Learner Autonomy and Trainee Teachers' Readiness for Self-Directed Learning

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Abstract
The level of "readiness for self-directed learning" of a group of prospective teachers, who are supposed to help their own learners to become autonomous, was investigated by means of a readiness scale. The research group of the study was composed of 1st, 2nd and 3rd year students at a university English Language Teaching Department. The testing instrument used is a scale developed by Fisher et al (2001), containing 42 testing items grouped in three components as "self-direction", "desire for learning", and "self-control". The results constitute 48 groups of data. Within the scope of the present paper, 13 of these groups of data are selected as prominent and discussed and evaluated subsequently.

Keywords: Learner autonomy, self-directedness, readiness, scale.

Introduction

Together with the technological advances, information has become more easily accessible for individuals and the knowledge presented in institutions somehow less sufficient for the learners. Such developments also contribute to the expansion of the concept of "life-long learning", and specialists seek answers to such questions as "Is life-long learning what every individual can do?", "What are the qualities that an individual needs to possess in order to learn all through his/her life?" and so on. Specialists think that an investigation into the characteristics of the people who can do life-long learning, who feel a need to learn all the time and who succeed in their attempts to learn on their own will help educating the individuals bearing the same characteristics. The research also reveals that individuals should be self-directed so that they will be learning life-long.

Self-directed learning was first discussed in the years as early as 1960's in North America by the experts in adult education and androgogy and it was defined as an instructional process in which the learner takes over the basic responsibilites of planning, applying and organising (Brockett and Hiemstra, 1991; Benson, 2001) It is generally taken up as a concept related with such learner activities as goal specification, planning a learning strategy, reaching sources and monitoring progress (Ponton and Carr, 2000). When self-directed learning is viewed as an instructional process, it is seen that self-directed learning focuses on such factors taking place in a social context that has an effect on learning outside the learner. It seems, however, that the view that self-

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directed learning should be interpreted as a process was weakened in 1980's and the view that self-directed learning should possess some psychological or cognitive dimensions apart from the factors in social contexts becomes more widely accepted. Adult educators of North America place learner autonomy within the psychological framework of personal factors in self-directed learning (Confessore, 1992, cited in Derrick, 2000). It is stated that the extent to which self-directed learning is achieved is related with the extent to which an individual can exercise autonomy and it as also stated that learner autonomy is a prerequisite for self-directed learning (Carr, 1999).

Although *pedagogy* has traditionally emphasized child learning, the concept of adult learning, significantly contributed by Edward L. Thorndike in his work *Adult Learning* (1928), is now at least equally important in today's societies (Knowles, 1990). The research done to find out how adults successfully learned ended up with the following assumptions, which were later taken as the basis for a theory of adult education:

1) As the adults experience the needs and interests satisfiable by learning, they get motivated for learning; therefore, these needs are very appropriate starting points to organise adult learning activities.

2) Adults are directed to learning on a life-centred basis; therefore, appropriate units of organising adult learning is life situations, but not topics.

3) Experience forms the richest source for adult learning; therefore, the methodology of adult education, in its essence, resorts to some analysis of experience.

4) Adults are in deep need of self-management; therefore, the teacher's role is to take part with them in a mutual process of research— his/her role is not only to convey knowledge to adult learners and then evaluate how well they adapt it.

5) Individual differences between people tend to increase by age; therefore, in adult education, the most appropriate arrangements need to be made for form, time, place and pace of learning (Knowles, 1990).

Self-Directed Learning

One of the most influential studies in self-directed learning was done in the US by Cyril Houle in 1961. In his work, *The Inquiring Mind*, Houle presents a qualitative study depending on the detailed interviews with adult groups. Houle indicates three types of learners in this study, namely, the goal-oriented, the activity-oriented and the learning-oriented. Houle's concept of learning-oriented learners was later defined as *self-directed* learners (Guglielmino, Long and Hiemstra, 2004:4-6). While several and various definitions are made for self-directed learning, according to the widely-accepted description by Knowles:

1) self-directed learning is a process,
2) individuals use their initiative either to be with others or to be on their own,
3) they diagnose their own learning needs,
4) they organise learning goals,

5) they specify learning sources and appropriate learning strategies, they put these into practice and they evaluate their learning (Knowles, 1975:18, cited in Brockett and Hiemstra, 1991:21)

Learner Autonomy

Learner autonomy in adult education is placed within the personal qualities in the psychological dimension of self-directed learning (Confessore, 1992; cited in Derrick, 2000). Brockett and Hiemstra (1991) handles learner autonomy in the context of learner self-directedness, in other words, in the context of self-directed learners' personal qualities. When it can be said that every individual tends to become autonomous, the aim of today's educational institutions will become enhancing learner autonomy. At this point, the concept of learner autonomy may need to be very briefly explained.

Learner autonomy, originally defined by Holec (1981: 3) as "the ability to take charge of one's own learning", is "a capacity for detachment, critical reflection, decision making, and independent action" (Little, 1991:4). The *capacity* of Little and the *ability* (or *skill*) of Holec are not opposing constructs. Benson (2001: 49) argues that "Little's definition is complementary to Holec's", in that it makes explicit the cognitive processes underlying effective self-management of learning, and thus adds "a vital psychological dimension that is often absent in definitions of autonomy". Together with some other, recent interpretations and definitions, there seems to be almost universal acceptance of the development of autonomy as an *important, general educational goal* (Sinclair, 2000: 5), and that autonomy can take a variety of different forms depending on learning context and learner characteristics (Hurd, 2005:2).

Due to such factors as more rapid access to and highly developing nature of information, the teacher's role seems to be constantly changing, which requires the teachers to abandon the position of conveyors of information and take over the function of teaching the ways of reaching information. Teachers, briefly stated, should aid the learners in recognizing their own ways of learning and to enhance learners' capacity so that they can be ready for learning all through their lives.

In the present study, a scale developed to measure the level and degree of readiness for self-directed learning is adapted for a group of teachers-to-be, and the data from this research are evaluated and the results discussed.

Method

Aim

The research done for this study aims to find out the readiness-level of a group of prospective teachers by means of a validated scale already designed for this purpose. It is thought that the trainee teachers' level of readiness can indicate to what extent they are self-directed.

Sample

The research group of the present study is the students at the Faculty of Education Foreign Languages Education Department ELT Section of a state university in Istanbul, all of whom are prospective teachers of English. The whole research group (RG/w) contains 133 students (133 teachers-to-be), which was further divided into 3 sub-groups as First Years (RG/y1), Second Years (RG/y2) and Third Years (RG/y3), including 41, 50 and 42 students respectively. There were no Fourth Years at the time the research was conducted as the Department had been established recently and started to admit students only three years before the date of the research.

Testing Instrument

The testing instrument taken as the basis for the research is the "Self-directed Learning Readiness Scale" developed by Fisher et al (2001). It is reported that the scale has been piloted and its homogeneity and validity demonstrated by means of statistical tools (Fisher et al, 2001:522).The whole of the scale (CG) contains 42 testing items, which are sub-categorized into 3 components as *self-management* (C1), *desire for learning* (C2), and *self-control* (C3), containing 13, 14 and 15 items respectively. Only the item number C2/13, "I often review the way nursing practices are conducted", was slightly modified as "I often review the way English language teaching practices are conducted" to suit the target group of the present study, while all the other items were kept in their original form and wording. The testing instrument is composed of the following items shown in Table 1 as distributed to the three components:

The testing items, when placed in a research instrument in a consecutive fashion, form coherent units and there is a probability that the subjects can be directed to a certain kind of thinking and a similar way of answering the questions. Therefore, the items were randomly re-organized so that some kind of conceptual coherence will be broken and the subjects will not be influenced by the questions that follow one another in the form of a semantic unit. In this way, some kind of interference resulting from such coherence was tried to be avoided.

Table 1. The testing items in the scale and their distribution to scale components.

Component 1 *Self-management* [**C1**]	**1.** I manage my time well. **2.** I am self disciplined. **3.** I am organized. **4.** I set strict time frames. **5.** I have good management skills. **6.** I am methodical. **7.** I am systematic in my learning. **8.** I set specific times for my study. **9.** I solve problems using a plan. **10.** I prioritize my work. **11.** I can be trusted to pursue my own learning. **12.** I prefer to plan my own learning. **13.** I am confident in my ability to search out information.
Component 2: *Desire for learning* [**C2**]	**1.** I want to learn new information. **2.** I enjoy learning new information. **3.** I have a need to learn. **4.** I enjoy a challenge. **5.** I enjoy studying. **6.** I critically evaluate new ideas. **7.** I like to gather the facts before I make a decision. **8.** I like to evaluate what I do. **9.** I am open to new ideas. **10.** I learn from my mistakes. **11.** I need to know why. **12.** When presented with a problem I cannot resolve, I will ask for assistance. **13.** I often review the way ELT practices are conducted. **14.** I need to be in control of what I learn.
Component 3: *Self-control* [**C3**]	**1.** I prefer to set my own goals. **2.** I like to make decisions for myself. **3.** I am responsible for my own decisions/actions. **4.** I am in control of my life. **5.** I have high personal standards. **6.** I prefer to set my own learning goals. **7.** I evaluate my own performance. **8.** I am logical. **9.** I am responsible. **10.** I have high personal expectations. **11.** I am able to focus on a problem. **12.** I am aware of my own limitations. **13.** I can find out information for myself. **14.** I have high beliefs in my abilities. **15.** I prefer to set my own criteria on which to evaluate my performance.

In the research instrument, namely the scale, there are 3 (+1) options for each item: "*Disagreed*" (Option 1), "*Unsure / Don't know / Maybe*" (Option 2), "*Agreed*" (Option 3). The fourth option added within the framework of this research is not directly but indirectly associated with the testing instrument: "*I don't understand this question*". There are two reasons why such a fourth option was added. The first reason is to review the reliability of the testing item: If the subjects mark an option even though they do not much understand that testing item, this situation will affect the general results of the research from the point of view of reliability; the answer given to a question not understood is not a reliable one and the item is invalid because of the fact that it cannot reveal truth that it intends to. The second reason is to test the scale at a newly established environment and thus obtain data to contribute to the efforts to improve it.

Dimensions of Analysis

This research is designed on two dimensions. The first dimension (vertical axis) contains testing items, the second dimension (horizontal axis) contains the target group and subsequent research sub-groups, as given in a tabular form below:

Figure 1. Dimensions of Analysis

All the data obtained from the groups and sub-groups and their combinations form 52 sub-sets of data. Among the 52, some 13 sets of data, considered to be primarily relevant to the scope of this article, are selected and evaluated below.

Data and Evaluation

Overall Table of Frequency

The mean scores of the responses given to the items (questions) in the scale by the whole of the research group are presented in Table 2 below. The subjects responded to the items on a scale of 3 options, and their responses were entered into the electronic spreadsheet with the values of 1, 2, and 3. The figure in the "Mean" column approaching as low as 1 should be understood as "*disagreed*", whereas that approaching as high as 3 as "*agreed*" by the whole of the research group. The corresponding values of the scores on a more easily readable scale of 100 are given in the "Mean %" column. The items are graded from the highest down to the lowest frequency level in the "Criteria" column:

Table 2. Table of frequency for percentage mean scores in descending order

Criteria	Mean	Mean %	Option 3 Mean %
5. I need to know why.	2,94	98,11	94,34
16. I am responsible for my own decisions/actions.	2,93	97,78	92,45
36. I am open to new ideas.	2,92	97,48	92,45
23. I like to make decisions for myself.	2,92	97,44	91,51
35. I want to learn new information.	2,92	97,17	90,57
4. I like to gather the facts before I make a decision.	2,9	96,54	89,62
33. I like to evaluate what I do.	2,88	95,91	88,68
17. I am aware of my own limitations.	2,87	95,51	86,79
15. I prefer to set my own learning goals.	2,86	95,28	84,91
34. I enjoy learning new information.	2,81	93,71	82,08
28. I have a need to learn.	2,81	93,54	81,13
10. I learn from my mistakes.	2,79	93,08	77,36
37. I critically evaluate new ideas.	2,78	92,7	76,42
27. I need to be in control of what I learn.	2,77	92,41	75,47
7. When presented with a problem I cannot resolve, I will ask for assistance.	2,75	91,75	74,53
30. I am responsible.	2,73	90,88	73,58
19. I prefer to plan my own learning.	2,67	88,99	70,75
13. I prioritize my work.	2,66	88,68	68,87

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Table 2 cont.

Criteria	Mean	Mean %	Option 3 Mean %
26. I am logical.	2,66	88,57	66,98
18. I prefer to set my own goals.	2,64	88,14	64,15
32. I am able to focus on a problem.	2,6	86,79	63,21
3. I can find out information for myself.	2,57	85,53	58,49
2. I am confident in my ability to search out information.	2,52	83,96	54,72
11. I am in control of my life.	2,5	83,33	54,72
22. I evaluate my own performance.	2,48	82,54	53,77
12. I often review the way ELT practices are conducted.	2,47	82,22	50,94
20. I can be trusted to pursue my own learning.	2,47	82,2	48,11
40. I have high personal expectations.	2,42	80,77	47,17
21. I prefer to set my own criteria on which to evaluate my performance.	2,39	79,68	46,23
6. I set specific times for my study.	2,38	79,25	46,23
25. I am self disciplined.	2,37	78,93	46,23
38. I have high beliefs in my abilities.	2,35	78,3	43,4
31. I solve problems using a plan.	2,34	77,99	43,4
9. I am organized.	2,32	77,46	39,62
14. I have good management skills.	2,31	77,12	37,74
29. I am systematic in my learning.	2,24	74,76	32,08
39. I am methodical.	2,19	73,02	31,13
41. I have high personal standards.	2,19	72,85	29,25
42. I manage my time well.	2,15	71,7	29,25
24. I set strict time frames.	2,1	70,16	26,42
1. I enjoy a challenge.	1,97	65,72	13,21
8. I enjoy studying.	1,89	63,14	9,43
Column mean:	2,56	85,26	60,16

When the results in the column of "Mean %" are interpreted, it can be said that the target group is ready for self-directed learning at a ratio of 85,26 %, which is quite a high score indeed. This, however, is rather a questionable figure as the Option 2 (*Unsure*) responses of the subjects are also included in the calculation. In order to find out the subjects' degree of readiness for self-directed learning in a more realistic way, the calculation can include only the Option 3 (*Agreed*) scores and exclude Option 1 (*Disagreed*) and Option 2 (*Unsure*) scores, because the research aims to find out the level of readiness only. When calculated this way, the figures notably change. These can be seen in the "Option 3 Mean %" column in the table above. This new calculation shows that the subjects are ready for self-directedness as much as 60,16 %, a ratio that can be considered more realistic and valid.

Table of Merit for Option 3

When only "Option 3 *(Agreed)*" responses and their percentage values are taken into consideration, the first 10 items can be specified as in Table 3:

Table 3. Table of Merit for the first 10 "agreed" items

Merit	Criteria	%
1.	5. I need to know why.	94,34
2.	16. I am responsible for my own decisions/actions.	92,45
	36. I am open to new ideas.	92,45
3.	35. I want to learn new information.	91,51
4.	23. I like to make decisions for myself.	90,57
5.	4. I like to gather the facts before I make a decision.	89,62
6.	33. I like to evaluate what I do.	88,68
7.	15. I prefer to set my own learning goals.	86,79
8.	17. I am aware of my own limitations.	84,91
9.	34. I enjoy learning new information.	82,08
10.	10. I learn from my mistakes.	81,13

According to the table above, in the research group at least 9 subjects (teachers-to-be) out of every 10 are in need of knowing something's reason, see themselves responsible for their own decisions and actions, are open to new ideas, want to learn new information and like to make decisions for themselves.

Table of Merit for Option 1

When only "Option 1 *(Disagreed)*" responses and the percentage are taken into consideration, the first 10 items can be specified as in Table 4.

Expressing the data in Table 4 in another way, in the research group (teachers-to-be) approximately 2 subjects out of every 10 do *not* find studying something enjoyable, can *not* set strict time frames for themselves and do *not* enjoy a challenge; 1 out of every 10 is *not* organised, can *not* manage time, is *not* methodical, can *not* set specific times for own study, does *not* have good management skills, do *not* solve problems using a plan, and do *not* have high personal standards.

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Table 4. Table of Merit for the first 10 "disagreed" items

Merit	Criteria	%
1.	8. I enjoy studying.	19,81
2.	24. I set strict time frames.	18,87
3.	1. I enjoy a challenge.	16,04
4.	9. I am organized.	14,15
	42. I manage my time well.	14,15
5.	39. I am methodical.	13,21
6.	6. I set specific times for my study.	9,43
	14. I have good management skills.	9,43
	31. I solve problems using a plan.	9,43
	41. I have high personal standards.	9,43
7.	21. I prefer to set my own criteria to evaluate my performance.	7,55
	22. I evaluate my own performance.	7,55
	29. I am systematic in my learning.	7,55
8.	25. I am self disciplined.	6,6
	40. I have high personal expectations.	6,6
9.	12. I often review the way ELT practices are conducted.	4,72
10.	11. I am in control of my life.	3,77
	19. I prefer to plan my own learning.	3,77
	32. I am able to focus on a problem.	3,77

Table 5. Table of Merit for the first 10 "unsure" items

Merit	Criteria	%
1.	1. I enjoy a challenge.	70,75
2.	8. I enjoy studying.	68,87
3.	38. I have high beliefs in my abilities.	59,43
4.	29. I am systematic in my learning.	58,49
5.	42. I manage my time well.	56,6
6.	41. I have high personal standards.	55,66
7.	39. I am methodical.	53,77
8.	24. I set strict time frames.	50,94
9.	20. I can be trusted to pursue my own learning.	50
	25. I am self disciplined.	50
10.	14. I have good management skills.	47,17
	31. I solve problems using a plan.	47,17

Table of Merit for Option 2

When only "Option 2 *(Unsure / Maybe)*" responses to testing items (questions) and their percentage values are taken into consideration, the first 10 items can be reached, this time, as in Table 5.

The information contained in the table above can be re-expressed in the form of statements. According to the above table, in the research group of prospective teachers almost 7 subjects out of every 10 are not sure whether or not they find a challenge enjoyable, and do not know whether or not they enjoy studying; almost 6 are not sure whether they have high beliefs in their abilities, whether they are systematic in their learning, do not know whether they manage their time well, and whether they have high personal standards; approximately 5 are not sure whether they are methodical, whether they can set strict time frames, do not know whether they can be trusted to pursue their own learning, whether they are self disciplined, whether they have good management skills and are not sure whether they can solve problems using a plan. Thus, in other words, it can be said that this group of teachers-to-be **do not know themselves** in these respects.

Table of Frequency for the Option "NU"

The table of frequency (Table 6) can be reached when "Option 'NU' *(I do not understand this question)*" responses and their percentage values are taken into consideration.

When the items in Table 6 are viewed, it can be seen that items 41 and 28 are *not* understood by about 4/5 of the subjects. "Having high personal standards" may be considered to be something rather vague, and there is a possibility that these subjects do not have this concept clear in their mind. Therefore, why these items are not understood can be explained in this way. However, such items as "I enjoy studying", "I like to make decisions for myself" and "When presented with a problem I cannot resolve, I will ask for assistance", which could sound quite clear are also among the items that are not understood. Even though the percentage is very low with these items, the subjects who marked them as "*Not understood*" should be further asked to find out why they did not understand these items.

Table 6. Table of frequency for the "not understood" items in descending order

Criteria	%
41. I have high personal standards.	8,49
28. I have a need to learn.	7,55
27. I need to be in control of what I learn.	4,72
14. I have good management skills.	3,77
20. I can be trusted to pursue my own learning.	2,83
29. I am systematic in my learning.	2,83
8. I enjoy studying.	1,89
17. I am aware of my own limitations.	1,89
18. I prefer to set my own goals.	1,89
23. I like to make decisions for myself.	1,89
40. I have high personal expectations.	1,89
7. When presented with a problem I cannot resolve, I will ask for assistance.	0,94
9. I am organized.	0,94
12. I often review the way ELT practices are conducted.	0,94
16. I am responsible for my own decisions/actions.	0,94
21. I prefer to set my own criteria on which to evaluate my performance.	0,94
22. I evaluate my own performance.	0,94
24. I set strict time frames.	0,94
26. I am logical.	0,94
37. I critically evaluate new ideas.	0,94
39. I am methodical.	0,94

Comparison of the Proportional Distribution of Options 1, 2 and 3 in the Whole Research Group

At this step a comparison can be made between the responses that the subjects gave to the items in the testing instrument on the basis of the whole of the research group (consisted of the prospective teachers of English). For this purpose, the subjects' responses to the items are calculated and the Options 1, 2 and 3 are re-expressed in percentage terms as in the tabular form below:

Table 7. Distribution of "disagreed", "unsure" and "agreed" items percentage in the whole research group

	RG/w (whole research group)
Option 1 (Disagreed)	4,96
Option 2 (Unsure)	33,69
Option 3 (Agreed)	60,18
Total	*98,93*

The reason why the total of the proportions do not make up a full 100 is the Option "NU" markings, which are not included in the above table.

Comparison of the Proportional Distribution of Option 3 in the Research Sub-Groups

As already stated in 2.2. above, the research was conducted on a target group of 133 students at the ELT Department of a Turkish university, and that the target group included First Years (41 students), Second Years (50 students) and Third Years (42 students) sub-groups. While evaluating the research data, the difference between the three sub-groups can be investigated to find out if these groups differ in their readiness for self-directed learning. For this purpose, among the responses the subjects gave to the testing items, only the Option 3's (*Agreed*) are expressed in percentage terms as in the tabular form below:

Table 8. "Agreed" items percentage in the research sub-groups

Option 3 % (Agreed)	**RG/y1** (1st Years)	**RG/y2** (2nd Years)	**RG/y3** (3rd Years)
CG (All the items)	62,18	59,02	60,10

Although RG/y1 seems to have the largest proportion, only a little difference can be seen between the research sub-groups on the whole of the items, the range between the maximum and minimum points being only 3,15 out of 100.

Comparison of the Proportional Distribution of Option 3 in the Research Components

At the prior steps of the evaluation up to the present point, the results are discussed on the whole of the components. However, the testing instrument had "*self-management*", "*desire for learning*" and "*self-control*" as its three sub-components and each sub-component was actually meant to test a different quality. Therefore, in order to have a better view of the target group related with readiness for self-directed learning, it is also necessary to analyse the general results of the research separately on the criterion of sub-components. It has already been stated that the research group is "ready" for self-directed learning at a percentage of 60,16.

When the readiness level of the target group is divided into the sub-components and the Option 3 (*Agreed*) percentage is only taken into consideration, the following results are obtained as can be seen in Table 9.

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Table 9. "Agreed" items percentage in scale components

Option 3 % (Agreed)	**RG/w** (Whole research group)
C1 (Self management)	44,77
C2 (Desire for Learning)	71,16
C3 (Self-control)	63,27

When the table is viewed, it can be seen that the research group of the students trained as teachers of English has "*desire for learning*" as their relative highest component with a percentage of 71,16. However, even though this component stands out as the largest only when compared with the other components, this finding can be re-interpreted as that 7 (approximately) out of every 10 teachers-to-be in the target group have a conscious desire for learning. When simplified, this ratio appears to be (slightly more than) $^3/_5$. When interpreted in the same way, it can be said that 6 out of 10 can "self-control" ($^2/_3$) and only 4 can "self-manage" ($^2/_5$).

Comparison of the Proportional Distribution of Option 1 in the Research Components

This step of the evaluation deals with the distribution of the Option 1 percentage values on the criterion of sub-components, with the following table:

Table 10. "Disagreed" items percentage in scale components

Option 1 % (Disagreed)	**RG/w** (Whole research group)
C1 (Self-management)	8,71
C2 (Desire for Learning)	3,37
C3 (Self-control)	3,21

In the above section, target group's "desire for learning" was found out to be 71,16%. Here, 3,37% of the target group is found to lack some desire for learning. It might be rather considerable that among the teachers-to-be in the research group, there are some subjects (with a percentage as low as 3,37, though) who do not want to learn. Still, however, what might be even more remarkable is probably the remaining gap of 25,47% that fall outside the 71,16%, who expressed desire, and the 3,37%, who expressed lack of desire. In other words, roughly ¼ of the target group is not able to know whether they want to learn or not.

Comparison of the Proportional Distribution of Options 1, 2 and 3 in the Research Components

At this step, the research data can be interpreted still based on components but in a proportional way. When only Option 1 percentage values of responses are taken into consideration another set of data can be reached as shown in the following table and graph can be reached:

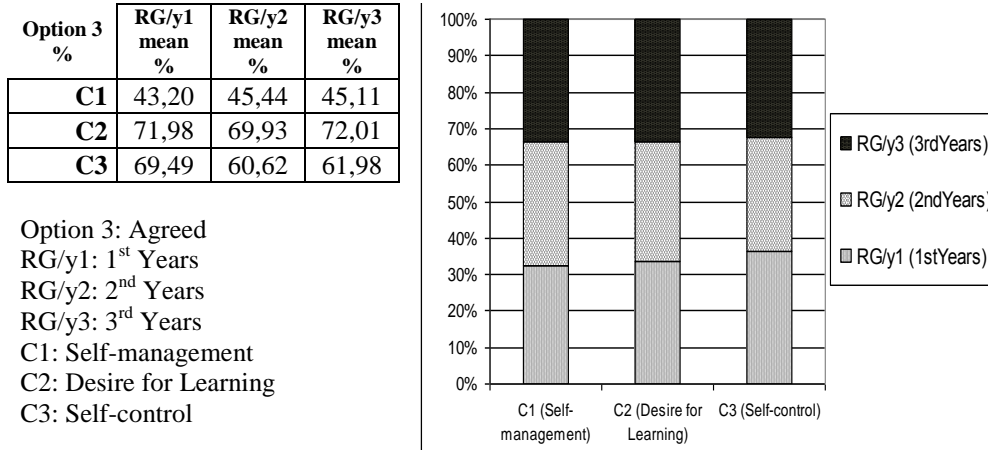**Table 11.** "Disagreed" items percentage in scale components

	Option 3 mean % (Agreed)	Option 2 mean % (Unsure)	Option 1 mean % (Disagreed)
C1 (Self-management)	44,78	45,57	8,71
C2 (Desire for Learning)	71,16	24,26	3,37
C3 (Self-control)	63,27	32,20	3,21

In the above sections, the responses to Option 1 and Option 3 have already been evaluated. Here, however, when the responses to Option 2 (*Don't know / Unsure*) are taken into consideration, the subjects seem to have "indecision" mostly in "*Self-management*", to the extent almost as half of the whole research group. The subjects seem to have such indecision secondly in "*Self-control*" (almost $^1/_3$ of the whole research group). Relatively lowest level of indecision seems to be in "*Desire for learning*" (approximately $^1/_4$).

Components-Based Proportions of the Research Sub-Groups for Option 3

Final step in the interpretation of the research data can be taken on the proportions of sub-components as distributed among the research sub-groups. When the research data are interpreted on the mean percentage values of Option 3 (*Agreed*) as distributed to research sub-groups, another set of data can be reached as shown in the following table and graph (Figure 2).
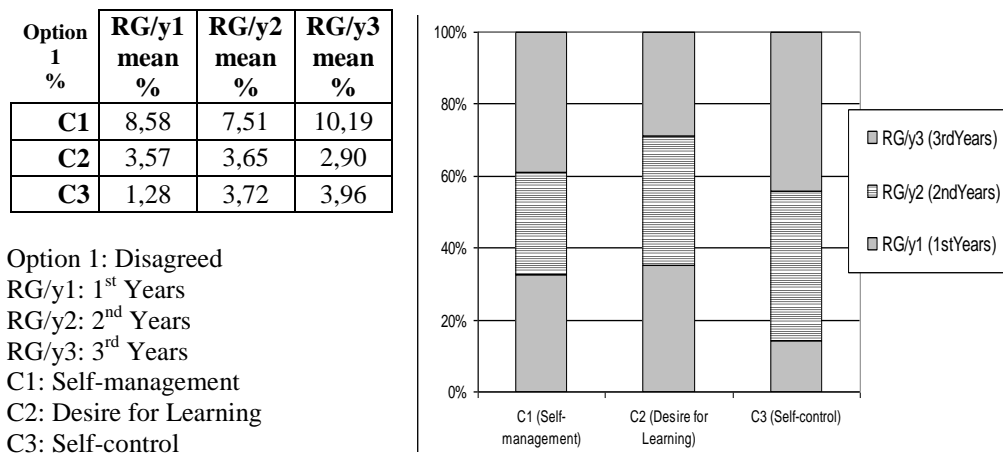
According to the results presented in Figure 2, no difference can be seen between the research sub-groups when Option 3 responses as distributed to sub-components are taken into consideration. The range between the maximum and minimum points of RG/y1, RG/y2 and RG/y3 is only 2,24% for C1, 2,02% for C2 and 8,87% for C3. Even though the range for C3 appear to be relatively widest, it is hard to consider this value significant

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Option 3 %	RG/y1 mean %	RG/y2 mean %	RG/y3 mean %
C1	43,20	45,44	45,11
C2	71,98	69,93	72,01
C3	69,49	60,62	61,98

Option 3: Agreed
RG/y1: 1st Years
RG/y2: 2nd Years
RG/y3: 3rd Years
C1: Self-management
C2: Desire for Learning
C3: Self-control

Figure 2. Components-based sub-groups proportions for option 3 (%)

Components-Based Proportions of the Research Sub-Groups for Option 1

When the research data are interpreted on the mean percentage values of Option 1 (*Disagreed*) as distributed to research sub-groups, another set of data can be reached as shown in the following table and graph (Figure 3).

Option 1 %	RG/y1 mean %	RG/y2 mean %	RG/y3 mean %
C1	8,58	7,51	10,19
C2	3,57	3,65	2,90
C3	1,28	3,72	3,96

Option 1: Disagreed
RG/y1: 1st Years
RG/y2: 2nd Years
RG/y3: 3rd Years
C1: Self-management
C2: Desire for Learning
C3: Self-control

Figure 3. Components-based sub-groups proportions for option 1 (%)

Only a little difference can be seen between the research sub-groups when Option 1 responses as distributed to sub-components are taken into consideration. The range between the maximum and minimum points of RG/y1, RG/y2 and RG/y3 is only 2,68% for C1, 0,75% for C2 and 2,68% for C3.

Components-Based Proportions of the Research Sub-Groups for Option 2

Finally, the research data can be interpreted on the mean percentage values of Option 2 (*Don't know / Unsure*) as distributed to research sub-groups, yielding the following data and graph (Figure 4)

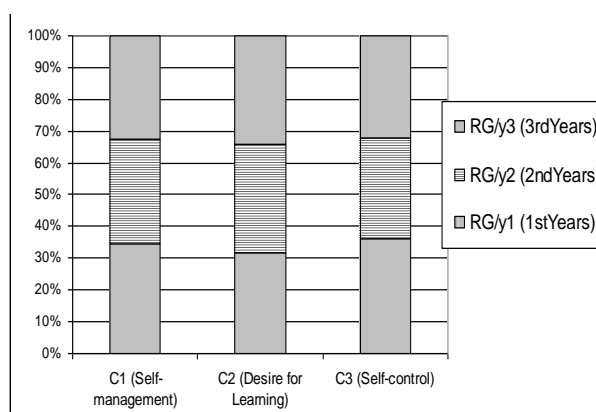| Option 2 %	RG/y1 mean %	RG/y2 mean %	RG/y3 mean %
C1	47,34	45,44	44,49
C2	22,80	24,92	24,52
C3	69,49	60,62	61,98

Option 2: Unsure
RG/y1: 1st Years
RG/y2: 2nd Years
RG/y3: 3rd Years
C1: Self-management
C2: Desire for Learning
C3: Self-control

Figure 4. Components-based sub-groups proportions for option 2 (%)

No difference can be seen between the research sub-groups when Option 2 responses as distributed to sub-components are taken into consideration. The range between the maximum and minimum points of RG/y1, RG/y2 and RG/y3 is only 2,85% for C1, 2,12% for C2 and 8,87% for C3. The research sub-groups seem to possess almost the same characteristics as far as "indecision" is concerned.

Discussion

Some portions of the data obtained from the research done within the framework of this study have been presented and evaluated above. When these data are seen from a general point of view, the following conclusions can be drawn and comments made:

1. One of the outstanding concepts of the educational system of the Council of Europe is "*life-long learning*". This concept shapes the whole of the system and bears a prominent, central role. If the educational system of a country is meant to be re-

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constructed in a way that facilitates life-long learning, the learners should also be in an environment in which they can learn in a life-long manner. Given that the learners may not always get some institutional support or some aid from a teacher at any learning experience of their lives, the learners should also be trained so that they can learn "on their own" all their lives long. If a local educational system is to get the learners ready for such a situation, the teachers who put this concept into practice need to be trained in accordance with the situation in which they will exist and teach in future. It is doubtful that a teacher who is not self-directed himself will be successful in training his/her students so that they can be self-directed.

2. It can be thought that teachers will be educated for a few more generations without some formation in self-directedness. However, at this point, there seems to be a conflicting situation. After this concept has been established in a local educational system and after its applications effectively start, the students coming from the primary and secondary education up to the tertiary will be "more self-directed". During the course of this transmission period, teacher training institutions and programmes should first of all bring their own teachers-to-be to a condition that can cope with their students who are probable more self-directed than their own teacher trainers.

3. "Self-directedness" is a kind of a capacity which will affect an individual's whole life experience and it can be said that not every individual possesses this capacity as some inborn quality. Thus, it becomes important that the individuals who are expected to become self-directed at the end of a process be at some convenient initial position. It should, therefore, be found out whether these individuals are at such an initial position, in other words, whether they are ready for self-directedness at the beginning.

4. The research done on the target group of prospective English teachers at a certain teacher training institution, yields the ratio of their "**unreadiness**" for self-directedness only as low as 4,96%, as a result of their answers to a set of self-view items. To put it in other words, this is some ratio as 1 in every 20 subjects, which is obviously not very high; and thus the remaining 95,04% of the research group, namely the teachers-to-be, may be thought to be ready for self-directedness.

5. On the other hand, as a result of their answers to another set of self-view items, the ratio of "**readiness**" for self-directedness was found out to be 60,16%, which is much lower than the hypothetical 95,04 in item 4 above. That means, almost $^3/_5$ of the target group only explicitly state that they are ready for self-directedness.

6. The notable difference between the mathematical 95,04 and 60,16 in items 4 and 5 above, results from the "*Unsure / Maybe*" responses of the research group and certainly signals another important point for further research. The 33,69% of the group could not reach a decision as to whether they are ready or not ready for self-directedness. However, the testing instrument of the research was a questionnaire consisting of questions enquiring the subjects' self-view, and the subjects were expected to state their responses on that basis of self-view. The "*Unsure / Maybe*" ratio of 33,69% can also be interpreted as that almost $^1/_3$ of the teachers-to-be do **not know** about themselves.

7. On various national and international professional platforms, it is stated that the training programmes that educate teachers, who will in future educate the forthcoming generations, have aspects that need some development and improvement. While the trainee teachers' development of professional knowledge and skills are obviously given heed to at teacher education programmes, the development of teachers as the practitioners of the educational systems, all taking "educating a human being" as the final goal in humanistic approaches, needs to be provided at least on an equal basis. The finding derived from the present research (that almost $^1/_3$ of the teachers-to-be do **not know** about themselves), though certainly not so reliable to be confidently generalized to the whole of the trainee teachers in the world, implies some point that requires specific care in teacher education.

8. The whole of the research group stated that they "need to know why" and, in relation to that, also "want to learn new information" with a percentage of 94,34 and 91,57 respectively. These two figures seem quite coherent. However, when the other items of the research instrument are taken from a similar point of view, it is seen that they can "find out information for themselves", that they can "set specific times for their study", that they are "self disciplined", and that they can "manage their time well" only to the ratio of 58,49%, 46,23%, 46,23%, and 29,25% respectively. These figures may be interpreted as that the individuals in the research group *do want to learn*, but *do not know how to do* what they should be doing in order to achieve it, namely learning.

9. While the whole of the research group state that they "need to know why" at a ratio of 94,34% and that they "want to learn new information" at a ratio of 91,51%, they enjoy "a challenge" and "studying" only as low as 13,21% and 9,43% respectively. The finding that *studying* is thought to be enjoyable only as low as 9,43% can be associated with its connotations in that it implies some institutional training, a series of homework assignments and tasks done rather reluctantly, as well as one other possible reason. A person should sustain stability and in the course of the process of learning. As mentioned in item 8 above, the self-view that the individuals in the research group can get "self-disciplined" only to a ratio of 46,23% may be *one of* the reasons why studying is found enjoyable as that low.

10. It was seen in the present research that some items in the scale used as the research instrument were not clearly understood by some of the subjects (as listed in 3.5. above). This makes it clear that the reasons why those items were not clearly understood and how the scale can be developed in this respect need to be studied further.

11. The scale used as the research instrument puts forward, in some way, in what fields the subjects feel confident and trust themselves and in what fields they do not. The course evaluation and development programmes in teacher education following the research done with the scale used in this study can be immediately started by focusing on these aspects. For instance, with a research group as the one in the present study, the answers to and ways of solution for the problems as how to "manage one's time", "be systematic in one's learning", "be methodical", "be organized", "solve problems using a plan", and "be self disciplined" should primarily be dealt with.

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12. It is important that every teacher training institution, upon finding out whether its teachers-to-be are ready for self-directedness, provide ways of improvement in the fields requiring some attention. In this way, these institutions can contribute to their graduate teachers, who are self-directed learners and individuals themselves, educating their own students also as self-directed learners and individuals.

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Öğrenci Özerkliği ve Öğretmen Adaylarının Öz-yönetimli Öğrenmeye Hazırbulunuşluk Düzeyleri

Özet

Bu çalışma kapsamında düzenlenen araştırmada kendi öğrencilerini özerk olmaya hazırlayacak olan öğretmen adaylarının öz-yönetimli öğrenmeye ne kadar hazır oldukları öz-yönetimlilik düzeyini bulgulayan bir ölçme aracı ile bulunmaya çalışılmaktadır. Bu çalışmanın araştırma kümesi bir üniversitenin İngilizce Öğretmenliği Lisans Programındaki I, II ve III. Sınıf öğrencileri olup hepsi birer İngilizce öğretmeni adayıdır. Araştırmada kullanılan ölçme aracı, Fisher, v.d. (2001) tarafından geliştirilmiş bir ölçek olup 42 ölçme ögesinden oluşmaktadır. Bu 42 ölçme ögesi "öz-yönetimlilik", "öğrenme isteği", "öz-denetim" başlıkları ile üç bileşende kümelenmiştir. Araştırma tasarımına göre bu araştırmadan elde edilen sonuçlar 48 öbek veri oluşturmaktadır. Bu yazının sınırlarını taşırmaması amacıyla, bu veriler arasından öncelikli olarak seçilen 13 tanesi sunularak değerlendirilmektedir.

Anahtar sözcükler: Öğrenci özerkliği, öz-yönetimlilik, hazırbulunuşluk, ölçek