

School Administrators' Opinions on Professional Values and Professional Skills Required To Be Gained to Classroom Teachers In-Service Training Process*

Okul Müdürlerinin Sınıf Öğretmenlerine Hizmetiçi Eğitim Sürecinde Kazandırılması Gereken Mesleki Değerler ve Mesleki Becerilere İlişkin Görüşleri

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ABSTRACT: The purpose of this study is to examine the professional values and skills to be gained to classroom teachers in in-service training process. The research was designed in the qualitative case study model. The study group was 10 school administrators working in elementary schools in a Northeast Anatolia province of Turkey. The study group was determined by using criteria sampling method. The data were collected through a semi-structured interview form and analyzed by using content analysis and descriptive analysis techniques. 24 different values were determined should gain through in-service training to class teachers. Based on the results it can be suggested that the personal values should be given teachers through pre-service and in-service training. The professional skills should be gained teachers through in-service training including communication skills, technology using skills, pedagogical content knowledge, planning skills, material designing and using skills. In addition, the professional values such as cooperation, love of teaching profession, leadership, role-modeling, self-renewal, sacrifice and solidarity can be gained teachers through in-service training.

Keywords: classroom teacher, principal, professional values, professional skills, in-service training.

ÖZ: Bu çalışmanın amacı, sınıf öğretmenlerine hizmetiçi eğitim sürecinde kazandırılacak mesleki değerler ve becerilerin incelenmesidir. Araştırma, nitel durum çalışması modelinde tasarlanmıştır. Araştırma Kuzeydoğu Anadolu'da bir ilde görevli 10 okul yöneticisiyle gerçekleştirilmiştir. Araştırmanın çalışma grubu, ölçüt örnekleme ile belirlenmiştir. Araştırmanın verileri, yarı yapılandırılmış görüşme formuyla toplanmıştır. Veriler içerik analizi ve betimsel analiz teknikleriyle analiz edilmiştir. Sınıf öğretmenlerine hizmetiçi eğitim yoluyla kazandırılması gereken 24 değer belirlenmiştir. Araştırmanın sonuçlarına dayalı olarak öğretmenlere hizmet öncesi ve hizmet içi eğitim yoluyla kişisel değerler kazandırılması gerektiği önerilebilir. Öğretmenlere hizmet içi eğitimler yoluyla iletişim becerisi, teknoloji kullanma becerisi, alan bilgisi, planlama becerisi, materyal tasarlama ve kullanma becerisi kazandırılmalıdır. Ayrıca hizmet içi eğitimlerle öğretmenlere işbirliği, meslek sevgisi, liderlik, rol model olma, kendini yenileme, fedakârlık ve dayanışma gibi profesyonel beceriler kazandırılabilir.

Anahtar kelimeler: sınıf öğretmeni, okul müdürü, meslekî değerler, meslekî beceriler, hizmetiçi eğitim.

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Introduction

M. Kemal Atatürk said: ‘Those who save the nations are lonely and only the teachers.’ He emphasized by saying ‘A people, being deprived of a teacher, has not obtained yet to be a nation’ the place and the importance of the teacher to create a civilized nation (Aytaç, 1997, p. 112). Mümtaz Turhan (2010) said ‘There is no other element in an educational institution that can hold the place of a good teacher’ thence underlined the importance of the teacher for an education system. The contribution of the teacher cannot be denied via the education which transform the perception of ‘me’ into the perception of ‘we’. As a natural consequence to understand the importance of teachers in the functioning and social transformation of education system, teacher’s education is at the center of the education system. Consequently, in recent years it was seen that educational politicians and specialists are more concentrated on teacher education, values and professional values.

Professional values are the standard rules and principles determining the professional attitudes and behaviors for the members of a profession which they should exhibit. The basic feature of these standard rules is to reveal the necessity to behave accordingly by the persons in the profession to the principles of behavior that are professionally demanded in relation between interpersonal relationships and in face of the events and facts (Aydın, 2013; Karabacak, 2016). Professional value, from the point of teachers can be defined as the whole of the professional roles and responsibilities that must be exhibited in communication with the stakeholders while the teaching profession is being carried out. Nowadays, the responsibility to transfer social values to the next generations is largely fulfilled by the teachers (Akyüz, 2012). That’s why teachers’ professional values became subject of many studies. Based on research findings, the professional values that classroom teachers should possess can be summarized as follows: continuous improvement, responsibility, awareness, role modeling, solidarity, organizational commitment, profession love, student recognition and student-centeredness, create a safe and democratic learning environment, integrate learners into real life, make students happy, holistic assessment, follow up, effective communication skills and cooperation (Aydın, 2013; Karabacak, Küçük, & Korkmaz, 2015; Karabacak, 2016; Klis & Kossewska, 1996; Milli Eğitim Bakanlığı [MEB], 2008; National Education Association [NEA], 1975; Richardson & Watt, 2006; Tunca, 2012; Vidovic & Velkovski, 2013).

The knowledge, skills, attitudes and values gained students by teachers in primary schools are very important in terms of to becoming an individual the base of an adult’s life. That’s why, primary school teaching, it differs from all other teaching areas in addition to having a special place in teaching areas. Primary school teaching defined as a versatile profession in terms of knowledge and skills (Karabacak, Küçük, & Korkmaz, 2015; Richardson & Watt, 2006). Professional values of Primary school teachers, not only concern themselves but also the students, student’s parents and the society. The survey results, reveal that teachers in Turkey not having the necessary professional values have negative effects on the teachers and their joint owners (Altinkurt & Yılmaz, 2011; Pelit & Güçer, 2006; Yılmaz & Altinkurt, 2009). In addition, although it was aimed to gain professional values in pre-service training

period, the results from research show that the aims was not met in service training (Boydak-Özan, Şener, & Polat, 2014; Uştu, Taş, & Sever, 2016).

The golden rule to raise a teacher standard is to assure the professional development that will continue throughout the professional life. In a country without reaching to the demanded level for teachers and teacher's profession, the availability of a good education system and educational objectives in that country, or the provision of high economic opportunities to teachers, cannot provide access to targeted information society (Ataünal, 2003). Because of the uprising of the standards concerning professional values and the new technology and the updating of the existing knowledge; in-service training -in terms of classroom teaching - which is an interdisciplinary field, became a fundamental obligation to acquire professional values. Bitan-Friedlander, Dreyfus and Milgrom (2004), underlines that in-service training is the most effective strategy in bringing professional values to teachers. However, in-service training, it is an important question how classroom teachers obtained knowledge, skills and values of the profession or how successful they could be. In interviews with school principals, it was observed that school principals complained that teachers were not adequately equipped in terms of professional values and professional skills. When the studies on this subject are examined, it is understood that this case has not been investigated in depth. In studies conducted at the years between 2000-2018 related to in-service training of the classroom teachers in Turkey, it has been found that these studies tried to define the needs of in-service training of classroom teachers (Bayındır, 2015; Budak & Demirel, 2003; EARGED, 2008; Gökmenoğlu, 2013; Karasu, Aykut, & Yılmaz, 2014; Şahin, 2013; Uçar, Başar, & Hamarat, 2007; Uşun & Cömert, 2013), and analysis and comparison of in-service trainings (Ayvacı, Bakırcı, & Yıldız, 2014; Gültekin & Çubukçu, 2008; Kıranlı & Yıldırım, 2014; Parmaksız & Kısakürek, 2013; Serin & Korkmaz, 2014; Pepeler, Murat, & Akmeççe, 2016). In some limited researches, it has been found that the needs of in-service training of classroom teachers were different according to the opinions of themselves and school administrators (Kıranlı & Yıldırım, 2014; Paşa, 2002; Serin & Korkmaz, 2014). The results show that that limited researches were made related to the values of teaching profession and inadequate outputs were produced in service training. However, the fact that classroom teachers or the administrators do not consider the professional values as an important need or the activities in-service training are not scheduled to fulfill the cavity in this area, present a critical problem. The purpose of this study is to examine the professional values and professional skills to be gained to classroom teachers in in-service training process. For this purpose, the following questions were sought:

1. Which professional values do school administrators predict to be gained to classroom teachers through in service training?
2. Which professional skills do school administrators predict to be gained to classroom teachers through in-service training?

Method

Research Design

This study was designed in case study model which one of the qualitative research design. We make profit from the qualitative research design to obtain

comprehensive information on a subject (Denzin & Lincoln, 2005). The case study allows to do an investigation to describe the holistic and meaningful features of real life events. Researchers using this method have the opportunity to closely and profoundly review and interpret a given context in which the factors (environmental, individual, events, processes, etc.) of one or more of the factors (the environment, the individual, the events, the processes etc.) have influenced the situation in the holistic approach and how they have affected the situation (Creswell, 2015; Merriam, 2001; Yin, 2009). In this study, a holistic single case design was used. In single situation patterns, as the name implies, there is a single analysis unit (an individual, an institution, a program, a school, etc.).

Study Group

The study group of the research constitutes 10 primary school administrators working in primary schools affiliated to the Rize Provincial Directorate of Education in the academic year 2016-2017 and determined by criterion sampling method. The criteria sampling method requires the identification of individuals or groups meeting the specified criteria in the study. These criteria can be established by the investigator or a present criterion list can be used (Creswell, 2015; Merriam, 2001). The criterion to designate the study group are: (i) to work as a primary school teacher at least five years (ii) have and / or have completed a master's degree in the relevant field, (iii) have been employed as an executive or researcher in at least one project related to education, (vi) to work in different place of settlement. In this context, there is a necessity for school administrators to take both these values and to experience this profession so that the classroom teachers can define what professional values should be taught in service training. The survey was conducted on a voluntary basis. All administrators participated in this study are male. The professional seniority of participants varies from 9 to 35 years. The average occupational age is 19.6 years. Managerial seniority ranges from 3 to 25 years. Average managerial seniority is 9.5 years. Five of the participants are in the provincial center, two in the district, and three in the village school. Before the analysis process the participants were coded as P1, P2, P3...P10.

Data Collection Tool

Data were collected through a semi-structured interview form developed by the researchers. The interview form is prepared on the review of the relevant literature and the expert opinions. The semi-structured interview form consists of two parts. In the first part, there are four factual questions aiming to determine the participants' gender, professional seniority, managerial seniority and the school settlement center where they work. In the second part, there are two open ended questions. (1) Which professional values should be brought in through in service training for classroom teachers? (2) Which professional skills should be brought in through in service training for classroom teachers? The views of two academicians who are experts in the field of educational sciences were taken on the content and face validity of the semi-structured interview form. The experts in the field of educational sciences stated that the questions aiming to determine the in-service training requirements of classroom teachers and the benefits of in-service training should be excluded from the scope of the research. The opinions of two specialist academicians from the field of Turkish teaching license were taken on the

language validity of the semi-structured interview form. The semi-structured interview form was finalized in line with the opinions of field experts. An appointment was requested after preliminary information was given about the purpose of working on the basis of volunteering and the participant's approval was obtained. The semi-structured interviews planned by this way were realized in 20-30 minutes. Negotiations were recorded with voice recorder. The data collection process was supported by the note-taking method.

Data Analysis

Data were analyzed by content analysis technique. Sound recordings were converted into digital files for analysis. Following steps were applied in content analysis process in the direction of data obtained from voice recordings: (1) the coding of data, (2) generation of themes, (3) organization of codes and themes, and (4) identification and interpretation of findings. In the content analysis, the main themes were reached with axial (typological) coding from the views encoded in open coding. Codes related according to the similarities and differences were theming. It was checked whether the specified themes support all the data. The coding on the obtained data was performed separately by the researchers and three experts outside the faculty. After encoding, the correspondence between the encodings has been tested (Miles & Huberman, 1994).

Validity and Reliability

For the internal validity of studies: (i) the theoretical framework of the study has been established by conducting a comprehensive literature search on the subject, (ii) the data in the findings are interpreted according to the theme they belong to (iii) findings obtained after data analysis were presented without a comment (vi) expert opinion was applied in order to confirm whether the main-themes represent the coding sub-themes (Creswell, 2015; Neuman, 2013). For the expert opinion, two lists including the themes and the coded ones were given to the three faculty members in different state university in the field of value and class education. These lists were including four main themes and the related sub-themes. We asked from the experts to match four main themes with the sub-themes totally 29 themes without keeping out any coding and theme. To determine the reliability of coding 'Reliability= Agreement / (Agreement + Dissidence) × 100' formula was applied (Miles & Huberman, 1994, s. 64). For the views of the school administrators, the common agreement between the three coders was found as '26 / (26 + 3) × 100 = 89.6%'. The following processes were pursued in order to ensure the external validity of the work: in the method section, the analysis of the data based on the model of the research, the selection process of the study group, the data collection tool, interviews made are explained in depth. In the study, the research process, the analysis and interpretation of the data, are given simply and clearly. So readers could understand them easily.

Findings

In this section, the findings of the study related to the first sub-problem are given. The findings related to the professional values to be gained to the classroom teachers during in-service training are presented in a thematic order. In addition, to ensure a better understanding of the subject the more remarkable views were presented according to descriptive analysis results. For this purpose, the participants' views were

examined in detail and the opinions related to the universal values main theme were presented directly to provide a better understanding of the subject. These views are as follows:

“Classroom teachers should have a deep human love. Because our material is human being.” [P1].

“Teachers should have a democratic attitude and respect people.” [P2].

“Teachers should be tolerant and respectful of differences.” [P3].

“Teachers must be fair, democratic and respect for human rights.” [P4].

“Teachers must have love for human beings and respect differences.” [P6].

“Teachers should internalize democratic values, respect for people.” [P9].

In Table 1, the sub-themes related to the universal values main theme were presented.

Table 1

Sub-themes Related to the Universal Values Main Theme (N=10)

Sub-themes	<i>f</i>	%
Respecting people	6	25.0
Justice	5	20.8
Human love	5	20.8
Democratic attitude	3	12.5
Respecting differences	3	12.5
Tolerance	2	8.4
Total	24	100

In Table 1, the universal values to be gained to the classroom teachers are seen. These values are the respecting people ($f=6$, 25.5%), justice ($f=5$, 20.8%), human love ($f=5$, 20.8%), democratic attitude ($f=3$, 12.5%), respecting differences ($f=3$, 12.5%), and tolerance ($f=2$, 8.4%).

The participants' remarkable views related to the personal values main theme were presented directly to provide a better understanding of the subject. These views are as follows:

“Teachers should be open to innovations, behave responsible. They also should research developments and innovations related to their profession and renew themselves by following them continuously.” [P1].

“Teachers should have empathy skills, be open to innovations and demonstrate entrepreneurial characteristics. They also should be creative and responsible.” [P2].

“A teacher must be open to innovation. Because life is changing so fast. I think you can't capture life if you're not open to innovation.” [P3].

“Teachers should give confidence to students. The teachers must also be diligent and versatile.” [P4].

“Teaching profession requires a great responsibility. Teachers should be behave consistent with what they say. In addition, teachers must have a vision.” [P5].

“The most important thing in the teaching profession is not to intimidate the child, to be aware of their abilities and to make you trust.” [P6].

“Teachers should be impartial, be versatile, and be honest with students. Because that age children need to be a model, must be honest.” [P7].

“Teachers should be aware of their duties and responsibilities. Teachers should be open to new information, not conservative, and open to learning.” [P8].

“Teachers should have a high level of awareness and teachers should be sensitive to students' problems. They also need to be aware of their responsibilities.” [P10].

In Table 2, the sub-themes related to the personal values main theme were presented.

Table 2

Sub-themes Related to the Personal Values Main Theme (N=10)

Sub-themes	f	%
Responsibility	5	20.0
Openness to innovation	5	20.0
Reliability	3	12.0
Creativity	3	12.0
Impartiality	2	8.0
Empathy skills	2	8.0
Vision	1	4.0
Awareness	1	4.0
Entrepreneurship	1	4.0
Diligence	1	4.0
Versatility	1	4.0
Total	25	100

In Table 2, it is seen the personal values to be gained to classroom teachers. These values are the responsibility (f=6, 20.0%), openness to innovation (f=5, 20.0%), reliability (f=3, 12.0%), creativity (f=3, 12.0%), impartiality (f=2, 8.0%), empathy skills (f=2, 8.0%), vision (f=1, 4.0%), awareness (f=1, 4.0%), entrepreneurship (f=1, 4.0%), diligence (f=1, 4.0%), versatility (f=1, 4.0%).

The participants' remarkable views related to the professional values main theme were presented directly to provide a better understanding of the subject. These views are as follows:

“Firstly, the class teachers should love the profession. They should also renew themselves continuously.” [P2].

“Teachers should love their profession and dedicate themselves to the profession. They should also constantly renew themselves.” [P3].

“Students take their teachers as models. They imitate teachers' speech, walk, and clothing. Classroom teachers should be a good leader in the classroom environment and a role-model for their students. Cooperation with both managers and teachers will reflect positively to their students.” [P4].

“Whether it is a classroom teacher or a branch teacher, the first value that should be found in the teacher is to love the profession. The teacher, who considers the principle that the student does what he sees, should primarily be a role-model for his students.” [P5].

“It is definitely an important professional value for teachers to be in constant cooperation with their colleagues and parents. Teachers should also exhibit leadership characteristics.” [P6].

“Parents should be able to support what the children learn at school. What students learn at home should also be supported by the teacher at school. There should be closer cooperation between teachers and parents.” [P7].

“Firstly, the teachers should love their profession. Collaboration gives teachers a great power to overcome the difficulties encountered. In addition, teachers should renew themselves and be a role model in all aspects for their students.” [P8].

“Teachers should exhibit leadership characteristics, be a role model for their students with their attitudes and behaviours, and be in cooperation and solidarity with their colleagues.” [P9].

“Teachers should be in constant cooperation with the school management, parents and senior institutions and should be open to cooperation.” [P10].

In Table 3, the sub-themes related to the professional values main theme were presented.

Table 3

Sub-themes Related to the Professional Values Main Theme (N=10)

Sub-themes	f	%
Cooperation	6	25.0
Love of profession	5	20.7
Leadership	4	16.7
Role-modeling	4	16.7
Self-renewal	3	12.5
Self-sacrifice	1	4.2
Solidarity	1	4.2
Total	24	100

In Table 3, the professional values to be gained to the classroom teachers are seen. These values are the cooperation (f=6, 25.0%), love of profession (f=5, 20.7%), leadership (f=4, 16.7%), role-modeling (f=4, 16.7%), self-renewal (f=3, 12.5%), self-sacrifice (f=1, 4.2%), and solidarity (f=1, 4.2%).

In this section, the professional skills related to the second sub-problem of the study are given. The participants' remarkable views related to the professional skills main theme were presented directly to provide a better understanding of the subject. These views are as follows:

“I think that the most important professional skills to be gained to teachers are communication skills. In addition, teachers should be given the contextual knowledge and the skills to use technology effectively.” [P1].

“I think that the basic professional skills to be gained to the teachers through in-service training is communication skills. In addition, teachers should be able to design and use materials, and to be able to use technology.” [P2].

“Firstly, the communication skills should be gained to teachers through in-service training. In addition, teachers should be given contextual knowledge and planning skills.” [P3].

“The most important professional skills that should be gained through in-service training to teachers are effective communication skills. In addition, the ability to plan classroom activities should be gained.” [P4].

“I believe that teaching is a profession that require specialty. I also see communication skills as a sine qua non of education.” [P6].

“I think that the professional skills that the teacher should have in the first place are communication skills. I think that the professional skills that the teacher should have in the first place are communication skills. In addition, the teacher should have the ability to use technology effectively.” [P7].

“I think that the basic professional skills that teachers should have are communication skills and contextual knowledge. In addition, teachers should be able to plan different activities.” [P8].

“Teachers must have contextual knowledge. Teachers should use education technologies effectively. The ability to design and use materials should definitely be included in the professional skills of the teacher.” [P9].

“I think that the communication skills are the most important professional skills to be gained to teachers.” [P10].

In Table 4, the sub-themes related to the professional skills main theme were presented.

Table 4

Sub-themes Related to the Professional Skills Main Theme (N=10)

Sub-themes	f	%
Communication skills	10	37.0
Technology using skills	6	22.2
Contextual knowledge	5	18.5
Planning skills	4	14.8
Designing materials and using skills	2	7.5
Total	27	100

In Table 4, the professional skills to be given to classroom teachers are seen. These skills are the communication skills (f=10, 37.0%), technology using skills (f=6, 22.2%), contextual knowledge (f=5, 18.5%), planning skills (f=4, 14.8%), and designing materials and using skills (f=2, 7.5%).

Discussion and Conclusion

The purpose of this study was to examine the professional skills and professional values to be gained to classroom teachers in in-service training process according to the opinions of the school administrators. According to the views of school administrators, four main themes and 29 sub-themes were identified, and these main themes were universal values, personal values, professional values and professional skills. School principals express their view to bring in classroom teachers about the respect for human values, respect for justice, human love, democratic attitude, respect for differences, and tolerance within universal values. It can be said that it is a remarkable finding that according to school principals human respect and human love are more important than other values because teaching is a profession of love teachers who love children can

establish warm and positive relationships with them (Eskicumalı, 2002). Likewise, in the studies conducted by Downing, Ryndak and Clark (2000), Ergün and Özdaş (1999), the findings show that children love was the main condition of the teaching profession; Gündüz and Aktepe (2017) expressed that the main values for the primary class teachers were human respect and human love. In the studies conducted by Gündüz and Aktepe (2017), Işıktaş (2015), MEB (2008), Özcan and Polat (2016), Selvitopu, Bora and Taş, 2015, Vidovic and Velkovski (2013), it was stated that primary class teachers should have universal values such as ‘justice’, ‘democratic attitude’, ‘respect for differences’ and ‘tolerance.’ Similarly, in the studies conducted by Gündüz and Aktepe (2017), Karabacak (2016), Tunca (2012), Yeşiltaş-Doktaş and Mentiş-Taş (2016) it was stated that primary class teachers must first have universal values.

School principals state that the personal values such as responsibility, openness to innovation, reliability, creativity, impartiality, empathy, vision, awareness, entrepreneurship, diligence and versatility should be given to classroom teachers through in-service training. It is clear that the personal qualities of the teacher influence the attitudes of the child towards the school and the classes. Similarly, Erden (2005) argues that a teacher with a negative personality could cause the child to fall out of love with the course, complete departure from the school, or failure in the academic direction. In this context, it can be said that teachers’ personal values and professional values complete each other. The similar findings are seen in previous studies. In the studies conducted by Çubukçu, Eker-Özenbaş, Çetintaş, Satı, and Yazlık-Şeker (2012), and Işıktaş (2015), creativity has taken its place as a value that teachers should have. In the studies conducted by Harris (2005), Lieberman (1992), Işıktaş (2015), Urbanski and Nickolaou (1997) vision as a value statement in terms of teaching profession, they were also expressed that ‘teachers should make plan to achieve educational goals’. In another studies conducted by Karabacak (2016), Vidovic and Velkovski (2013), it was stated that the teachers should have professional goals for promoting both personal and professional development throughout the teaching career. The finding ‘entrepreneurship as a personal value that teachers should have’ is coherent with the finding of Karabacak (2016), and the finding about ‘a fair attitude’ is consistent with finding of Sezer (2016). In previous studies conducted by Gündüz and Aktepe (2017), Karabacak (2016), MEB (2008), Işıktaş (2015), Richardson and Watt (2006), Sezer (2016), Vidovic and Velkovski (2013), the results show that teachers must have personal values as openness to innovation, reliability, diligence, versatility. In the studies conducted by Aydın (2009), Çubukçu et al. (2012), Karabacak, Küçük, and Korkmaz (2015), Karabacak (2016) the findings show that empathy has a great influence on teacher and student relationships.

The professional values that should be provided to classroom teachers through in-service training were cooperation, professional love, leadership, role-modeling, self-renewal, self-sacrifice and solidarity. These results are similar to those of previous studies. In the studies conducted by Çubukçu et al. (2012), Karabacak, Küçük, and Korkmaz (2015), Karabacak (2016), Sezer (2016), Turhan, Demirli, and Nazik (2012), it was expressed that teachers must have professional values as professional love, role modeling, self-renewal and cooperation. It was seen that the most emphasized professional value in the literature was to be a role-model among the professional values that teachers should have. Actually, in the previous studies, it was emphasized that

teachers 'must be a model for educational stakeholders in developing national and universal values' (MEB, 2008); 'must be an ethic leader model in the classroom' (Lehr, 2003); 'must be an efficient model to teach values' (Çetingöz, 2015). In a study conducted by Vidovic and Velkovski (2013) it was expressed that teachers must have personal values such as collaboration, sharing developments in the field with colleagues and renewing oneself; in another study conducted by Boydak-Özan, Polat, and Şener (2014) the findings show that teachers must follow up on publications on innovations about their areas; in the researches of Gökmenoğlu, Beyazova, and Kılıçoğlu (2015), NCATE (2006), Uştu, Taş-Mentiş, and Sever (2016) the findings revealed that the teachers should have professional values in the form of sharing and solidarity. In the studies conducted by Çubukçu et al. (2012), Işıktaş (2015), Sezer (2016), it was mostly emphasized that teachers should have leadership skills.

The school principals stated that the professional skills that teachers should have through in-service training were communication skills, technology using skills, contextual knowledge, planning skills, material designing and using skills. The professional skill that all school principals have a common opinion on it and the most striking was 'communication skills'. These results are similar to those of previous studies. In the study of Sezer (2016) communication skills come first in the ideal teacher qualifications. Klis and Kossewska (1996) asserted that the communication skill is an important professional value that teachers need to possess in order to be able to understand the students' feelings and thoughts more closely and so they will be more sensitive towards them. For the professional success, teachers must be competent in their conceptual knowledge, they also should gain the perspective of the teaching profession, the basic subjects in the field and the relationships and connections between them (Eskicumalı, 2002). Erden (2005) states that the professional skills of the teacher are general culture, contextual knowledge, pedagogical knowledge and teaching skills. Contextual knowledge is related with the designing and application of learning and teaching process. Similarly, Eisenschmidt and Löfström (2008) suggest that teaching profession needs to be able with communication skills, democratic skills, ability to design and having comprehensive knowledge of program, the appropriate teaching process, and ability to prepare suitable learning environments for children with special education need. In addition, ability to design materials and use technology are taking part in the findings of (Gökmenoğlu, Beyazova, & Kılıçoğlu, 2015; Işıktaş, 2015; Karabacak et al., 2015; Karabacak, 2016; 2008; Özcan, 2011; Sezer, 2016; Uştu, Taş-Mentiş, & Sever, 2016; Tunca, 2012); planning skill in the finding of (Arslan & Özpınar, 2008; Sezer, 2016).

Moreover, in the studies conducted by Calderhead and Shorrocks (1997), Montecinos and Nielsen (1997) it was revealed that the teachers must love the children, to improve the lives of children and to have responsibility for them. In some limited studies although the finding was found as 'if I had a new chance I would not choose teaching profession' (Çermik, Şahin, & Doğan, 2017), it is clear that the basic condition of being successful in the teaching profession is the profession love. Because the school teaching is a love profession needing 'to possess and to internalize professional values.' As a government policy, it is argued in the countries where the teaching profession is seen as a value and the teaching profession has a high status (Finland, Singapore, South Korea, UK, Shanghai, the Netherlands, Australia, USA) how to increase the value of

this profession. In these countries, it can be said that the teachers have professional values by completing a long-term and specialized professional education (Özcan, 2011).

On the basis of the results, it can be stated that the teacher candidates should be educated with universal values such as human dignity, justice, human love, democratic attitude, respect for differences, and tolerance. Teachers should be given personal values such as responsibility, openness to innovation, trustworthiness, creativity, fairness, empathy skills, vision, awareness, entrepreneurship, diligence and versatility through pre-service and in-service training. The professional skills such as cooperation, love of teaching profession, leadership, role-modeling, self-renewal, sacrifice and solidarity should be gained teachers through in-service training. Teachers should be equipped with communication skills, technology use skills, context knowledge, planning skills, material designing and using skills through pre-service and in-service training. In this context, further studies can be conducted in different patterns with different study groups.

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