended questionnaire through e-mail to their colleagues and asked them to send the questionnaire to their colleagues. Thus, the maximal variationwas attempted in the sampling, and teachers from different institutions were included in the study. In both generation groups, there were teachers from state and private schools both at university and secondary school level. They were teachers working at different schools and from different age groups. The questionnaire was administred online and 112teachers completed the questionnaire. All completed the demographic questions; but only the teachers who hadnot attended any in-service teacher education programs for professional development (PD) in the last five years answered questions related to the future design of a training program. Henceforth professional development (PD) will be used for all kinds of in-service teacher education programs. In Table 1, the number of participants on generation type basis can be seen.

Table 1

Generation Types and Attendance for PD Training

	n (Total)	n (Attended PD training in last 5 years)
Baby Boomers (BB)	4	3
Gen X	56	42
Gen Y	52	35
Total	112	80

As it can be seen in the table, the number of Gen X and Gen Y completing the questionnaire were similar. When we consider the number of the attendees from each generation type, we may conclude that more Gen X instructors tend to attend PD programs more than Gen Y. Out of 56 Gen X participants, 42 have attended PD programs in the last five years, whereasthis ratio is 35 out of 52 for Gen Y. Since it was not the concern of this study, the data obtained from BBs were not included in the data analysis.

Data collection

The data were collected throughan open-ended questionnaire which composed of three parts. The first part consisted of questions on the subjects' background knowledge such as the

degree they completed, their age, andthe institutions they wereworking. The second part consisted of open-ended questions on teachers' experiences related to prior in-service teacher education programs and the third part consisted of questions on their needs related to a future professional development program. The trustworthiness of the instrument was ensured by consulting expert opinion.

Analysis of data

Data were analyzed using content-analysis. At first, codes were identified and after that categories were set through peer debriefing. The analysis of the data was carried out through NVivo 11.The findings related either to the teachers' experiences or their expectationswere compared to the characteristics of X and Y Generation types.

Results and Discussion

Results obtained from the data are handled under two headings in line with the research questions. The first one is 'X and Y Generation teachers'perceptions related to their experiences during in-service programs'; the second one is 'X and Y Generation teachers' perceptions about their needs for future in-service teacher education programs.

The characteristics of X and Y Generation teachers and their experiences of in-service teacher education programs?

To understand the perceptions of the participants on their experiences, they were asked to comment on PD programsthey attended in the last five years and state whether they found themuseful. The answers were coded as *positive* and *negative evaluations*of the program.

Table 2

Negative and Positive Evaluations Related to PD Programs

Generation Types	n (Negative)	n (Positive)
Gen X	7	30
Gen Y	9	28

As Table 2 shows, 30 X Generation participants out of 37 were satisfied with the PD programs they attended, whereas 7 participants from Generation X thought that the PD programs they attended were not effective. Similarly, greater number of Y Generation participants evaluated the programs positively, 9 of them evaluated the programs they attended negatively.

Negative views about the programs

The analysis of themes revealed the differences and similarities between Gen X and Gen Y participants' perceptions. To start with, Gen Y made more detailed explanations related to the programs (see Fig.1).
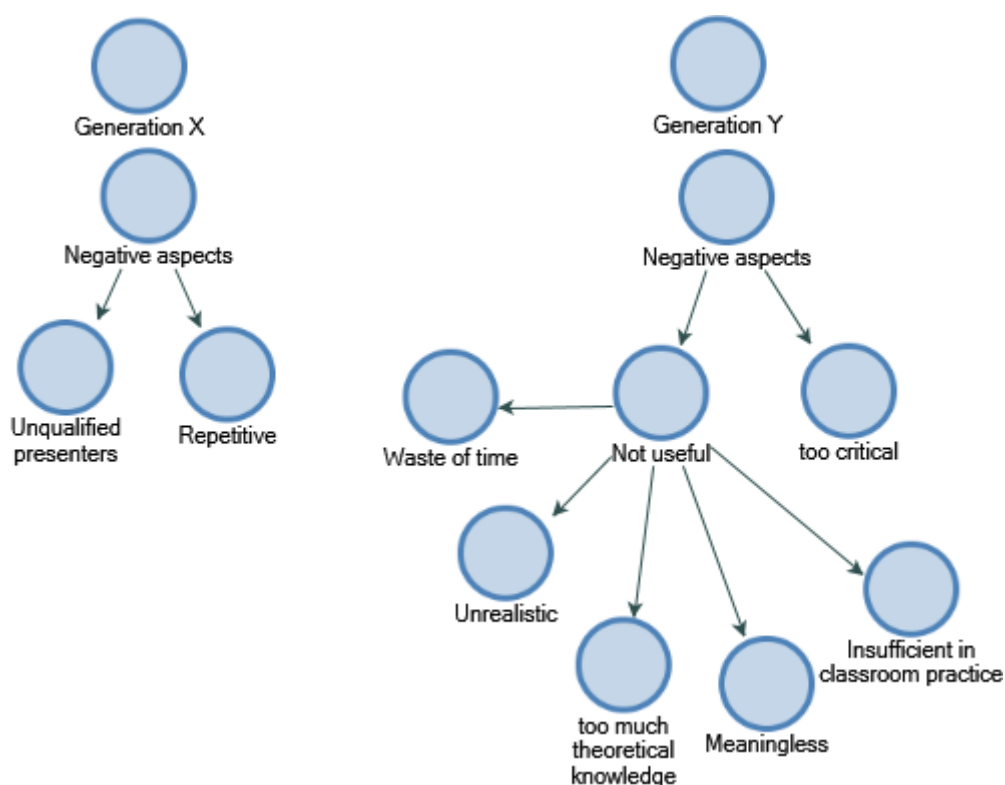
Figure 1

Themes and Sub-themes for Negative Aspects of PD Program

As seen in Figure 1, some of Gen Y teachers thought the programs they attended were *waste of time* which can be considered as a similar finding to some of Gen X teachers' comments which statethe programs being repetitive. This feeling of 'what's new?, I already know this' was quite common among teachers, so if the topics handled through out the program could be enriched with the local examples taken from real world and the books teachers already used, they could be more satisfied.

Gen Y provided a very detailed reasoning why they considered PD programs 'not useful', compared to the other generation. This can be explained by the characteristic of Gen Y, who is intolerant to ineffectual meetings (Acar, 2014; Crampton & Hodge, 2009), keeping GenY's attention more challenging for the trainers. Among the reasons they stated 'too much theoretical knowledge is given' and 'insufficient examples on classroom practice' reflectingtheir characteristics of expecting more practice and less theory (Hornblower, 1997).

Another negative point that one of the participants from Gen Y stated is that he thinks that the colleagues were too critical and stated that:

> *"No, it is waste of time. Lecturers and friends are looking for each other's pronunciation mistakes."*

This comment shows that such an attitude is not approved by Gen Y people who are said to be seeking a more tolerant and open society (Balcı & Bozkurt, 2013). Thus, trust among colleagues should be the first step in organizing in-service teacher education programs

for Gen Y people, as indicated in Bryk & Schneider (2002).
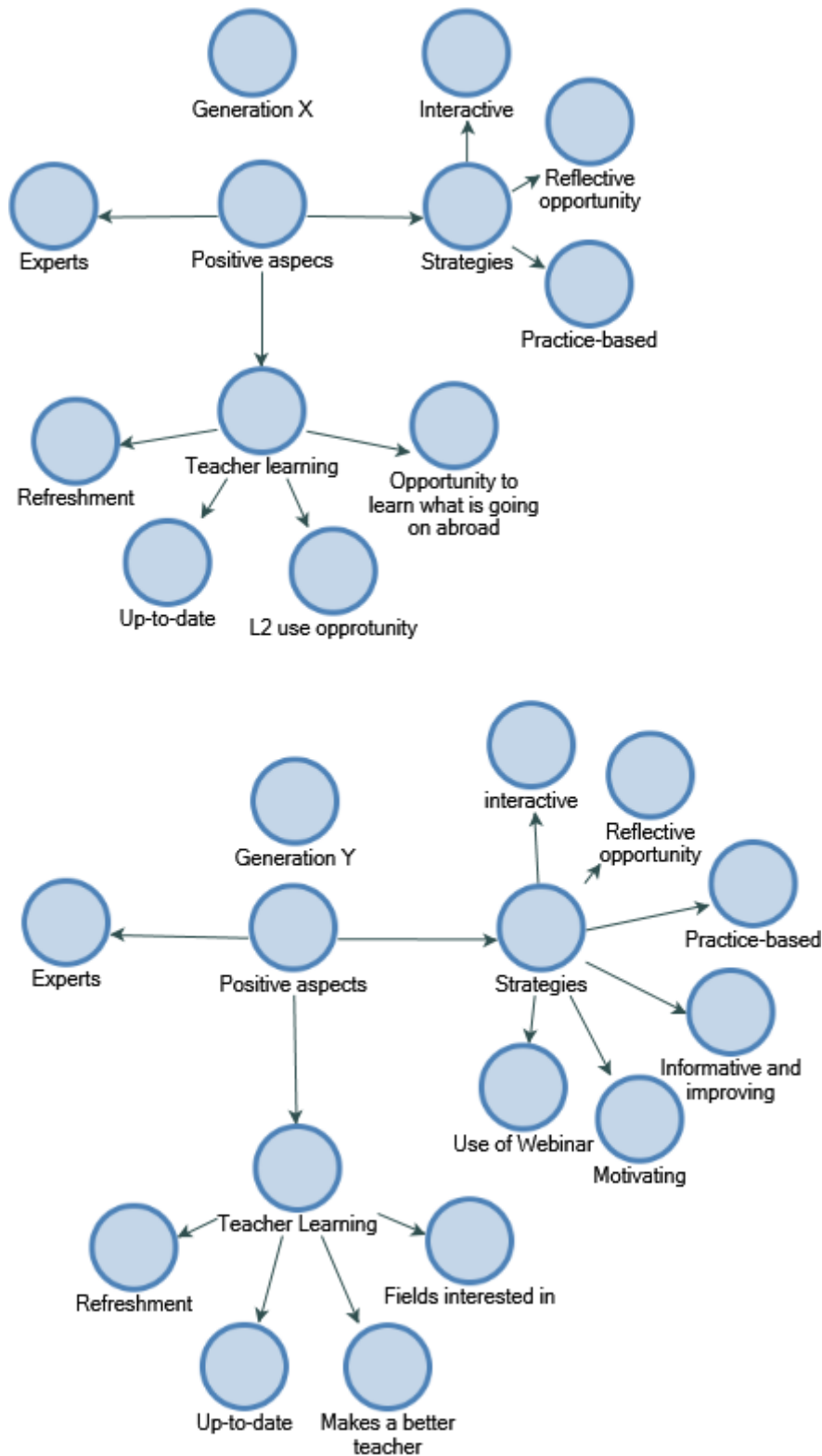
Positive views about the programs

Figure 2

Positive aspects

As it is seen in Figure 2, Gen X and Gen Y teachers' comments were grouped under three headings: Comments related to the experts, teacher learning, and the techniques and strategies used during the programs. In terms of experts in the PD programs, Gen X and Gen Y were satisfied with the experts in the programs. Only Gen Y provided detailedexplanation about the quality of expertstrainers.

Considering the category *Teacher Learning*, both Generations X and Y felt positive about the trainings since they provided refreshing and up to date topics in the field. It helped them to remember what they had learnt in the past. For example, participant 13 (Gen X) wrote:

> *"Definitely. They were ELT techniques that we knew but have forgotten in time, or new techniques, and they were sometimes appropriate to our level, we can refresh ourselves and because it gave the opportunity to use L2, it was definitely worth to attend."*

Although both generations mentioned the category *refreshment* and *up-to-date information*, only Gen Y teachers stated that the content of the programs were related to the fields they were interested in accordance with their chahracteristics of paying attention to personal values and goals. Related to the content of the programs, Gen Y and Gen X showed a further difference; Gen X wanted to be informed about the recent developments in the field, whereas Gen Y did not mention such a point, most probably because of the technological facilities they were grown up with. They had the chance to travel abroad with various programs and associations like ERASMUS and Work and Travel. However, not having such opportunities might be the reason for Gen X's expectations for being informated about what s happening in the world.

Gen Y's characteristics of requiring feedback and reward and belief in expertisewererereflected through their comments on being better teachers.Gen X teachers did not mention such a point because they just considered the content refreshing.

Another difference detected was the L2 use during the program. Gen Y did not mention anything about the use of L2 during the PD programs, yet they believed that attending PD programs made them better teachers.

The last category is strategies mentioned by Gen X and Gen Y. They agreed that the programs were worth to attend and added that the strategies in the program were also important for them. Both generation types agreed that they liked the way the programs were carried out and felt positive about the sessions' being *interactive, reflective* and *practice-base*d. It was vital for them to meet different people, share ideas and experiences during the programs. In terms of having reflective opportunities, both generations felt positive about the programs because they had a chance to receive feedback and reflect on themselves. Practice-based sessions were valued by both generation types, but while two of Gen Xs mentioned this category, there were 6 Gen Y participants who valued practice opportunity during the PD programs. This can be related to the common feature of Gen Y; they value *doing* rather than *knowing* (Schofield & Honore, 2010). What differs GenY from Gen X is the three sub-categories of *strategies*: informative and *improving programs*, *motivating* and *use of*

webinars. This is related to the features of Y Generation, of requiring immediate feedback and reward and having wide understanding of information technologies.

Related to the perceptions of their experiences, the participants were also asked to describe the PD programs they attend with one word. The aim of this question was to have a clearer picture of how the participants felt about the programs they attended. The results can be seen in Table 3.

Table 3

Description of PD programs

	n (Gen X)	n (Gen Y)
Negative description	7	5
Positive description	28	28

28 participants from both generations described the PD programs they attended with positive words. Only few described the programs with negative words. The words they used to describe the programs are presented in Table 4.

Table 4

Negative and positive descriptions

Gen X		Gen Y	
Negative	Positive	Negative	Positive
obligation	improvement	insufficient	practical
unnecessary	successful	repetitive	bittersweet
waste of time	up-to-date	waste of time	enthusiastic
ordinary	lifelong learning	disappointment	entertaining

To sum up, the findings show that the participants from both generation types had positive experiences with the PD programs they attended although there isdifference in the topics they paid attention to during the PD program. Especially in Generation Y teachers' comments 'enthusiastic' and 'entertaining' are worth mentioning because these two words indicate their expectation of including fun in everything.

The characteristics of X and Y Generation teachers and their expectations of in-service teacher education programs?

Tthe present study also investigated participants' expectations from a PD program. In line with this, to answer the second research question; the expectations of the participants related to a future in-service education program were asked. Ther results were presented in Figure 3 below:
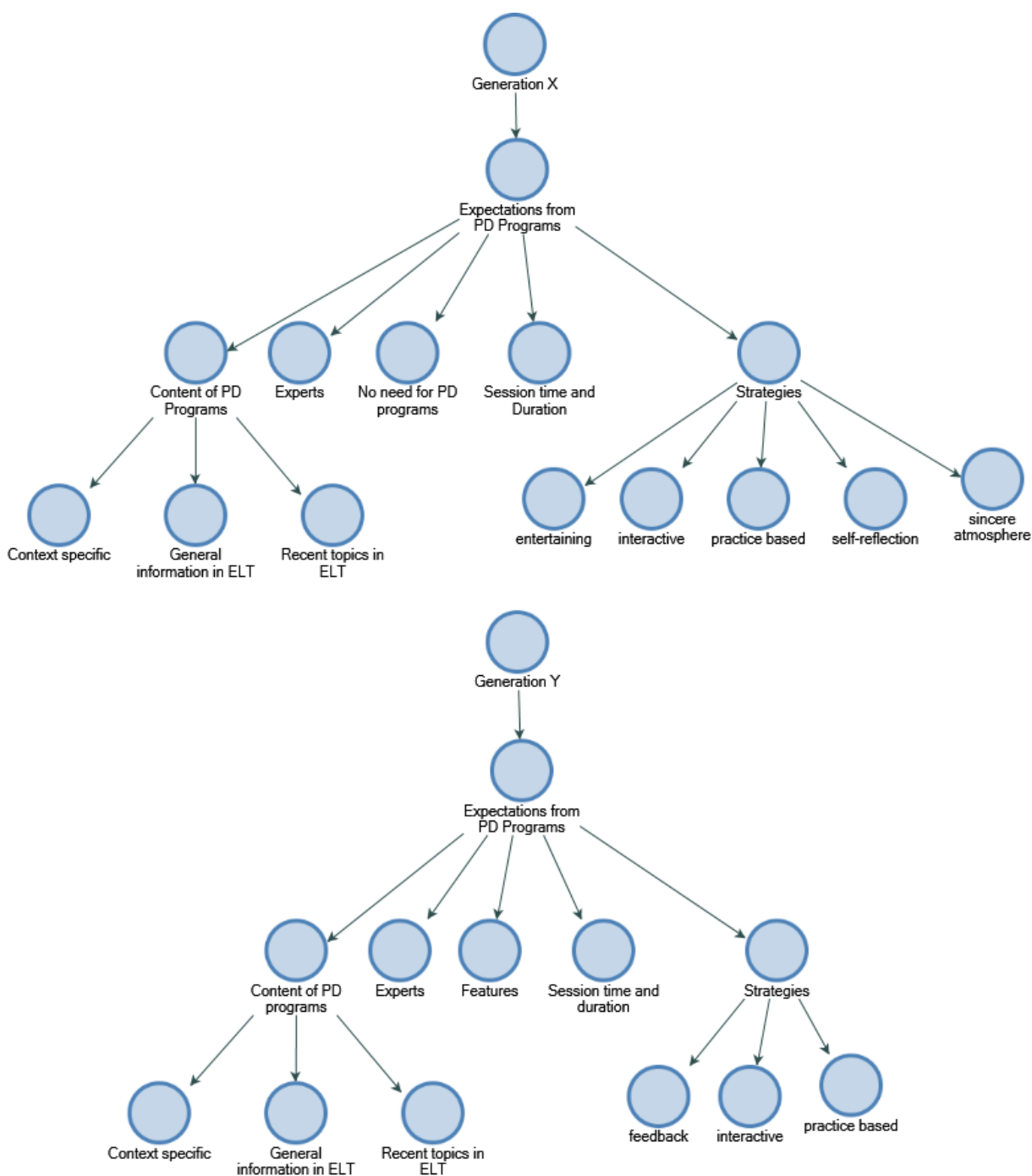
Figure 3

Expectations from PD Programs

As can be seen in the figure, the main categories found for both generations were similar except for 'no need' category found in Generation X teachers' answers. Both generations stated that the PD programs should be specific to the context they were teaching, and they required general information in ELT and wanted to learn more about the recent topics in the field. Expecting professional experts, comments on the session time and duration and strategies were mentioned by both generations too. However, two Gen X participants

stated that PD programs werenot necessary and suggestedthat teachers should study for MA or PhD.

Gen Y provided more specific information on how the PD sessions could be organized such as *setting clear goals, having well-planned sessions* and *carrying out the sessions in English*. They also added prefering the *sessions organized in more productive hours* and that attending the sessions being*on voluntarily basis*. Gen X did not mention any topics related to the organization of the PD programs itself, so this may show that for Gen Y the way that PD programs are organized is important, and they may feel intolerant about programs not being well-planned (Balci & Bozkurt, 2013).

Since the content of the sub-categories *Context specific* and *Strategies* may be different according to the generation types, findings for each sub-category will be presented one by one.

For the first sub-category, (see Figure 4 and 5) both generations demanded the programs tobe *context specific*and include practical knowledge. Only X Generation teachers mentioned student needs and expectations. They expected the programs to focus on student needs and expectations. These views could indicate the X Generation feature of seeking shared goals where for Y Generation personal development (Balcı & Bozkurt, 2013) gained importance. Gen Y is considered to see their job *as a tool to reach their aims* (Ceylan, 2016).

For the other sub-category, three topics are worth considering: *Motivation, Classroom Management* and *Technology*. While Gen X expected to learn more about student and teacher motivation, and about other student related topics, Gen Y wanted that the focus should be on student motivation. Although in both data sets, classroom management was mentioned, 6 participants from Gen Y wished the PD programs to include topics on classroom management while only one teacher from Gen X mentioned this topic. Gen Ys included*time management* under this category. As a result, X Generation teachers mentioned more variety of topics whereas Gen Y mentioned less maybe due to considering trainings, in general, unnecessary. For them, personal development via coaching is more important. Personal values and goals are more important than the ones related to work (Acar, 2014; Balcı & Bozkurt, 2013).
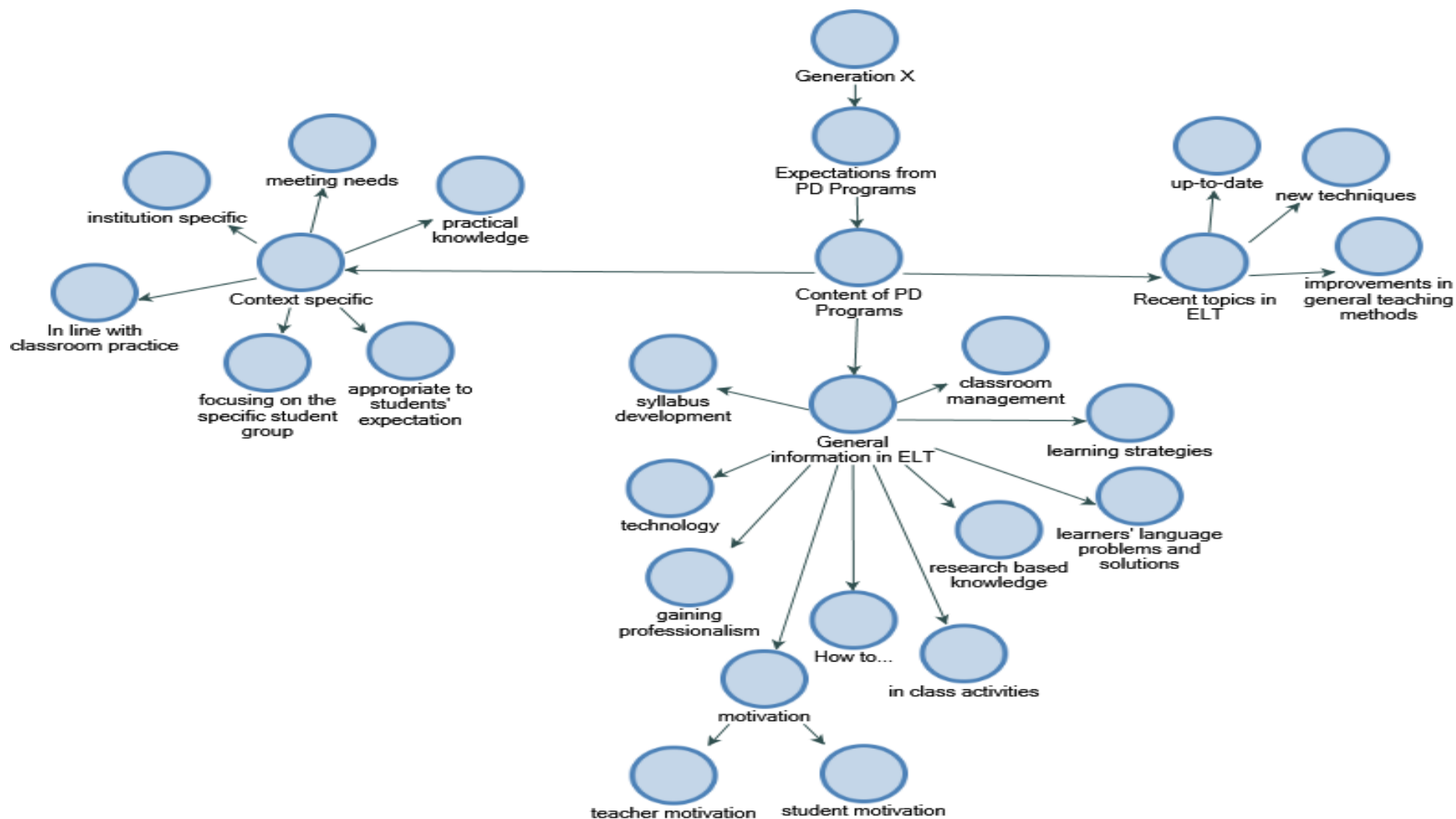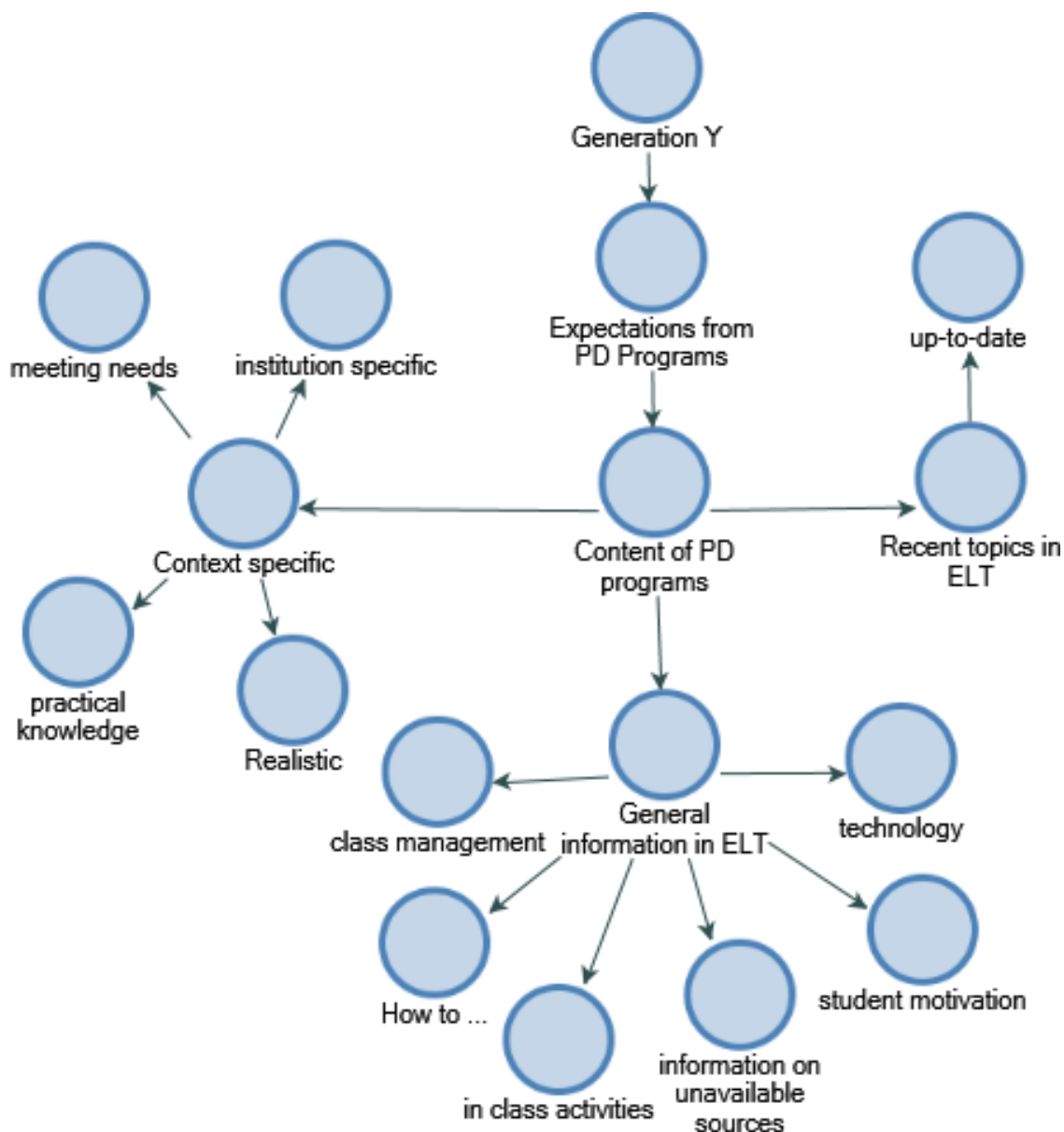
Figure 4

Content of PD Programs (Gen X)

Figure 5

Content of PD Programs (Gen Y)

In addition, considering technology, 6 participants from each group expected training on technology use. In fact, Gen Y being born in technology era did not need any information on technology. Nearly all of them listed technology in the last order among the mentioned items.

Regarding the last category *Recent information on ELT,* it can be stated that both generation types gave importance to up-to-date and innovative information on the field, but it can be also seen from Figure 4 that Gen X teachers again wanted to learn more about recent developments in teaching methods. Moreover, while only 6 participants from Gen X stated that they were willing to learn more up-to-date information, 15 participants from Gen Y indicated that up-to-date information was important for them. This finding may support the idea that Gen Y people are motivated by novelty (Ceylan, 2016).

The participants also commented on the strategy use in PD programs. The common topics mentioned by both generations are *program's being interactive* and *practice-based.* With being interactive, the participants indicated that the programs should present the opportunity to share and discuss ideas and experiences with other people. However, one participant from Gen Y mentioned this topic whereas the number is 6 for Gen X.
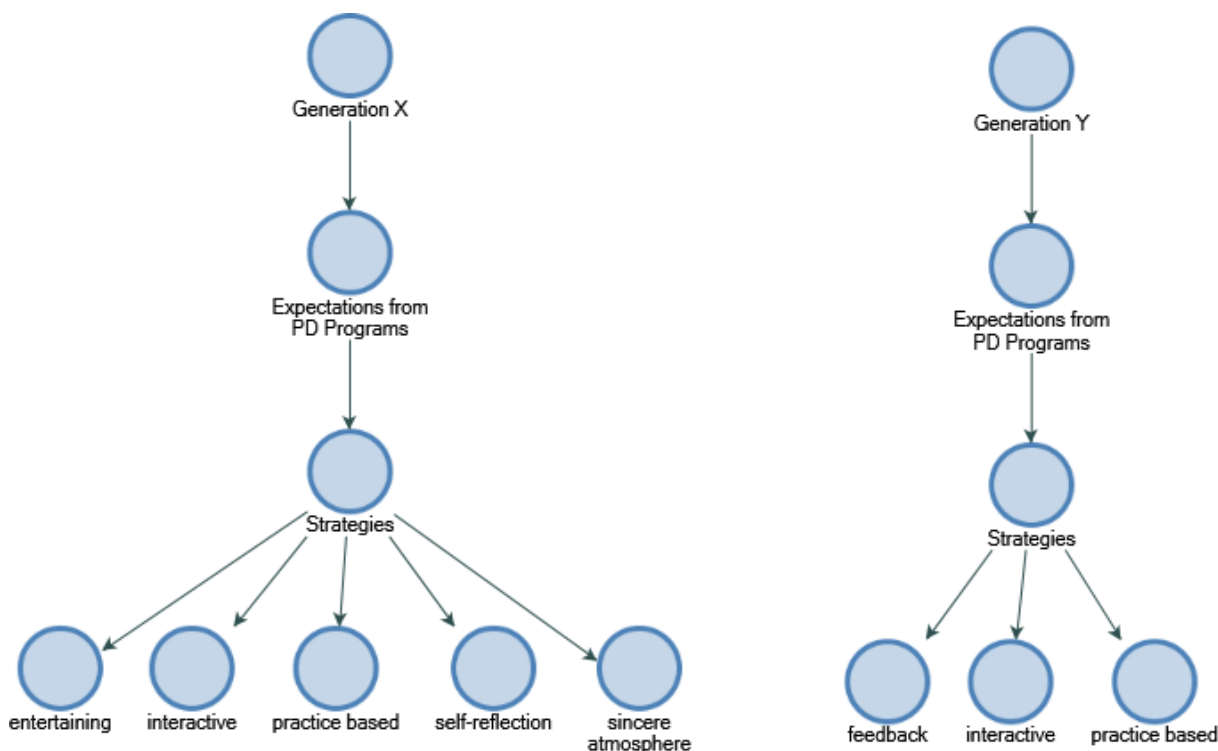

Figure 6

Expected strategies by Gen X and Gen Y

As can be seen Figure 6, practice was important for both generations. During the program, they wanted to experience practicing on the topics they learnt. In addition to this, Gen Y expected feedback from both their trainers and colleagues after they carried out practice sessions whereas Gen X did not mention anything about receiving feedback. This finding can be explained by referring to Balcı and Bozkurt's (2013) statement in which they mentioned thatGeneration Y requires immediate feedback and reward, and they are intolerant to ineffectual meetings. As a result, learning activities incorporating more practice and less theory are valued by them.

In addition to the categories mentioned above, Gen X teachers added three more issues: *self-reflection, sincere and entertaining atmosphere.* A self-reflective and sincere atmosphere wasmentioned by two participants and an entertaining atmosphere was stated by one participant who also added that travel opportunities to be provided by the PD program. This category may indicate that Gen X may prefer a relaxing atmosphere to focus on the program. Below the comment of the participantsare shared:

> *Participant 50: "Discussing together, exchanging ideas, technological innovation, practical and entertaining activities and at the same time organizations giving the opportunity to travel and socialize. Both work and entertainment such as one-day trips or for more days."*

> *Participant 70: "I expect activities which will lead me to question my own teaching."*

Since there are many topics to be considered in the field of ELT and professional development, the participants were also asked to state which topic they gave more attention and would like to be discussed at first state in a PD program. The findings are presented in Table 5.

Table 5

Most important topics for PD programs

GEN X	n	GEN Y	n
Technology use	17	Teaching language to adults	10
Teaching language to adults	10	Teacher education	9
Teacher's study skills	8	Teacher's studying skills	7
General teaching skills	5	Classroom management	7
Teaching language to children	4	General teaching methods	4
Speaking skills	3	Speaking skills	3
Teacher education	3	Teaching language to children	3
Classroom management	0	Technology use	6

As Table 5 displays, there were some notable differences among the topics which each generation found the most important to be discussed in future PD programs. The most outstanding difference was *the use of technology*. While 17 Gen X participants rated this topic as the most important, GenY put it at the end of the list as mentioned above. Another important difference was that Gen Y valued*teacher education* more than Gen X. Teacher education tookplace at the end of the list of Gen X. This finding can be considered in line with what Wong and Wong (2007) state about Gen Y. It is explained that Gen Y have the tendency to be highly educated and are educationally minded, and that they believe their success depends on their educational opportunities. Finally, as revealed in the table, participants from Gen Y expected PD programs to focus on classroom management (n=7), but no one from Gen X mentioned classroom management. Participants from Gen Y also mentioned *time management.* This finding may indicate that Gen Y language teachers wanted to focus more on their teaching and management skills compared to Gen X teachers.

Conclusion

The results gathered from teachers belonging to different generations imply that considering their characteristics associated with their distinctive features might yield better results. Both the teachers and the trainers might leave the training being more satisfied, which might also lead to more new ideas reflected in the teaching practices.

Therefore, when we are sorting out the needs and expectations of the groups we are working with, it could be a good idea to group the teachers according to their ages besides their needs. This could be important in organizing more open societies which is a requirement for Generation Y. The directors and organizers of the programs should search ways to achive open societies in their schools.As Bryk and Schneider's (2002) work indicate, 'trust' is a very important feature that should be established among members of the school. In addition, the findings of the study showed that Gen X teachers prefer to learn how to use the Internet while Gen Y teachers prefer to use the Internet within practice. While organizing PD programs about technology, this finding can be considered and the content of the program can be determined accordingly.

Besides, the programs may be established to achieve purposeful interaction which is essential for continuous improvement and learning enriched schools. Becoming better teachers means having greater confidence and certainty in deciding on instructional issues and in handling problems (Fullan, 2007), especially for Y Generation who gives importance to personal development. Considering the fact that this group can easily accept change and is more tolerant, coaching, both peer and experienced, seems to be an effective model. The process of teacher learning can be enhanced by engaging teachersin professional sharing and critical reflection and by helping them to adapt knowledge to specific contexts (Darling-Hammond, 2006). By engaging in professional sharing with their peers, they also build acollaborative culture and foster learning in professional learning communities (Lieberman, 1994; Starkey, Yates, Meyer, Hall, Taylor, Stevens, & Toia, 2009; Vescio, Ross, & Adams, 2008; Wong & Tsui, 2007). For X Generation action research type of models may be more appealing since they are said to be seeking reasons behind events.

To sum up, the findings of the present study show that there are similarities and differences between Generation types X and Y participants in terms of the perceived needs and expectations from in-service teacher education programsin Turkey. This may suggest that the characteristics of teachers from each generation type shouldbe taken into account while organizing in-service teacher education programs.

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