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Quality Aspects of English Teachers at Istanbul University:  
A Descriptive Study

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## ÖZ

Bu çalışma, yüksek öğretimde dil eğitimi niteliğinin geliştirilmesinde alternatif bir yaklaşım olarak kalite felsefesinin temel ilkelerinin Toplam Kalite Yönetimi bağlamında İngiliz Dili Eğitimiyle bütünleştirilmesi üzerine yoğunlaşmıştır. Bu bağlamda, ilk olarak kalite kavramı incelenmiş ve sonrasında kalite felsefesinin tarihteki uygulamalarına değinilmiştir. Kalite felsefesinin çeşitli izdüşümleri ile eğitimde gelinen son noktanın göz önünde bulundurulmasıyla ilişkili olarak, Toplam Kalite Yönetiminin eğitime uygulanabilir yedi ana ilkesi tanımlanmış ve İngiliz Dili Eğitimi çalışmalarındaki olası uyarlamaları açıklanmıştır. Son olarak, İstanbul Üniversitesi Yabancı Diller Bölümü İngilizce Öğretmenleri ile ilintili olarak gelecekteki olası bir İngilizce Eğitimi geliştirme projesi için veri sağlamayı amaçlayan bir betimleme araştırması çalışması yapılmış ve sonuç içerisinde bu araştırmanın verilerine dayanarak öneriler sunulmuştur.

## ABSTRACT

The present study puts emphasis on integrating the fundamental principles of quality philosophy in the framework of Total Quality Management into English Language Teaching as an alternative approach to improve the quality of language teaching in higher education. Within this concept, the study, firstly, investigates the quality as a concept and then focuses upon the implications of quality philosophy in history. Taking into account the contemporary trends in education, the seven main principles of Total Quality Management, which are highly applicable in education, are identified and explained thoroughly with regards to the possible implementations in English Language Teaching studies. As the final step, a descriptive research about the quality aspects of English Teachers at Foreign Languages Department at Istanbul University is conducted aiming at providing data for a probable project for the development of English Language Teaching in the future, and with reference to the significant results, suggestions are outlined in the conclusion.

## PREFACE

In concordance with the innovative ideas inspired by the mutual effects of multi-disciplinary studies to make further improvements in educational field, the idea of implementing main quality principles into foreign language teaching has appeared on the scene. From another perspective, this trial is another version of the logically acceptable thought that if there occurs a trend, which has proved to be useful in real life conditions especially pragmatic and fruitful in today's world, then multi-faceted applications emerge occasionally, at least this tendency is likely to be so. Of all diversifying ideas and among all the common points between Total Quality Management, as the reflection of the quality idea of today, and education, the most important highlight is the fact that quality principles place the human in the centre, so does the education. Furthermore, it is worth noting that looking for alternatives to provide better educational conditions resulting with a quality education, whose effects are highly influential both on social identification of the individuals and on any and every sort of innovation which pioneers the paradigmatic changes or renewals, is not only invaluable and deserves prompt but also a necessity in order to overcome and deal with demands of the changing world.

Asserting the claim of having grasped profoundly all the factors just mentioned above and adding much more unnamed personally, this study is mainly concerned with exploring the quality aspects of higher education at Foreign Languages Department at Istanbul University as an institution-based (internal) and academically constructed process. Through the study, there are two sub-dimensions, the first of which is its being internalized quality among the other identified qualities, the external quality and the politically correct quality, and the second of which is teachers' perspectives for quality language teaching in education among the other customers, which is a TQM-based concept that may also refer to students, staff, school administration, managers or directors of the school and so on in education.

In the formulation of the study, the first chapter takes the initiative of describing quality as a pure concept, afterwards focuses upon the distinctive features of the term with references to several models during the developmental process until now. In the second chapter the study goes on alluding to the description of Total Quality and its basic principles. Additionally, under the titles of reformalization of education in the world and current situation in Turkey, a general perspective on education is presented. Basic principles of TQM as a panacea for survival and for the development of quality education are explained accordingly. The fourth chapter presents a case study: a descriptive research conducted among the English Teachers at Foreign Languages Department at Istanbul University to obtain data about the quality perspectives of the teachers as the internal customers and the research is also concluded by a number of suggestions peculiar to the department. The fifth and the last chapter ends with the summary of the total idea of the study with final words along with inferences and interpretations.

It was quite a loong journey, and I also know that I was not -alone- on my own. I very much owe a lot of things to a lot of people; sincere thanks.

First of all, I should like to thank to my visionary leader, also my thesis advisor, Prof. Dr. Tülin Polat for her stimulating comments and original ideas, particularly those on the earlier sections to make me realize the limitations of this study. Also, to my teacher, Prof. Dr. Nilüfer Tapan, goes my warm gratitude for her fruitful encouragement.

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To my parents who set their hearts on me I would like to express my love. I am grateful for their profound good wishes and to my brother, so close no matter how far, goes my thanks.

This study (is supposed to) further-s the University's, which means infinite world of invaluable knowledge and a place of intellectuals -and i as a candidate- have inherited their -my- idealistic future, objective of excellence in research and education by having a say about quality and educators. What i wish i learned finally for now is that there is a much longer way to be "I".

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## LIST OF ABBREVIATIONS

CI	: Continuous Improvement
EFQM	: European Foundation of Quality Management
ELT	: English Language Teaching
FL	: Faculty of Letters
FLT	: Faculty of Language Teaching
ISO	: International Standards of Organization
POC	: Price of Conformance
PONC	: Price of Nonconformance
QC	: Quality Control
SPC	: Statistical Process Control
SQM	: Strategic Quality Management
TQ	: Total Quality
TQM	: Total Quality Management
TQP	: Total Quality Philosophy



## INTRODUCTION

One of the meta-historical aspects of the on-going world is **change** pioneering the reconceptualization of today's world for tomorrow's perspectives under the shade of demands of tomorrow. Along with the inevitable realities and unavoidable effects of the postmodern world on humanity, which cause de-identification and re-identification of social and individual cultures, all fields -whether humanistic or technological- face the counterattacks of the wants of generationext. The technological improvements enable individuals to reach information much faster with less cost. Obtaining compact information in an instant of time results with the production of neo-info. The integration of postmodern ideas with the neo-info technology creates a futuristic world where even the most humanistic ideals or *Iagonistic* nightmares have difficulty containing possibilities. With all these in mind, **change** is coming so swiftly that human history has never seen its like before. Even **change** is changing rapidly and the ways of making good use of the encompassing conditions of **change** happens to be the real power in the hands of their owners. Change brings improvement, and improvements have magnificent multidimensional influences on human lives. The unfortunate who are in desperate situations to meet the needs stay vulnerable with the binding chains of difficulty and are left alone to face the black fate of poverty of any kind. The summary of this reckless competition, which has always appeared under different names in different times is *globalization* for some today.

The power of **change** on every individual and every field is unquestionable. Undeniable in the field of education, too. Education as a social service sector is also under the pressure of conforming its system to the demands of **change** to survive. Moreover, change and education takes the liberty of using the other as a tool for its own purposes. In either condition, the roles of each member of the education field are to be reorganized and identified to maintain the effectiveness of education of societies to provide social order and to direct **change** towards positive and productive developments. At that point, the absolute necessity for sustainable development and for optimistic

improvement is the conversion from the traditional structure into dynamic organizations of educational institutions. These should be managed more systematically and should benefit much more from the findings of multi-disciplinary studies. When the attention is directed to the effective factors on education, it becomes clear that each and every factor shaping real life conditions, simultaneously shapes the educational perspective. Therefore, it can be claimed that the field of education must look for alternatives to make a difference and to provide continuous improvement. That is to say that the quest for the betterment of quality education is crucial and it is impossible to be blind in the face of and be against change. Multi-disciplinary studies will bring a fresh outlook to education and both professional and enthusiastic approaches become available and desirable for the field. At the very heart of the widespread ideas, this study mainly aims at exploring an alternative approach to the betterment of English Language Teaching at higher education by means of using the basic principles of quality philosophy. In this manner, it includes a descriptive research which is about academically-oriented and internal-customer based quality aspects, through a survey conducted among English Language Teachers at Istanbul University for the probable quality development studies.

This study, first of all, has a start by aiming at clarifying the quality concept basically with reference to Sallis' quality ideas. Additionally, with regards to the pure descriptions of the quality concept, the characteristics of quality will be identified accordingly. As the second stage in the first chapter, the improvement of the quality idea throughout recent history will be the case in association with the fundamental quality thoughts referring to their founders. As this study emphasizes the quality aspects of English teachers in higher education, this chapter finishes with the quality concept understanding within the boundaries of higher education.

The second chapter draws attention to the Total Quality Philosophy (TQP) and Total Quality Management (TQM) as concepts. After dealing with the difference between philosophy and management, various TQM descriptions and thoughts will be

investigated. Following these, basic principles of TQ will be explained thoroughly because of the fact that these principles are the main pillars of the quality thought and they are the key ideas to the formalization of a quality thought or culture for any institution or organization.

In the third chapter, fundamentally influential facts in today's world and in Turkey on education are put under the scope and due to determination of the present picture in terms of the significance of quality higher education, the benefits of implementing TQM principles into the education field, especially exposing the TQM idea to teachers will be discussed. Implementing the TQM idea for the education field is the reflection of an alternative approach for the continuous improvement of the quality higher education, which is the main concern of this chapter.

The fourth chapter comprises a descriptive research, conducted among the English Teachers at Istanbul University to obtain both bio-data about the teachers and information about their quality aspects for a probable quality project or an intensive quality improvement study at the department. Mathematical data are explained respectively and the results are supported by tables and charts per statement.

The last chapter, as conclusion, pulls the positive effects of integrating an external idea into education field together. Significant findings will be listed in accordance with the results of the research. Finally, suggestions for the department in terms of English teachers' quality aspects will be put forth.

## 1. QUALITY AS A CONCEPT

“Quality – you know what it is, yet you don’t know what it is...But some things are better than others, that is, they have more quality. But when you try to say what the quality is apart from the things that have it, all goes poof! There’s nothing to talk about. But if you can’t say what Quality is, how do you know what it is, or how do you know that it even exists? If no one knows what it is, then for all practical purposes it doesn’t exist at all. But for all practical purposes it really does exist. What else are the grades based on? Why else would people pay fortunes for some things and throw others in the trash pile? Obviously, some things are better than others...but what’s the betterness?...What the hell is Quality? What is it?”<sup>1</sup>

Robert M Pirsig, *Zen and the Art of Motorcycle Maintenance-1974*

The quest for the meaning of quality haunts the minds of people who confronted the **quality** concept for the first time. Sallis (1996: 1) also refers to the quality in a similar way, “Of one thing we can be certain. Quality is what makes the difference between things being excellent or run-of-the-mill.”

Every new concept human being put forward in the universe presents a new perspective of life. If any new concept has been accepted widely by the populations and found its usefulness, it should be better to take care of and grasp the meaning of the concept completely and profoundly. There are two basics: first being “induction”, recognizing all the characteristics and then trying to describe it; “the process of thought that using known facts to produce general principles” (Longman 2001: 726), and the second “deduction”, describing the concept beforehand and then listing the characteristics of the concept “making judgement about the concept based on the information that you have” (*Ibid.*, 354). The method chosen to identify the quality concept in higher education is to clarify the quality concept in terms of dominantly Sallis’ description of quality along with complementing the quality classification with a third type, then to explore the characteristics of quality bearing in mind the pure quality idea and quality in use. Finally, quality concept in higher education will be clarified under the scope on which the present study focuses in terms of institution-based (internal) and academically constructed idea along with the process of quality development.

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<sup>1</sup> Retrieved from <http://eolas.ucc.ie/quality/SlidesAH/tsld002.htm> 10.09.2004

## 1.1. Definiton of Quality

*Reality -in fact- is in the front perspective of our eyes, every question which we all look for their answers, is not but all just the secret pieces behind the conceptualization windows that we see clearly-unconsciously but can't be aware of or can't perceive clearly.*

For decades, educators have been pondering on the meaning of “quality”, yet brilliant and successful people of any institution can understand what the word conveys and to which aspects the word refers without being able to describe the concept with all its aspects.

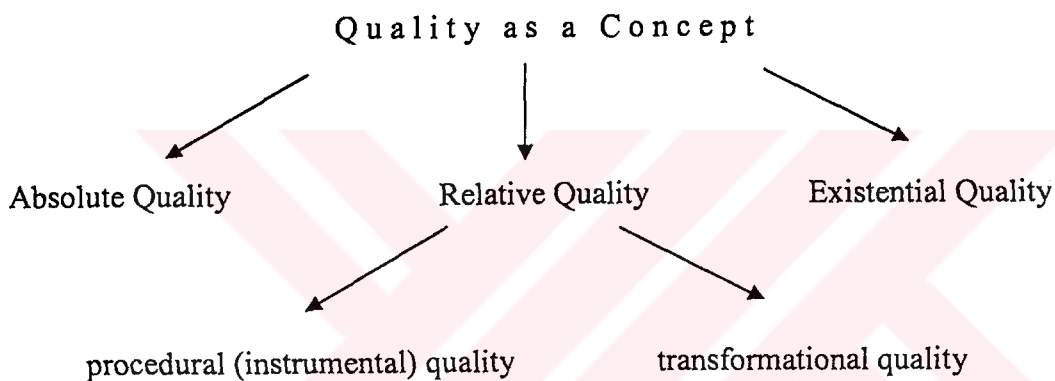


Figure 1: *Quality as a Concept*. This figure is drawn with reference to Sallis' quality descriptions.

Sallis (1996: 13) connects the idea of the confusion over the meaning of quality to the use of quality both as an absolute and a relative concept together. For Sallis, the first point in **absolute quality** is that it is similar to goodness, beauty, truth and it is actually an ideal with which there can be no compromise. Furthermore,

“In the absolute definition things that exhibit quality are of the highest possible standard which cannot be surpassed... They are valuable and convey prestige to their owners.” (Ibid.)

Referring to this description of quality, we can assume that the absolute side of quality also expresses the high status and positional advantage and distinctive features, so that the owners of that kind of a quality are apart, elite and have higher social status apart from those who cannot afford them.



- “1 ... (degree, esp high degree, of ) goodness or worth
- 2 ... sth that is special in, or that distinguishes, a person or thing
- 3 ... high social position”

(Oxford Advanced Learners' Dictionary, 1988: 686)

- “2 ... something such as size, colour, feel or weight that makes one thing different from other things”

(Longman, 2001: 1155)

Though in the technical sense absolute quality has little to do with the application, it is, nevertheless, deeply related with the personal thoughts, so it becomes necessary for communicative relations, it helps an institution promote their own unique ideas so as to perform and conform to the highest standards and to have higher level status or be more wealthy.

- “5... **quality of life** the satisfaction in your life that comes from having good, health, comfort, good relationships etc.
- 6 ... **a man/lady of quality** *old fashioned* a man or woman of high social rank”

(Longman, 2001: 1155)

Additionally, quality -in itself and in this sense- requires positive meanings if not accompanied with a negative adjective. Moreover, it may even reach to the top level of elitism or luxury in that perspective, yet in both conditions, quality might refer to a kind of ranking that if one has it then the others maintain at the lower levels.

**Relative quality**, on the other hand, is not a characteristic of a product or a service but it is something which is ascribed to it. It is about measuring against a specification. “It is not the end in itself, but a means by which the end product is judged to be up to (or not up to) standard.” (Sallis, *op.cit.*, 14)

- “3 ... the degree to which something is good or bad
- 4 ... a high standard”

(Longman, 2001: 1155)

In its relative sense, there are predefined standards and the quality is about meeting those standards set for it. The second definition puts quality concept to another place, quality something need not be expensive, beautiful, special, but they can be ordinary, commonplace and familiar. The core of the idea is meeting the quality indicators. Relative concept of quality also has two aspects to it. The first one is just about measurement, whether the products or services meet the predetermined specifications consistently or not, which refers to the **procedural (instrumental)** concept of quality. The absolute determination of quality concept is out of sight at that point, everything can be entitled with “quality” so long as they conform to the specifications. This view of quality is perceived as ‘quality in fact’ or ‘identified quality’, which also refers to the definition ‘fitness for purpose’. For the procedural perspective, the emphasis is both on the defined systems and procedures which specializes in providing standardized outcome and on ensuring that the process’ activities conform to requirements, the key word of which is ‘accountability’ to enable consistency and conformity. The second aspect of relative concept is the **transformational** concept of quality, which focuses less on the systems and procedures. “It is often said that while the procedural notions of quality are essential and necessary they are by themselves not sufficient to ensure customer loyalty” (Sallis, *op.cit.*, 16). This substructure sees continuous improvement at the heart of the quality process. The instrumental concept is in relation with standards and profession, it is about proving, whereas, the transformational approach is about improving. To put it differently, transformational concept does not satisfy with the fitness of purpose, it concentrates on discovering ways of excellence for meta-perfection.

The third type of quality, **existential (natural) quality**, refers to the existing features that people have from birth or things have just because they are beings. All the organic (the alive) and inorganic (the rest) materials have it naturally without extra effort.

“something such as courage, intelligence, or loyalty that people may have as part of their character”

(Longman, 2001: 1155)

- “3... Someone’s **qualities** are the good characteristics that they have which are part of their nature  
4... You can describe particular characteristics of a person or thing as a **quality**”

(Collins Cobuild, 2001: 1253)

Existential, relative, and absolute types of quality have their own references in real life implications. **Existential quality** makes reference to the general features or the specific characteristics of the beings. Therefore, there is no need of extrinsic or intrinsic influence on creation for the existential quality, they are all the time there waiting to be discovered, many of which have been already founded. **Relative quality**, on one hand as procedural quality, focuses on the previously decided indicators, which make the quality visible, measurable and comparable among others. The predetermined standards point to the requirements which determine the level of quality and enables accountability. Within this context, procedural quality is the stable process of the dynamic quality realm, but at the same time it is the Achilles heel of the quality idea, because of the fact that the predetermined quality indicators may not meet the requirements of the outside world, which is the point out of range of procedural quality. On the other hand transformational quality, which is the sub-type the relative quality comprises, complements procedural quality. It aims at increasing the quality idea to an upper level or reproduces a brand new quality idea concept regarding to changing needs and demands in accordance with the various triggerings such as technical or technological developments, social de-identifications and re-identifications, paradigmatic changes at multiple fields, multidisciplinary studies etc. **Absolute quality** type is for the ideals, *utopia*, and the dreams of persons or units and it does not necessitate any need to accept convergence or compromise. They are all on their own, created without the need to be proved, all changeable from mind to mind. Conversely, if socially or scientifically supported, then this third type of quality becomes the inspiration resource for the relative quality not only procuding an alternative but also necessitating leading to a new construction. This third type, moreover puts intensive pressure on the minds to discover the existential qualities of any and every kind of subjects to deepen the empirical knowledge on the

subjects, to enrich the knowledge of the universe in order for all to whether satisfy themselves or make a difference in the lives of themselves or the others. From that point of view, though will not directly be the focal point of this study, the last type also grasps the other two.

So far, the pure quality concept has been clarified. In fact, describing 'quality' includes describing the 'agreed-upon', at least for a couple of people or groups, meanings of quality in and for different contexts. The word, even for now at first sight, seems so flexible and enigmatic that it is impossible to put the right and exact understandings of quality, and then making use of these explanations or definitions for education for if we did, we would be unable to transfer the quality concept for education to the other fields, conversely, as the fundamental basics of quality appear to be created completely apart from the educational area, but can entirely be altered to fit in education. Along with the quality types described above, this study will be dealing with the characteristics of quality so as to make the concept more meaningful before connecting, in fact uniting, the general quality idea to the understanding of quality in higher education.

**Mystery:** "...Despite its importance, many people find quality an enigmatic concept. It is perplexing to define and often difficult to measure." (Sallis, *op.cit.*, 1) "Quality is a slippery and multi-dimensional concept." (Giertz, 2001: 1) These statements draw attention to the complexity to grasp the meaning of quality. It is especially because of the reason that these statements are nearly completely inspired by the sort of 'absolute concept' of quality. They require no compromise and differ from one another. The 'relative concept' or the 'existential concept' are not included in these statements, as they have concrete indicators deciding on which has the quality and at what level has it. Additionally, Sallis (*op.cit.*, 13) associates the enigmatic nature of quality to the situation that "... it is a dynamic idea. The emotional and moral force that quality possesses makes it difficult to define." Besides including the emotional and moral values to the absolute concept of quality, the dynamic idea is to be placed in the transformational quality. When we put the quality concept types into order in terms of mysteriousness, the most gray area belongs to absolute concept, as this type of concept involves personal differences,

variables and values in itself. The transformational quality has the second rank for mystery and procedural comes as the third followingly. The problem with the transformational quality is that, though it refers to the change or renewal of quality indicators, the conceptualization of the change may again differ according to the perceptions. Relative quality can be assumed as a bridge between mystery and clarity. The transformational quality stands on the area of mystery, yet procedural converts the enigmatic and uncompromised side into a clarified and identified quality. The existential quality is the most clear quality type to perceive. The only difficulty on this quality type is that the perceptions of this sort of quality might vary.

**Relativity:** Sallis (*op.cit.*, 1) utters in his study that “One person’s idea of quality often conflicts with another and... no two experts ever come to the same conclusion...”. “It is a well-known fact that there are many different ways to perceive quality.” (Giertz, 2001: 1)

“Every one of the gurus uses the term quality in their personal way. The term quality seems very difficult to be defined exactly because of the view of the spectator affects the result of definition.”

(Eklund, et.al., 2003: 1)

These claims bring us to the idea that the meaning of quality concept, in other words attempts or the final words to describe the concept, changes from person to person. It seems to be a matter of perception. Also, the view of the quality shaper, or the spectator affects the result of definition, as they make use of quality concept in their own personal way. The point where the quality concept happens to be a matter of perception by losing its definite and commonly shared description is between absolute and relative concepts of quality. Absolute concept is the area where different perceptions are articulated, therefore there might be limitless descriptions of quality in absolute concept, and when it comes to produce quality indicators in relative concept, these indicators are decided by the numberless quality ideas coming out of the area of absolute concept. This perceptive variation is just one among all other perception samples, emerging from the general point of view that “...the changes in the quality thinking are visible in the working methods not in the concept itself.” (Eklund, et.al., 2003: 1)

At that stage, we should define and group certain quality areas at its absolute concept. In this connection, in order to categorize and make the quality concept be understood more easily, Eklund, Holmström and Leppänen share the idea of Anna-Mari Osma's dividing **quality** in four groups by perspective should be meaningful:

- 1) Quality based on product characteristic, where quality means a measurable characteristic of a product or a service.
- 2) Quality based on customer's opinion. People have expectations, needs and desires which determines quality when they are met.
- 3) Quality based on value. Value=quality/price
- 4) Quality based on production criteria, where the specifications and norms define the quality of a product.

(Ibid.)

When Anna-Mari Osma's quality perception perspectives are adapted as the sources of quality concept in terms of absolute quality, there emerges 'four' determinants. The transformation of these perspectives into the relative concept of quality brings out procedural quality by determining also to the quality indicators. Product characteristics is the first of the quality indicators determinants. This perspective solely includes the features of the produced material regardless of any other comparable external feature. The second determinant, which is taken into account as the quality indicators, is the customers' ideas. The customers are the main groups who decide what quality means. "Quality as a concept, is defined as an ability of a product or service to fulfill the expectations set to it by the customers." (Lillrank, 2004: 1) The third determinant for quality is the value. Here, value has no relation with the morals; it is the price that the production costs. The main goal of the third determinant is to produce the possible best production with the possible least price. Production criteria is the fourth and the last determinant for quality revealing passive acceptors of quality standards. According to this perspective, there are some other decision-makers, whether professional or not, who decide what quality indicators and norms are. Therefore, whatever these decision-makers put forth as the production criteria they are accepted as the quality indicators.

There is another clarification of quality for the use of quality in higher education similar to Anna-Mari Osma's idea, which will be identified later and accepted to conduct the research on that this study accepts the second determinant, the customers' opinion in higher education, yet not the students but the teachers as internal customers. To put it into words clearly and specifically, English teachers will be the focused group whose opinions will be dealt with to have a standpoint to emerge quality studies later on.

**Natural Reality:** Whether low or high, should anyone start to look for quality, they will face with many uncategorized qualities of what they have been searching for. "The quality of something is part of its 'nature'. It is a part of the thing itself." (Sallis, *op.cit.*, 12). General peculiarities or specifications of something are also the quality of that thing. When a thing is compared to others, it comes to the surface that the thing has the same, common points, which are the indicators of that thing's quality. Moreover, the norms of that thing which are similar to others are the indicators for its quality too. Lastly, if there are a number of features differentiating from others, they are the quality standards as well. The issue here is to discover and describe what sort of characteristics the thing owns. The word **quality** comes from the Latin *quails* meaning 'what kind of' (Oxford Concise Dictionary, 2001: 1170). These characteristics of quality mentioned just above shapes existential quality description. Conversely, existential quality concept emerges from the characteristics of the thing that has been worn on.

**Culture-free:** "Japan, a nation that lost all its resources and was defeated heavily in the World War 2, is today the giant of the World and the underlying secret for this: Total Quality Management..." Komçez (1999: 34) puts an entry to her writing. And most of the time, the case turns out to be that quality is bound to Japanese culture but, on the other hand, there are some others who claim it is not so. "The experts told that the source of this miracle was due to the different view to the quality and firm culture in Japan but not the differences in Japanese culture." (Güler, et.al. w.date:5). There is a nuance between the relation of quality concept with Japan culture and quality thought on its own. The fathers of the quality idea (Juran and Deming) were not Japanese, neither did they know about the Japan culture. Whether

it is so or not, it is not the real case to be focused, but it is that if quality idea has been replaced with any other traditional ideas, then a culture change from the traditional to quality culture will occur and this will result success. Neither is it peculiar to Japan culture, nor it is inapplicable to any other cultures (Peker and Aktürk, 2000: 26). This interculturalism is the mutual relationship of existential quality and absolute quality concepts. The similarities and differences between the roots of the quality culture and Japanese culture are open to discussion but beyond this study. Instead, the main concern to be emphasized should be to discount such a debate and to investigate the quality philosophy for the adaptation to the present culture to make a difference for betterment.

Bearing in mind the descriptions, classifications and characteristics of quality, we can conclude that, **the concept of quality finds its meaning in which context and group it is formed, defined and made used of.** The group decides and agrees upon the standards, indicators and the sort of the quality on their own within their perspectives. The quality concept naturally becomes to be an unnamed culture in the course of its existence in the circle of the group. **Quality, in this respect, is not invariable or immutable.** It changes from group to group, from understanding to understanding at different times, at different places; each and every sort of element having an effect on or getting affected by the application and the process determines quality.

Although **quality highly includes “flexibility” or “openness to improvement”** in the group it was formed, it also necessitates first finding out innovative ideas, new standards which are attained through the scientific researches and interrogations, then the aim should be to go beyond the prevailing standards. While doing so, it is obligatory to fit to the accepted standards very “strictly” as well. The value of the quality that the group constituted is also multi-dimensional, versatile and open to discussion for another group. A number of moral and social values such as life style, happiness, satisfaction of the group members should be indicators for the level of quality of that group. Moreover, if the interrelationship among the groups are investigated intensively; similarities, differences, processes, approaches of the groups via applying the quality standards might display which group is better or



worse, effective or stagnant to what degree and according to their which quality idea. The same result of an identified duty for a unit might be achieved in a shorter or longer time zone compared to another unit, because of the unique quality philosophy of the unit. By conducting research on the philosophy and the approach, the knowledge of the quality level about its effectiveness, efficiency and the usability can be decided. That idea also proves that **quality is measurable and evaluative**.

Another important point Sallis (*op.cit.*, 2) expresses for the organizations who take quality seriously is that:

“... much of the secret of quality stems from listening to and responding sympathetically to the needs and wants of their customers and clients. Quality involves doing many other things well, but unless an institution puts its customers first the preconditions for developing quality will not exist.”

The idea of putting the customers first cannot be undervalued in any way. Paying insufficient attention might probably bring the end of the service. Conversely, if this idea is well examined and accepted genuinely, there are two essential options for institutions. The first one is to compensate the needs of today's world, representing all the requirements today's world necessitate, and secondly, which is more vital and puts the institution one step further from others, to discover the near future's needs, and to prepare the preconditions for the future time to make a difference. **In that way, not only does the institution get the highest standards in the challenging world, but also it may shape or feel the right to shape the education of the future.**

## 1.2. Origin and History

The historical perspective of the quality development is also the chronology of shaping the idea of Total Quality Management (TQM). As a matter of fact, TQM is final step at and practical reflection of quality philosophy improvement for the time being. So the developmental studies on the quality concept and its reflections in real life also constitute and explain about the innovative approaches for TQM. The history of quality improvement in terms of pointing to the characteristics of the

quality periods in detail enables that we should have a past vision to recognize the eminent difference of the before with the present vision.

Until ‘quality was controlled by foremen’, there was one worker, or a very small group of workers, who was totally responsible for the entire product and was controlling the quality of the personal work. That kind of a quality was quite personal and the level of quality was so much depended upon the individual tiring work. Later on, many individuals working on a similar task came together, and one man directed them taking the responsibility of the quality on himself, that person was ‘the foreman’ and the time zone for the quality improvement was named as foreman quality control period. From that time onwards, during World War I, there were groups of people reporting on each production and its quality, which shaped the period of inspection-based quality control. This period was also noteworthy, because that period presented an underground for the professional and scientific studies on quality. TQM has been formed and found its basic principles, especially during the rest of the period. Komçez (1999: 34) also refers to a similar time period for the origin of the total quality idea “...whose foundation was being laid in 1930’s and then forgotten...” as stating on TQM. With the professional improvement of the former period, statistical process control and then quality assurance and total quality understandings were developed (Eklund, et.al., 2003). Innovative steps furthering the accomplishment of quality mission can be chronologically listed thus:

Table 1: *The Chronology of quality development*

pre-1900	Quality as an integral element of craftsmanship
1900-1920	Quality control by foremen
1920-1940	Inspection-based quality control
1940-1960	Statistical process control
1960-1980	Quality Assurance/total quality control (the quality department)
1980-1990	Total quality management
1990-present	TQM, the culture of continuous improvement Organization wide quality management

(Sallis, 1996: 8)

Starting from 1930s, professional and scientific approaches come into sight, which are conceptualized with the name of their founders who are also the specialists in their fields. The most specific feature of the founders is that they are all from industry field and they put forth their quality understandings having inspirations from their real life experiences. None of them are the pure philosophical theoreticians keeping themselves away from the facts, and every of them prefers to work with statistical data and technical/technological equipments. These eminent quality experts can be called as the quality gurus and according to Bandell (2004: 1) Quality Gurus can be analyzed in three periods:

- 1) Early 1950s, the early Americans who took the **message of quality** to the Japanese (Deming, Juran and Feigenbaum)<sup>2</sup>
- 2) Late 1950s onwards, the Japanese response (Ishikawa, Taguchi, Shingo)
- 3) 1970s-1980s, The new Western wave concentrating on **quality awareness** (Crosby, Peters Moller)

The reason to divide the quality period into three is not solely because that the quality experts lived in three different time zones and at different places, it is also because that Deming and Juran's ideas were first neglected in the United States, where the quality ideas came on the scene. Juran and Deming's frequent visits to Japan, and followingly, the Japan's accepting and applying the principles of quality in manufacturing industry made the Japan number one in the market, and the United States the second on the market, which took the attention on the reasons of the Japan success. Since the late 1970s, the United States have started to take seriously the quality message. The nationwide NBC documentary called 'If Japan Can, Why Can't We' in 1980 highlighted the dominance of Japanese industry in many US markets, which is the turning point. (Sallis, 1996: 9; Güler, et.al. w.date: 5) Since 1980s, the basic notions and practical uses of quality idea and management have been adapted to many fields including the educational field apart from manufacturing industry.

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<sup>2</sup> Walter Sheward can be accepted in the first group as well, yet the ideas of Sheward will be referenced in Deming's title.

The ideas of the quality founders, Deming, Juran and Feigenbaum's ideas, are clarified with regard to their inferences into the education field at the end, Shingo's quality ideas and developmental thought are integrated into the preceding gurus and Crosby is the last guru of this study's concern.

W. Edwards Deming, born in 1900, was an American statistician with a PhD in physics. As Sallis (1996: 7) informs us, "... total quality came late to the West, although the ideas were originally developed in the 1930s and 1940s by, among others, W Edwards Deming." In the 1930s he began formulating his ideas, which were about the methods of removing variability and waste from industrial processes. Then "he started work at Western Electric's legendary Hawthorne plant in Chicago, where Joseph Juran was also employed, the other main American contributor to the Japanese quality revolution." (Ibid.) At the same workplace, Mayo and his team, all of whom carried out experiments on the causes of productivity changes, discovered the 'Hawthorne Effect', which recognizes (Ibid.) "... the existence and importance to industrial output and productivity of the informal structures within organizations and their impact on working practices."

After Western Electric, he started working at the US Department of Agriculture. At that time he was introduced to Walter Shewart, who is also a statistician developing techniques to bring industrial processes into what he called 'statistical control', a series of techniques for removing the sources of variability from industrial processes so enabling them to be made more predictable and controllable. The aim was to eliminate waste and delay. As Kavrakoglu (1999: 38) notes about Shewart's quality ideas<sup>3</sup> and cause and effect relation in quality:

"... if there is a poor quality, the reason for this is the poor quality of the processes for the product... he determined that quality cannot be proved in one time. Because, if there is a quality problem, he realized that, it is because of a great number of reasons. So, he envisaged that only continuous circling succeeds improving the quality."

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<sup>3</sup> Kavrakoglu (1999: 38) goes on explaining Shewart's ideas on quality and adds another explanation on the reasons for the poor quality, which Shewart established were categorized into two; one of which is the **systematic reasons** and the other is the **accidental reasons**. This spark of idea has also been advanced by lots of scientists and industrial engineers through the time.

Deming contributed to the development and advancement of Shewart's methods. Their statistical method, which is now known as Statistical Process Control (SPC), combined with the insights of the human relations movement associated with Mayo and his colleagues, are the theoretical underpinnings of TQM.

Deming, especially in the late 1940s, visited Japan for a few times and because the Japanese wanted to learn about quality, he started lecturing about the application of SPC, which pioneered the improvement and expansion of the quality idea in Japan. His ideas became so popular and appreciated in Japan that 'Deming Prize' was the name the Japan gave for their quality prize. Along with Deming, Joseph Juran is the other pioneer of the quality idea<sup>4</sup>. He is of such a noble quality expert that in 1981, he was awarded by The Emperor of Japan with the prestigious Order of the Sacred Treasure (Sallis, 1996: 45).

The problem of quality for Deming lies primarily with management. What he believes is that the fire-fighting approach with short-term thinking brings about waste, raises cost and failure is mostly common for such cases. Therefore, Deming emphasizes on prevention rather than cure and long-term coherent strategy for a constancy of purpose, which are his unique contributions to assure the improvement of quality. Institute training on the job in order to use the talents of its members properly is also a powerful tool of quality improvement. In the process of training, whether through in-service programs or practical studies and projects, driving out fear and injecting the efficient working to the people increase the effectiveness at organization. Moreover, breaking down the barriers between the departments brings out coordination, cooperative studies and term-work studies, which provide extreme intimacy and synergy at the institution. The idea of constant transformation and self-improvement is also crucial, better educated people shape a greater atmosphere of enthusiasm. Similarly, Juran's studies on quality start from the statistical control. Like Deming, he also propounds that the quality is tightly tied with management. Juran focuses on the idea that within the systematic approach for ensuring the quality, only quality standards are not enough. A product or a service can meet

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<sup>4</sup> The ignorance of the ideas of Deming and Juran in their nations and their transfer to Japan can be accepted as the starting point of the second period through the quality idea improvement.

specifications and can be ultimately suitable for the quality standards, yet on the contrary, the predetermined quality indicators should have lacks, faults or it may not accord with the real needs and wants of the customers. For that reason, Juran associates quality with 'fitness of use or purpose'. Juran also proposes 'the 85/15 rule' that if there is a problem of quality, 85% of the problems are the result of poorly designed processes, which are above the personal, individual faults and they lie with management. So as to cope with the quality problems and to guarantee quality at an institution, he suggests **Quality Trilogy**, which are 'three' interrelated managerial processes for quality improvement; quality planning, quality operation and quality control, which he calls as 'Strategic Quality Management' (SQM). "Senior management has the strategic view of the organization; middle managers take an operational view of the quality; while the workforce is responsible for quality control." (Sallis, *Ibid.*, 46) SQM idea of Juran suggests a new conceptualization as well; 'internal customer'. The internal customers, who are the members of the institution, are highly effective and influential for quality product or service, as they are the parts of the total system which produces the end product. So, their satisfaction, happiness and condition also affect the production very much. At the same time, Juran supports his theoretical base with project-by-project team solving approaches and puts forward the 'Pareto Principle', which is 80-20 rule to separate the vital few from the useful many similar to 85-15 principle.

Feigenbaum associates the acceptance of higher level quality to the customer satisfaction. What makes an end production or service quality is the gratification of the customers, and all the rest are only a means of providing the right thing to the customers. Quality is the decision of the customer who wishes to own it, not the decision of the planner (engineer, administrator or manager...etc), presentator (teacher, staff...etc) or the advertiser of the quality. It is the direct first hand experience of the customer with the service or the production. Considering that, the level of the quality is measured with the level of the satisfaction of the customer with the production and so the level of quality is equivalent to the level of sufficiency of the service that meets the wants, wishes and needs of the customer. At that point, Feigenbaum claims that quality control is absolutely necessary. However, even though the customers have their own understanding of quality, control and change of

the conditions constituting and giving shape to quality is due to the dramatic process which is beyond the customers. The sole way in the management system not to leave the change in individual and subjective care is the necessity of controlling the alteration through objective evaluations, assessments; researches and statistical data. Moreover, for Feigenbaum, whilst ensuring or providing the customer satisfaction, the convergence of service, product and staff together at the most economical standing is of high importance. There are two extreme points for realizing this principle; one of which is to reach to the probable best with the limited opportunities; in other words, it is to exert oneself to the highest level with the limited resources., and the other is to make use of the resources in hand at the most effective and economical way as much as by avoiding waste of source if there are more than necessary. The last but not the least highlighting idea of Feigenbaum is that the concepts and impressions of quality changes every 20 years, so he writes about the evolution of total quality, yet it can be understood as the evolution of quality concept too.

“Shingo defines quality as zero defects.” (Eklund, et.al., 2003: 3) The aim is to prevent defects, by reducing the cost and time delay. The processes are like circles, there are large cycles and small cycles. If the fault is found at the end of one of the main processes (large cycle), it will be very costly, instead the fault are to be invented and eliminated during the process (small cycle). This is much more effective. Therefore, “minimising the time for feedback and action by successive check and self-checks” (**Ibid.**) is one of Shingo’s major ideas.

Crosby describes the availability of high quality with his two appealing ideas in quality. There is so much waste for faults and lacks that if your management guarantees quality then it pays for itself and keeps the institution away from waste of money and time, which is the first one. And the second is that if the institution really has the will, all the unquality things such as errors, delay, waste etc. can be completely eliminated. To succeed in this goal Crosby determines his quality idea through the **Four Absolutes**: the first absolute is, the total commitment to quality and conformance to requirements, which is the central point for the management that has to be taken seriously. Crosby avoids using ‘Zero Defects’, because it sounds so negative, instead ‘Cost of Quality’ is used. There are two descriptions of cost for

quality; PONC (Price of nonconformance) and POC (Price of conformance). The first one refers all the expenses involved in doing things wrong and the second refers whatever is necessary to spend to make things come out right. Nonconforming points should be limited as much as possible that quality is measured by the price of nonconformance, which is the second absolute. Quality is obtained through prevention and has a performance standard of zero defects, which are the third and the fourth absolutes of Crosby<sup>5</sup>.

All along the four absolutes, Crosby points out that causing quality is an ordinary part of the management job, not something that a special group is supposed to, or could, accomplish, and what Crosby emphasizes is that quality will not just be a cliché, it should have a real impact on people.

What Crosby expresses strongly is the real life actions in implementation. If real life actions for human is subtitled as active actions, and passive actions; the first is on the surface and the second process is only in mind. Passive actions are the ideas that have not found a way to found its actions to the real life settings, and they are just images waiting to get real and come true in the life-time. On the other hand, active actions are the movements that are in process and in progress in real life circumstances. This concept does not mean that the actions ignore the theoretical or preparatory ideas preceding the actions. Consciously or unconsciously these movements have theoretical background and the inference referring to Crosby should be that the management should have the ideological perspective and principles to provide quality and put them into action. It is valid both for education and for other fields in deep relation with the society.

There may occur various implications and reflections of Guru's major ideas in higher education. 'Long term coherent strategies' and 'constancy of purpose' are the two key terms from the point of Deming's ideas. Most of the times, the educational institutions are struggling with day-to-day problems, therefore in the middle of the daily problems, neither the individuals nor the administrators can

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<sup>5</sup> According to Crosby's programme, there are 14 steps to assure the quality through the four absolutes; Management Commitment, Quality Improvement Team, Quality Measurement, The Cost of Quality, Quality Awareness, Corrective Action, Zero Defects Planning, Supervisor Training, Zero Defects Day, Goal Setting, Error-Cause Removal, Recognition, Quality Councils and Do It Over Again. (Sallis, 1996)



concentrate on future needs. However, if there is a clear mission for the institutions to achieve, this prevents 'short term thinking'. While the senior management focuses on the strategic planning for the future, leading to their subordinates, and delegating suitable tasks to the members of the organization, the members have great enthusiasm and interest for their tasks, feel self-confident as they know that management gives credit to their contributions.

In the similar perspective, while searching for quality, not only the present situation but also the probable future should be kept in mind, to put it differently, for the realization of the qualities both present and future situations are being considered and analyzed, which all the quality gurus emphasize. Educationalists are the professionals who have gained the ability to feel the wants and needs of the future and to sense the ways of reconstructional structures and demands of the future, which customers might not realize or notice at their present. Therefore, it is privilege for an institution to have educationalists who have huge futurologist visions regarding to the factual signs, scientific data, and prioritized trends. In some cases, the educationalists even gain prominence as the decision makers. Change is, actually, not an aim of the quality studies. It is -dramatically- the natural happening that occurs automatically through the quality circumstances. With combination of the future trends and continuous change, it becomes clear that quality impressions, so standards, are not static, fixed or stable; quality and its indicators change through time too. Now that quality improvement is the natural process, which causes the standards getting changed, then today's world should feel the need of updating and upgrading the accepted requirements all of which were adequate for yesterday's needs, yet not sufficient for present or future. Just as today's requirements are more demanding than yesterday's, so tomorrow's wants will be more extensive and broader in scope. In this context, another must, if we wish to keep the institution's quality idea fresh -which is in line with Feigenbaum's 'evolution of quality', is to be able to catch the variables that affect the field directly or indirectly and to think continuously to get equipped with the brand new skills.

When 'quality education' is mentioned, -in fact- the characteristics of the quality education are the end characteristics of the individual, which refer to the knowledge, skills and educated abilities that were gained and accomplished through

that peculiar education process. Referring to Deming's ideas, customers are primarily the students, or then people who get the education, production is the things that the people who get the education have and service is exactly the education which answers the questions of where, how, when, in what ways, how long. The distinction among customer, product and service should also be taken into account very carefully: primary customers are the students, who benefit from the education directly. Though production is perceived as the student, in fact it is not, it is the skills, peculiarities and experiences that the educated students gained through the education process. Lastly, service refers solely to education, when, where, how and why education is performed. The highlighting difference between customers and production is that customers are primarily the students, production is the experiences education presents, and students are the carriers who have internally had the experiences. As production is so complicated and difficult to evaluate for the educational field, it should never be forgotten that standards for education are not enough. They should always be checked again and again, when we refer to Juran's quality idea. The students as internal customers have the right to get exposed to better education, and the teachers as external customers deserve the best opportunities to improve themselves in order to meet the needs and demands of the time. Referring to Deming's 'institute training on the job', it becomes clear that in-service programs or any and every kind of activities to refresh the educational ideas are crucial. The ideas of activities need not be grasped as the activities teachers and students join respectively. There may be lots of activities to bring teachers and students together and share the life experiences. **Educating the generation next to get ready for transformation from old to new or enabling them to discard their own ideas and accept others' in their place if they are not right, or to have a consistent approach to problems mean 'breaking down the barriers' from the point of students to life long learning.** These sorts of facilities also make self-improvement of the individuals possible.

According to Feigenbaum, 'quality control' is obligatory. Although the customer decides about the quality, it is necessary to change or to check the conditions in which quality is produced and formed. The only way to provide QC in education without binding the QC to the personal opinions and visions is to succeed

it through conducting data, turning the data out to the statistical results and evaluative process for further interpretations. Moreover, defect refers to mistakes and errors of the students during the education period at the micro level. If we convert the idea of zero defect into the education field, then minimising the time of feedback and identifying the faults through the process and taking them under the control are the possible ways to come closer to the zero faults in education. The current situation in education is very similar to Shingo's first steps for quality studies. What is in the use for assessing the students' level of performance in classes at present is final examinations. At the end of teaching, the students have exams to control their success levels. If they are successful, they go on their education, if not they have to get the same education for the next year again, which means a year loss for the students. This situation is equivalent of the term 'judgement inspections'; the comparison of the finished product with a standard. The point of education field compared to industry is that, industrial studies have different departments for various purposes and jobs to be done. Service providers, controllers, feedback providers are all have specialized departments. However, the teacher has all these roles in the classroom. That means overload of work and extra duties for a teacher to educate more competent students. Systematization and organization are the panacea to rescue the teachers from the complicated situation and clarifying their roles at their departments without adding more roles during the education process without the permission and willingness of the teachers. This change also refers the change from 'statistical quality control' to 'zero quality control system' basically following '100 per cent inspections'. The idea should be a starting point for an alternative way of assessment and evaluation in education. Education process is a long process; therefore, instead of termly exams, mid-term or final exams, which are the means of marking students' success level, there should be organized other exam types, which will be applied in short time periods to the students. The main principle of these exams is to find out the success levels of each student as an individual, to search for the missing points and to get the faults of students. In a very short time period, the feedback will be presented to the students. The overall aim is to provide 100 per cent control over the students' success levels and their progress in language teaching.

Bearing in mind all the quality gurus' ideas and converting them into the higher education field, we can finally infer that there are customer requirements and customer needs, which are at the top for today's quality understanding, which are totally similar and suitable to all gurus' ideas. For the educators the resource to be worked on is not a material but the human being themselves. The only creature who has the power and feels the right to change or reshape the world in accordance with their own idea is the human being. That is why that the educators, the teachers in the classrooms, are the architects of the future time. Their production will decide to the future of the human history. Putting to the center the requirements as the necessities of both today and the near future; and the needs, which comprise the requirements that are not known at present, but in the future the customers will most probably feel a need for them, the educationalists have to determine the quality of education and have to be determined to continuously improve the quality of education feeding themselves by mutual relations with any and every kind of internal and external realities and influences. Therefore, the students are the aims and the subjects to be educated by means of education. If they lose the power of deciding on the organic materials of the future, then external factors have a right, they think that it is so, to make use of the future's organic resources as a means to fulfill their own goals regarding to their own advantages. At the heart of the discussion, the conclusion appears to be that quality philosophy has the power to do all the things better and better, avoiding conscious and unconscious counter attacks.

### **1.3. Quality in the Context of Higher Education**

The idea of quality is very fresh for the field, and needs updating, adaptation and newer conceptualizations. "The movement for total quality in education is of more recent origin. There are few references in the literature before the late 1980s." (Sallis, 1996: 10). This idea especially comes true, when discussing what makes a good teacher, school, college, university etc. It is also probably because of the fact that the complexity of defining the concept has found implications in the education field and, as a matter of fact, different reflections have been expressed and put into action in the area of education.

In fact, quality in higher education has been regarded as something academicians all know about and have a common point of view of. Even more, in respect of that mentality, the academic community has never thought of inferring to the appropriate meanings of the term. According to the academicians, they were working within the same understanding and having a common point on the exact values. Though they do not name what the thought is they know it when they face with it. This kind of understanding was a form of 'tacit knowing', which means people know more than they can tell (Giertz, 2003: 296). This is a kind of traditional clarification that is no longer sufficient.

According to Giertz (Ibid., 295), **quality concept** for the higher education has not been made the case and its meaning has been taken for granted, yet she designated 4 essential reasons why its meaning has to be clarified:

- Higher education is required to demonstrate and develop its quality. To be able to work systematically to develop something we must know - and agree upon - what it is that should be developed.
- Quality in higher education is no longer of interest only to academics. There are many different stakeholders, with varying interests and perspectives.
- Higher education is not as homogenous as it used to be. As a result of extension and diversification, purposes in higher education vary. Therefore, what counts as quality will vary too.
- Our perception of quality decides how we work - and can work - to develop quality. There is no guarantee that methods based on one kind of perception can be used in situations where quality is perceived in another way. This has implications for the possibilities to implement TQM in higher education institutions.

Giertz (2001: 2), moreover, deepens the quality puzzle arguing, if the most widely accepted criterion of quality especially in higher education is 'fitness for purpose', then this convergence about the concept "...does not solve the problem of what is meant by quality in higher education: it just carries the discussion one step further to the question "what is the purpose of higher education?"". This question reaches to the conclusion that "Since purposes in higher education vary, quality in

higher education must vary too: we should not talk about “quality” but “qualities”” (Giertz, 2003: 300).

According to Giertz (*Ibid.*), there are two main reasons for different perceptions of quality in higher education: the first is that there are lots of aspects being perceived from various angles and the secondly is that it seems impossible to cover them all because of the ‘values’, sometimes individual values, but more often values of stakeholders. Apart from academicians, there seems to occur different stakeholders such as politicians, students, managers, parents that want to have a say in prioritizing their varying interests, which takes a convergence on the term without a solution. As the second reason, there are lots of educational institutions referring to lots of dissimilar activities. This is because of the detail that those institutions’ purposes and the tacit knowledge vary. Another viewpoint is that though there have been a lot of different perceptions of what quality means, even they do not or cannot articulate or they are unconscious about it; “Our perception of quality is one of the most important determinants of our attitudes towards quality work” (*Ibid.*, 297) and a step further, this fundamental acceptance directly influences the action tasks, which will be formed so as to have a start to the developmental action in an institution. The perceptual combination and commonality in an institution is the important ingredient for the success or the failure of the program. “The perceptions of quality held by members of staff could either help or hinder a program, depending on whether or not they are in agreement with the perception of quality on which the proposed program is based.” (*Ibid.*, 302).

A literature survey, conducted by Giertz (2003) aiming to find out all existing perceptions identified three main areas -public sector, industry, and service production- except higher education. The preliminary findings proclaimed that in other areas quality is fairly homogeneous “Quality is well defined, with a clear focus on customer satisfaction and process orientation.” (*Ibid.*, 298); on the other hand, “In *higher education* the perceptions of quality are much more varied.” (*Ibid.*) Moreover, the obvious similarities were recognized, for instance, final examinations during courses are frequently used in higher education to assure the quality, which refers to **quality control**; ‘inspection of the end product’.

As cited by Giertz (2001) from Clark's quality model, there are 3 'three' perspectives related to three stakeholders; **intrinsic quality**, *the academic community*; **extrinsic quality**, *the market*; **politically correct quality**, *the state*. All three groups call for 'quality in higher education'. Quality in higher education is the umbrella concept that the three group meet under. However, the expectations of one group through education period do not coincide with the expectations of the other. Moreover, there are even individual differences in each group; every constituent of a group does not necessarily see quality in the same way.

This model enables the structure that is needed to place the ideological differences on by referring to the three stakeholder groups. *The academic community* aims at creating knowledge and developing minds of learners. Ideas of this group are the basic values and ideals at the heart of the higher education. *The market* wishes quality to serve economy, which has an effect on higher education so as to respond to the new demands of the society. Extrinsic quality is unavoidable and indispensable, just as that society changes, so do the demands. As a result, the higher education is to meet the changing wants of the society while keeping its loyalty to traditional academic quality. *The state* requires quality to further its political agenda. It has the power to prescribe the kind of quality of national education. What the politicians do with the quality is that firstly many of the aspects in relation with quality are politically motivated and supported, moreover they are spreaded over vast areas, and the second is that the word has strong positive connotations, therefore, it is very hard to argue against it, which politicians are likely to use quality to prevent counter ideas and gather much more supporters next to them.

"Seeking the source of quality is an important quest... There are plenty of candidates for the source of quality in education:" says Sallis (1996: 1-2) and lists as follows: "well-maintained buildings; outstanding teachers; high moral values; excellent examination results; specialization; the support of the parents, business and the local community; plentiful resources; the application of the latest technology; strong and purposeful leadership; the care and concern for pupils and students; a well-balanced curriculum, or some combination of these factors." all of which are taken into account by the academicians, market and politicians.

## 2. TOTAL QUALITY AS A CONCEPT

### 2.1. Total Quality Philosophy

*If the builder of a house finishes his work with the finest roof but the house rests on a poorly constructed foundation, the roof all that is under it will collapse.*

*A Buddha teaching*

The reason especially for choosing the word 'philosophy' at first step is to bring to mind the negligible or, in a way, imperceptible difference between 'management' and 'philosophy'. In other words, management and philosophy are in the same line but have nuances in between. The philosophy of quality refers to the basic thought which shapes the idea of quality, lays the foundation, and brings out a theoretical fundamentals system, preceding all the reflections of quality in real life. On the other hand, management is the systematization and organization of every resource (organic and inorganic) so as to establish a formalized structure. So, the management of the total quality is a sort of management, which is formed through the basic ideas of the total quality philosophy, and the principles and notions of the TQM are, in fact, also the principles of the TQP. However, the important fact is that it is neither peculiar to any national culture, nor is it inapplicable to any other cultures (Peker, Ö; & N.Aktürk, 2000: 26).

Total Quality Management is a kind of management, which has been inspired of Quality Philosophy and the reflection of the quality perspective in the real area; therefore it is not a systematical group of theoretical assumptions. It finds its validity through application. It is not a new fashion, but a modern management style. In the same line, it is not an old fashioned thought whose principles go back to 1950s (Ibid.).

The implications of each word of the acronym TQM have its own profound but at the same amount simple meanings. In the center there is "quality". After having grasped what *quality* refers to, then 'total' should be recognized. In fact, quality has had a lot of things to be said on and seems difficult to grasp the whole of it, on the contrary, total is quite an easy initial standing for all processes, all participants, and all resources as the means of providing the quality. Total is all-



embracing. Whatever has an influence on the quality, it is to be taken care of, investigated thoroughly and to be added to the process to get benefited from.

As the quality understanding is relative, so is the management. It is just for this simple reason that application and management of Total Quality in an institution directly follows its own understanding and, so the acceptance of the philosophy of the Total Quality by every individual of the institution results in various management styles. However, this is also because of the fact that various management types are not the evidence of or does not prove different brand new ideas to be constructed from top to toe, but they are the inspirations of quality philosophy the founders should be convinced of. So that the different standardized understandings such as EFQM, Baldrige, Bachelor etc. are adapted and / or produced through the idea of TQP, yet diverting from the pure TQM idea. ISO 9000 series are also the results of standardizations of that kind of idealization.

“TQM is the scientific, philosophical and systematical formulation of the human wish of innately longing for owning a better life.” (Güler, et.al. w.date: 3)

“Total Quality Management... focuses on continuous improvement of the products and services, customer satisfaction and participatory administration.” (Brown, trans. by. Aksoy, 2001: 89)

Komçez (1999: 34) articulates several descriptions of TQM taken from different professionals in her article. Şadi Burat, General Principle of Vitra, summarizes Total Quality in two sentences: “This is a way of formalization. Or a total war.” For Nedret Yayla, a high status manager at Oyak Renault’s one of Quality Departments, “To some it is to apply the ISO 9000 series standards. To some others without the application of EFQM model, it is impossible to apply TQM.” (*Ibid.*) Argüden makes reference to the theoretical side of the TQM before pointing out what it means (*Ibid.*):

“It is not related to the certificates, but to the life styles... As a matter of fact, TQM means making use of human resource not only with their brains but also with their willingness; in other words, when an environment suitable for the staff to addict both their brains and willingness to their jobs was made available, the increase of productivity may come true. Realizing that goal necessitates education and teamwork. TQM is a transformation and education process, it is impossible not to make it real or

not to learn it if a person frankly wish for it. The core of the idea, in sum, is the honest intention. TQM, which a leader does not believe is impossible; nor can quality be delegated to others. The true Total Quality can be in process only if all the institution staff, starting with the leader, consider quality as if it were their own property.”

And according to Kavrakoglu (1999: 39) there are seven main characteristics of TQM. The first one is ‘continuous improvement’ and the second is ‘participation’ including the idea that every one who is responsible for from the general director to the guard is to contribute to the job. Then, ‘scientificism’ (being scientific) and ‘creativity’ occurs. The matter for the creativity is that the administration is to perceive the fact that everyone has creativity and let it come into life. ‘Planning (being planned) and discipline’ is the fifth characteristic that finds its meaning with the sixth ‘investment on humans’. The last but not the least is ‘management and leadership’. Kavrakoglu (Ibid.) especially focuses upon the last issue and calls the attention to the fact that leadership is completely different from management, and the focal point is not the order or the conflict but cooperation and coordination: “... different persons, even if they are from various professions, would like to advance not by conflicting with each other for their benefits, but by cooperating mutually to get better.”

All the definitions and points of view seem as if they are different and variable, yet all these articulations refer to the same principles, some other combinations of the interpretation of the principles of Total Quality Management.

## **2.2. Principles of Total Quality Management**

In Kavrakoglu’s opinion (1999: 37), in today’s world, complicated and dynamic organizational structures involving continuous re-formalization came into being in place of conventional and stereotyped organizations. Personnel management has changed its place with creative management. So the management has reached a neo-identity in the name of TQM:

Simple model, which delegates the duties to the staff that are responsible for them, associates the authorities and responsibilities for each activity and is organized in accordance to the requirements of the activity, is

compulsory. In line with this, total management, whose staff performing or administrating several jobs together, which is taking account of governing the whole action and has become a united whole with it's stakeholders is crucial. At the same time, though, a kind of management in which the responsible staff of the activity are united with each other and are benefiting from the synergy; purposes are in harmony with the targets; improvements are planned and put into projects is to come into existence. If these conditions are achieved, then it will be very easy to establish worldwide successful companies (institutions) compatible with the changing world.

Since the case for this study is to draw attention to the quality of education field, it should not be ignored that the product is in deep connection with the students and their teachers at the micro level. Students, particularly, bring into education a large amount of experiences, morals, emotions, individual ideas due to their backgrounds, so quality in education is a sort of service quality. Before explaining the fundamental principles, it should not be neglected this kind of a service quality is comprised of many subjective elements. Therefore, while referring to educational quality, we will also be referring to the personal characteristics and expectations. Though the standards for the level of quality should be realized to be right first time and every time, there occurs certainly a need for quality assurance or quality control that finds its meaning in education as close interpersonal relations, oral or written exams, projects, feedbacks, evaluation and so on. The results of the education are of higher importance but by the same token they are the finals of a long marathon; in other words,

“Services are largely about process rather than product. It is usually more important how an outcome is arrived at than what outcome is.”

(Sallis, 1996: 23)

This is also the focal point where the perfect measurement will always be lacking. The difficulty lies behind the fact that education is much more complicated than it is thought to be; objective performance standards, suitable assessment and evaluation systems are to be produced. Moreover, whether the customer satisfaction is provided is another dilemma. Especially student, teacher, administrator satisfaction is interconnected with various and different perspectives. However, all these facts

might be overcome through the time with the key principles of quality leading to betterment, at least the studies to attain to a higher level quality education will be always increasing the success in coming closer and closer to the perfectionist education styles.

If the main focus is on the needs, demands and wants of today and future which were asked for by lots of initiatives all the time, then there will always be a need to make a difference in order to meet the changing requirements. Should the idea of meeting the changing wishes of the customers be recognized as a reality, then it might be shaped as a strategic approach in the education-service field. As a matter of fact, this approach not only looks for the probable changes, renewals, reconceptualizations and recent trends to analyze and find out the advantageous part to benefit from, but also searches for field innovations that might emerge from the inside studies on the field. The paradigmatic idea surfaces on the ground in the way that the organization is to be active and productive, should be looking for making use of any kind of information to add value to the organization. The way to do it is leaving the passive role as the organization which is just struggling with implementing the new trends to their dynamic processes, and wearing on the role of an active identification. **This idea points to Continuous Improvement (CI), which is the first of the seven pillars.** CI is the never-ending improvement of the people in the organization.

“As an approach, TQM seeks a permanent shift in an institution’s focus away from short-term expediency to the long-term quality improvement. Constant innovation, improvement and change are stressed, and those institutions which practise it look into a cycle of continuous improvement.”

(Sallis, 1996: 29)

When we describe the CI notion, it is also prominent that such a conscious attempt can only come true if the leaders or managers of the organization call CI for every staff, describe the delegated tasks for each of them and let them be free systematically to try on delivering quality within their own boundaries.

As the first basic notion of TQM, CI is to be accepted as an inevitable part of the systematic approach. Every individual ought to invent ways to systematize their CI process, whether call it frequent visits to the academic environments, or habitual readings about the individual's subject matter.

**The second principle for TQM is Kaizen.** Kaizen is a word originated from Japan. **Kai** means *change* and **zen** stands for *betterment*. Kaizen, in this context, is the word that symbolizes 'continuous improvement' or 'step-by-step improvement'. The basic principle in Kaizen is to assent the current condition insufficient and, in turn, to take the existing conditions to a better position. While doing so, it is a sort of acceptance that no system is perfect, and the primarily important point to be considered is to take care of the process, not the end product. This results in the way that if you develop the process successfully, then you will certainly get a favourable result. Another main understanding in Kaizen is to be problem solving oriented. If there occurs a problem, or something needs to be corrected, it is not the way just to criticize the situation verbally or to delegate the problem to the administrators responsible for the situation but to produce and articulate alternatives to put the situation in running order. Synergy is the third element for Kaizen, which connotes to the meaning that it is more than the total of the separate energies or resources of the system. Synergy brings out a harmony among the individuals when they are united, which causes notable results beyond the level that the individuals may reach respectively.

The three criteria coincide in the 'quality circles'; in other words, quality circles are the reflections of Kaizen principles that the circles are established to put the Kaizen notions into action, so that getting positive results by means of implementing the these basic notions. We can assume that if TQM is a voyage to excellence, then one of the vehicles to reach the destination is 'Quality Circles'. To make the quality circle term clear, we can say that 'Quality Circle' study is a team work study whose members have come together to attain to the same goal, at the same time giving priority to individual improvements in the group. Generally, members of the team study on a case having decided that the occurring case is a problem to be solved, or a situation to be developed along with a tantamount

system. The main target is not to eliminate the bad effects or results of the case by interfering with the process, but to search for the origin of the problems and defeat them totally to prevent them from reoccurring during the time as much as possible. In actual practice, the quality circle designates their systematic structure both to clarify the group members' roles and to constitute effective organization structure whose members will be working in harmony. Later on, they decide the pre, during and post processes step by step they will be following. Then, the quality team starts with group work methods such as brainstorming, fishbone technique<sup>6</sup>, round table-discussions etc. to analyze the problem or situation, some of which are quite effective to nominate the current situation and the probable strategies to overcome the difficulties. These techniques are also alluded to gather information about the general situation before studying on the case. At the during process, the team members deepen into by focusing upon obtaining qualitative and qualitative information to prepare search archives, it is because of the reason that nothing immeasurable can be cured or improved. General meetings are organized to ask for more information or suggestions, to share the findings or to inform the people who will be influenced by the study. To share the remarkable improvements or the recent situation of the study all through the process any kind of means can be used such as web pages, bulletin boards etc. Another point, which has a great significance in quality circles, is the benchmarking, which means to compare the current situation of the study with the situation beforehand, or to compare the situation with a similar situation outside the research area to recognize the similarities, differences, to be aware of the weak and strong points, and to see the advancements. Benchmarking also enables the research members to realize the areas open to improvement, which is also at the heart of the study to focus upon and create projects on. As a result of the systematic studies, the members get together and weigh the pros and cons of the situation. For the post process, they are to determine on the fields open to improvement and declare their concrete goals with regards to the archives findings. That makes eminent sense, first, on the members of the team from many points of views; they come altogether for the

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<sup>6</sup> Fishbone technique is also known as 'cause and effect' and 'Ishikawa' diagrams. With the help of this technique, the team maps out all the interrelated factors in a structured fashion. The name of the technique comes from the shape of the diagram – that of a fishbone.

same goals, experience lots of happenings, share their knowledge and improve themselves, even become the specialists on the subject matter. Friendship, satisfaction, struggling to succeed etc. are the positive feelings they will most probably have. This circle also adds more on to the individual abilities of the members such as problem solving, presentation techniques, creativity and productivity or develops their communicative and interpersonal skills. Teamwork also makes the members to debate on the matters, to tolerate the counter ideas and to find common compromised points as well. The other beneficial side of this quality circle is for the department or the institution, which the study is conducted on. Specific matters are put under the magnifying glass and a group of educated people starts thinking profoundly on the case in order to go one step further. Instead of chaos for the deficiencies of the unit, sensible and logical suggestions are produced to defeat the lacks of the active system.

“In order to get the change under control and to govern the change, it is necessary to be the source of change; in order to live the change it is necessary to follow it and its innovations.” (Arslan, 2003: 1) This articulation of Arslan refers to **the third pillar of TQM principles: Change-Renewal**. ‘Change’ and ‘Renewal’ are the two similar but quite different concepts. Change stands for the resystematization of the culture, management etc.; the former system is nearly completely garbage because of placing a new system into the institution. On the other hand, renewal is another positive sounding concept including updating, upgrading and uploading. Though a number of the basic principles are to be altered, to the point basic thoughts of the culture have changes, yet the fundamental idea and the ongoing system is not refused entirely but they are adapted or packed up in another set of rules in ‘renewal’. TQM, in this respect, takes attention on itself, “... because it is foreign, since this highlights the fact that this approach represents something new...” (Giertz, 2003: 303) At that point, recognizing the TQM, whether a change or a renewal, should not be accepted as an enemy to the former system. This is the important point to be underlined, since if the members of an organization does not consider change/ renewal vital and regard this kind of an action as a barrier to their traditional way of study and work, then the quality studies become impossible to achieve, and the

mission to be accomplished by means of producing a quality atmosphere is restricted by the internal organic element. It has always been mentioned that change is not obligatory, and it happens naturally. It is not the aim of the organization it is the dramatic end of the betterment process, which will also have positive effects on the system. The analysis of the current situation of the organization and general tendency for such a quality process is quite crucial to take the right position to lead to the change, to prompt and motivate the members of the organization to succeed in change or to convince them that this is a process to be done not individual by individual but altogether. It would be beneficial to share the general situation about the responses being for or against the change. The units whose organizations are well structured are already accredited or have been accrediting their systems or meet the required standards. They are struggling to be perfect in every way and are free of deficiency at the most possible level. However, the units, which have a lot of deficiencies and missing points, have a tendency to keep far away from renewal initiatives and organized movements. Although the institutions, whose management systems and in-service formal organizations have a plenty of deficiencies, are still successful and superior in status, this is related with the self-sacrificing and sincere individuals/members working for these institutions. When the successful units are taken under the scope, it is founded out that the organization and the definitions of the duties are clear, easy to understand and transparent. For the distribution and the processing of the jobs to be done, that sort of organization both ensures the control and enables determining the problems. Praise and appraisal of the individuals in the units are significant, so are the members' enthusiasm, high-motivation, interest and dedication at the same amount.

Transforming the institution to better for various reasons is naturally seems so logical, yet it also brings patience and planning with itself. TQM does not and will not bring results overnight (Sallis, 1996; Nolasco, R; & L. Arthur, 1990). Also for Kavrakoğlu (1999: 40) "Total Quality appliance does not happen all of a sudden, it takes time."

Sallis (*op.cit.*) refers to TQM as a "... is a philosophy and a methodology that assists institutions to manage change, and to set their own agendas for dealing with the plethora of new external pressures." In the statement above, *new external*



*pressures* are the pressures that cannot be ignorable, such as the recent innovations, ideological and/or paradigmatic changes and technological improvements.

For a paradigm change and directing the people convincingly to the new paradigm, powerful propulsion and unique value proposition are to be determined. The actual dilemma is to search out the handicaps hindering the change and to provide exchange of the old paradigm with new value proposition (Oktar, 2001: 27). Even though the total change or renewal is highly related with the leader of the institution, when the situation is taken into account from the perspective of organizations, it is to be evaluated and accepted by the members of the organization as well. Henceforth, vision is a means for an organization of focusing on a mission and putting their directions towards the determined mission. It is because that vision describes the future situation and the main idea is the belief that people and organizations should shape their future by themselves referring to the shared, common decisions, which is beyond the sole predictions about the future (Demir, 2000: 165). As the vision is a consensus among the members of an organization, and guarantees the systematic arrangements for the long-term objectives, it also prevents the negative effects of change in the organization. The vision can be thought as a huge barrier against the disadvantageous sides of the changing process.

The idea of change or renewal also brings into a macro-level reconstruction and in the through process new applications basing on the fundamental notions come into life. This is also true for educational institutions. Without ignoring the formal structure, restructuring the resources in the boundaries of the current organization, it becomes available to meet the demands and increase the effectiveness of the institution<sup>7</sup>.

Quality Control: It is a kind of process to ensure that only products meeting their specification leave the factory gate. However, "... quality control is an after-the-event process, and is divorced from the people who produce the product." (Sallis, 1996: 6). As the real working staffs are out of scope while deciding to the quality of

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<sup>7</sup> The article of Halil, G. (2003) "*Leadership in Education: Bahçeşehir University-An intercultural Model in Progress*" can be realized as a sample of the formalization of a university structure. Also, the ones who are especially interested in Teacher Education Programmes can see a conceptual framework for the teacher preparation programme, **Reflective Teaching: CAMSTEP Curriculum**, which is named as "the Wheel" written with its detailed exit outcomes at <http://www.cameron.edu/academic/education/educa.../CAMSTEPreflectiveteaching.htm> (08.05.2003)

the products at the end of the process, this method has been considered wasteful, expensive and uneconomic. It also includes considerable amounts of scrap and reworking.

Quality Assurance/Improvement: These notions occurred bearing in mind the lacks of quality control and replaced or augmented with quality control in order to "...build quality into production by returning to the workers their responsibility for quality." (Sallis, 1996: 6).

Change is continuous and difficult at some times, but it is an important factor for an educationalist to maintain dynamic and fresh. (Köklü, 2001: 39)

**The fourth of the seven pillars can be called as upside-down organization.** The encouraging idea of TQM is that if there is a total quality, then every member of the organization has a right to participate to the decisions about the organizations. Active participation is not a suggestion but a necessity for the members of the organization. The other point which differentiate TQ organization from other sorts of organizations is that "It is not that kind of an event, which can be delegated by the superior to lower degrees or to sub-departments or can be left to the quality committees or quality coordination created in the organizations." (Peker, Ö; & N.Aktürk, 2000: 26); in other words, everyone is responsible for the service or production at the organization. The responsibility of the members in the organization is basically to look for the improvement clues, the ways to the betterment of the system. Delegation is a natural process of any management. The point underlined here is the systematic approach to the quality idea. The duties, task or jobs should, of course, be delegated, yet quality perspective can never be. The idea that "TQM is not an imposition. It cannot be done to you or for you." (Sallis, 1996: 27) emphasizes the third point of the fourth fundamental principle. There is no pressure for quality, it exist as a philosophy at the organization whose members have already had it. The member is to be the one who does it to themselves.

Sallis (1996: 5) points out that "Focusing on the needs of the customer, which is at the heart of quality, is one of the most effective means of facing the competition and surviving." If the organizations are questing for *total* quality, then both the

internal and external customers are to be taken into account. Competition and surviving seems harsh, but in fact it is the reality of today's world. Regardless of focusing on the struggle to survive, if an organization tries to do its best for the satisfaction of the internal and external customers, then the higher quality and success will be accomplished. This reality refers to **the fifth of the TQM principles: Customer Oriented Approach**. When the starting point becomes the demands, needs and wants of the customers, then objectives gain more meaning and a clear perspective to reach the goals.

TQM is not quality circles or fish bone; they are the means of brainstorming techniques used in the management system (Peker, Ö; & N. Aktürk, 2000: 26). The goals and the means shape the real difference between the real ends and the so-called results and the realization of this matter of fact is about the quality of learning; **The Quality of Learning is the sixth main principle of TQM**. The most important difference between average information and useful, beneficial information is the user's point of view to the information. At the present time, any and every kind of information is accessible, and it is said to be quite cheap to get it. What makes an eminent sense and a great difference is not only making use of the information appropriately but also benefiting from the members of the organization in such a way that they will be knowing about how to deal with it. Every member is a potential source for new information; they are the individuals who make the quality difference for an organization. Bearing in mind the individual differences, and providing the best suitable atmosphere suitable for triggering individuals' creativity and enthusiasm is an important strategy to provide quality of learning. Preparing and presenting opportunities for the members of the organization enables discovering new approaches that are prone to be very pragmatic both for the individuals to improve themselves and for the organization to have a new perspective. Supporting the members to specialize in their jobs brings out a lot of advantages for the synergy and the excellence of the tasks done.

*One who does the things right is the manager; yet one who does the right things is the leader*

*Warren G. Bennis (quoted by Cüneyt, 1997)*

**The last and the seventh of the basic principles is the Leadership**, which makes the real difference for the organizations and systems. “Every manager is not, at the same time, a leader.” (Peker, Ö; & N.Aktürk, 2000: 47) “Leadership, in a brief description, is an art of influencing people.” (Ibid.) For managerial leadership, it is not necessary to have leadership power and ability. This kind of leadership can be learnt and experienced. It is the professional administration, doing everything in terms of the rules and the necessities of the conditions. When professionalism is associated with experience that sort of leadership occurs naturally. Therefore it is adequate to improve a person’s leadership potential, ability and qualities. However, for charismatic leadership, innate abilities and skills are crucial. These kinds of leaders have realistic visions and long-term projects among the daily happenings.

Bass (2003: 118), while referring to the need for leadership, says “The rapid discontinuous changes in the environment have required much more need for leaders and followers to be more flexible and imaginative.” This statement includes the reality in itself that to deal affectively with the rapidity of change, the supervisors and administrators have to accept both being a leader and a manager together.

Berkman in the preface underlines the power of leadership as a determinant for the brilliant successes for an institution (Koryürek, 1997: 4) as follows:

We know that quality for our production and service has a start with the quality of the worker. For the management model in which continuous improvement and total excellence are the tacit targets, leadership is the most important criterion to benefit from our workers’ abilities and creativities at most level, to increase productivity, to provide opportunities for their improvement and create an environment of cooperation and coordination. Excellent systems reach their destination only with excellent leaders.

As Koryürek (*Ibid.*, 11) refers to the ideas of Drucker, for the benefit of the future of an institution, the young persons who have leadership characteristics<sup>8</sup> must be employed, then they are to get worked at every department of the institution, and to get trained as a member who faces with almost every incident in its place instead of a person who will probably be the master of only one subject. For another view that Koryürek (*Ibid.*) also quotes the thoughts of Bennis, the claim is that leaders are even not allowed to lead. The more interesting part of the fact for Bennis is that mass groups do not feel the need for a leader. Instead, they require people with low capacity and with no vision that do not affect the people positively nor do they touch on their individual interest, so that the prevailing situation might survive. The concept or the method Boorstin calls 'pseudo-event', has been in the use over the civil society since 1980s. This method is quite consciously formed and is short living, so the headline or TV stars are not looking for a chance to replace with the need for the society for leaders, but probably they are fulfilling society's needs. They appear on the surface very immediately and then suddenly disappear when new stars become more popular, which comforts and entertains mass groups very much and have been used as sleeping pills. Another disadvantage is that if there seems to be more than one leader, showing no intimacy to each other, the leader who has the power never let the others get promoted and go ahead by building boundaries around and walls in front of them. Therefore, when the potential leaders time come, they lose the enthusiasm, energy and visions.

Koryürek (1997:19) assumes that although in Western World, there has been compiled a lot of information about the need that a manager of an institution, is to have the ability to adapt the day's prerequisites to the sector, to survive and to produce opportunities to upgrade the workers abilities, there is not much development for leadership. Moreover, Koryürek (*Ibid.*, 25) emphasizes that

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<sup>8</sup> Please see Maxwell, John (1999) for a detailed verification of the leadership characteristics, which he calls as "irrefutable laws of leadership."; Koryürek (1997) for getting a general point of view about leadership, which includes samples from history and about characteristics of leaders; and also in the third chapter of book *Etkili Yönetim Becerileri* by Peker, Ö; & N. Aytürk (2000) for types of leaderships, differences between managers and leaders and characteristics of leadership in the book *New Paradigms in Leadership* Ed. by Safty, A. and Halil G. (2003) there are multi-dimensional perspectives that leadership paradigms discussed and suggested. In the internet website below, you can -as well-find a self-assessment notes for and a list of task of leadership: <http://www.nsba.org/sbot/toolkit/LeadSA.html> (04.10.2003)

leadership is not a fact only peculiar to persons. A team, group, nation might also lead to the others. Similarly, in today's world, leader is not alone, but a member of a team that he leads, a coordinator, because that they have discussions, make decisions and work with their teams.

“Science and technology, mass communication and medicine, the environment and education are all areas of endeavour where our impact has become so great that what we decide and do now is creating a chain of events that will affect the planet and the lives of our descendants for generations to come” says Fulbright (2003: 70). The so-called plain and simple steps of the human kind in the world might have so great effects in the universe we live; it is just for that reason that the question of the effective areas on the human lives is of crucial importance.

As a matter of fact, the seven main principles of TQM are highly influential on making a positive difference and creating a humanistic atmosphere. When these principles are understood completely and shared by all the members of any unit, organization or institution, quality change will emerge.

### 3. TQM AND HIGHER EDUCATION

Especially after 1980s, TQM has found implications in education. The awareness of the positive effects of TQM at industry field and the Japan's changing position in the world economy turned the eyes into the central idea of these changes. Another innovative idea has been that if the basic notions of TQM are adapted and made use of in the service field, the field which TQM is performed will benefit from the application. Paradigmatic changes in education field, focusing on student-orientedness, making a difference in the field, using statistical data in order to gather information about education and even about the achievements of the students, technological point of views to ease the work were the common points between TQM and education, therefore a convergence has occurred between the two.

Implementing TQM principles to the education field is beneficial to a great extent because of the reason that in today's world success in any field is in deep relation with the application of the scientific management techniques. TQM, in this connection, has been carrying on its improvement by being fed with the scientific data gathered with actual practice and has developed itself professional along with the drawbacks from real life experiences since 1930s.

#### 3.1. Reformulation of Education In Today's World

*" ... it might be worthwhile to encourage discussion of the key issues affecting us – issues of profound influence on us humans and by us, since we do not often give adequate consideration of the consequences of our actions."*

*Harriet Mayor Fulbright (2003: 70)*

"Human invention and discovery in the 20<sup>th</sup> century has been remarkable. ...Discoveries in the field of physics have been equally extraordinary and have transformed our understanding of man, matter and the universe." Fulbright (2003: 70) considers in her perspective.

Mertzer (2002: 50-51) summarizes the features of the current inevitable trend in terms of 'information period': the theory and the practical codes are at the heart of the period, the basic technology for the social transformation is computer and communication oriented technology, the manufacturing production has given its place

to service production, new intellectual technologies have increased. As a result, the main concern for the information society happened to reach to the source of the information, produce new information with the prevailing information and to train the individuals who have the necessary skills. The raw material for the institutions, which produce information, is the human resource and individuals with higher-level skills. Another concept is 'hyperreality' which means that people designate the living reality by modelling the virtual reality or the virtual reality determines the real world perceptions. That is especially because of the influential power of the mass media.

“In the 21<sup>st</sup> century, change will emerge in two dimensions. The first is the technological dimension, it alludes to the continuous renewal in itself and to conforming to it. The second dimension is much more crucial, the change and the process of cognitive, physical and psycho-motor aspects of humans and organizations that consume and produce technology.”

(Arslan, 2003: 2)

If the technological and organizational change equally affect each other, then it results with the institutionalized change. To put it differently, the continuous change is to occur at every institution formally. On the other hand, these innovations and developments have been happening so extraordinary that both the beneficial and the enemycal sides compete with each other on the human lives, to take advantage of and gain the power into their areas. High technology delivers multiple advantages for the people of this century such as spreading information and gathering news worldwide in the shortest time, interacting with those who are very much far away from one another simultaneously, in short having a full effect on every part of the human lives.

The importance of education will increase in the 21<sup>st</sup> century. The teachers have to teach students learning to learn, yet at the same time they will explain the vague situation by saying to their students that they may realize that everything they have learnt up to now is all a fault, in that case they have to forget everything they know at that moment and format their brains as if they have not learnt them, and reload their brains with the new trues. This situation is such a complicated case and



even a dilemma that the near future's teachers may face. The only way not to come across with such a dilemma is to get prepared for the change.

“Language teaching came into its own as a profession in the last century.” (Rodgers, 2003: 1). This phenomenon also brings into surface the discussions on methods of teaching, which refers to “...the notion of a systematic set of teaching practices based on a particular theory of language and language learning.” (Ibid.); in other words, it is what links theory and practice. That sort of a professional approach for teaching defines a number of roles both for teachers and for learners, diversifies the understandings and looking angels to the teachers, some of which explain the roles of teachers as an ideal model language model, some as facilitator and guide to the learners and so on<sup>9</sup>. Variation of perceptions also produces variation of thoughts at schools. “Over the last decade states have taken steps to strength their licensure requirements, which are now substantially stronger than they were 15 years ago” declare Darling-Hammond and Young (2003: 16). Therefore, the quality perspective of a school determines the school's teaching philosophy and activities as well. That is the focal point that whether schools in a country should accept a stereotyped teaching philosophy and the teachers are trained for that specific philosophy, which is quite impossible in the real conditions or it will be accepted that schools have various thoughts, so the teachers should be educated on general knowledge about nearly all the teaching styles. In both conditions, the quality aspects of the teachers happen to be crucial in the school atmosphere. So, we can plainly assume that schools' and teachers' perspective of teaching have mutual effects on themselves directly shaping the educational approach. As ‘continuous improvement’ and ‘change of culture’ are the two pillars of TQM, then these fundamental cornerstones make the school's educational point of view available for and open to upgrade itself through proposing developments on organic structure. Having in mind this explanation above, very brief predictions that are likely to shape the teaching of a

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<sup>9</sup>For a list of teachnig methods and Teacher and learner roles, please see Rodgers, Theodore “*Language Teaching Methodology*”, Issue Paper of ERIC Digest, retrieved from <http://www.cal.org/ericcll/digest/rodgers.html>, 06.06.2003 and there is another list of 18 methods and their distinctive features Brown and Rodgers (2002: 214) shows in a table quoted from Richards and Rodgers.

second language were collected by Rodgers<sup>10</sup>. They are; Teacher/Learner Collaborates, Method Synergistics, Curriculum Developmentalism, Content-Basics, Multintelligencia, Total Functional Response, Strategopedia, Lexical Phraseology, O-zone Whole Language and Full-Frontal Communicativity. Similar futurologist ideas or sample suppositions<sup>11</sup> are also crucial from the point of educational variations in order to provide a better education and to open new curriculum styles part way. They are whether a total new system for the education field, or the micro level betterment suppositions, but in both conditions their applications may be beneficial if the adaptation is available and useful in the local or broader sense.

Whether interrelating this kind of brainstorming with constructivism, or claiming that these are the results of constructivism, sub-titles of teaching thoughts with new conceptualizations, they are pretty vital to envisage for the future of education and to go one step further in order to meet the needs or to go beyond the wants to reshape the lives and styles of humans. Now that constructivism deals with the construction of knowledge by the individual through the interactions with the environment, it is considered as an important philosophical approach to education. However, 'constructivism' is beyond the limits of this study, it will not be focused on it very much<sup>12</sup>. Though they seem the future's probable methods waiting to be used in the classrooms, they will be affected by the innovations, in fact, later on, due to the reciprocal influence they will be the subject matters of lectures during teacher training courses, conferences, in-service acknowledgement programs etc. Moreover,

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<sup>10</sup> For detailed explanation of the futuristic prediction of the teaching methods, please see Rodgers, Theodore "*Language Teaching Methodology*", Issue Paper of ERIC Digest, retrieved from <http://www.cal.org/ericcll/digest/roddgers.html>, 06.06.2003.

<sup>11</sup> For a student oriented- individual based language teaching, please see Gömlüksiz "İngilizce Öğretiminde Bireysel Yaklaşım: Modüler Öğretim Ortam ve Materyallerinin Değerlendirilmesi," *Kuram ve Uygulamada Eğitim Bilimleri*, Kasım 2002, Vol:2, Issue:2, pp:401-424.

<sup>12</sup> For more information about 'constructivism' please visit;

<http://www.stemnet.nf.ca/~elmurphy/emurphy/cle.html>, 02.08.2002, for Constructivist Learning and Teaching,

<http://www.funderstanding.com/constructivism.cfm> 03.09.2002 for definition and discussion,

<http://hagar.up.ac.za/catts/learner/lindavr/lindapg1.htm> 03.09.2002 for the principles of 'constructivist' foreign language teaching and

[http://www.thirteen.org/edonline/concept2class/month2/lp\\_elem1.html](http://www.thirteen.org/edonline/concept2class/month2/lp_elem1.html) 03.09.2002 13.00 for a constructivist lesson sample.

Also, Semerci, "Oluşturmacılık Kuramına Göre Ölçme ve Değerlendirme," *Kuram ve Uygulamada Eğitim Bilimleri*, Vol:1, No:2, Aralık 2001, pp.429-440, for a sample of testing and assessment in the context of Constructivism.

they are the futurologist assumptions in language teaching, it seems beneficial for recreating new opportunities to teach new languages and for making a difference at language teaching departments, which is also a prerequisite which the educationalist feel the necessity of making use of total quality philosophy for betterment.

The reason for the choice of Teaching of English as a profession (for money, status, satisfaction etc.) will be one of the indicators, which provides the choicer -as an educated individual- to identify themselves in the society. During the education process they have acquired, they will have been completing themselves with the changes of the thoughts of self and graduation is supposed to serve each of them on the plate as a cooked meal with great care, as a carefully educated individual to the society for the goodness of society. The teachers' point of view for their profession will also be the point where they placed not only their own future but also the future of their society and even the world. In this sense, the roles of the teacher towards their students, which are potentially educated people of the future time as well, gains a prominent place.

One of the reasons why education and quality have recently come closer to each other is that they both accept and reassure the customer-driven student-centered process at the heart.

Sallis (1996: vii) points to the explosion of interest in quality issues and it's remaining on the agenda as the issue in education. As he goes on to say in the preface to the book, "... educational standards are now at the heart of political debate". Within today's political trend, it has been explored that education is one of the main pillars to construct a new identity among and over the communities and even nations. The power of education on a nation's citizens is so strong that when a nation's political vision is to be overlapping with another nation, then education is thought to be a means of the political convergence at the macro level. Though the details of the long term missions and missions are beyond the limitations of this study, European Union is a great sample as making use of education for the local-global vision of the European communities. A great amount of the programmes supported by the European Union are brought together under the umbrella of education, especially in order to identify the new concept of 'European citizenship', which is highly crucial and over the nationalist identity. Moreover, the aims of the

programmes clearly emphasized the importance of education for the European integration (Topsakal and Hesapçioğlu, 2001). The centralization of the education coordination and in this way, the equalization of the various education programmes of the nations due to their differentiating historical, geological, economic and social understandings were the main concern of Europe to clarify the general principles for the common political debates<sup>13</sup>.

### 3.2. Current Situation in Turkey

*Intelligence organizes the world by organizing itself.*

*Piaget*

The fossilized understanding of the education in Turkey, which is the general acceptance and the traditional view of the educators, hinders the progression of the education at a great level. The existing system is so curriculum and teacher oriented that the students cannot find opportunities to produce even bits of information, and it is presupposed that teachers are the only resources of information. Moreover, the teachers ignore individual differences among the students (Merter, 2002: 50-52). The direct transfer of the information back to the teachers without any change (copy-paste transfer of information), the sencon education system limited in the boundaries of the school environment and the class hours also has negative effects on the education system.

The universities have undertaken the task of teacher education in order to meet the need of with the Higher education Council law imposed in 1982. However, governmental universities in Turkey are in trouble to provide the quality education for they have financial problems and they do not use the sources effectively. That's why they had better apply TQM in their organizations as soon as possible to get the maximum performance with the resources in hand and to educate qualified students.

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<sup>13</sup> Topsakal, C.; & H. Muhsin (2001) in their study "Avrupa Birliği ve Eğitim" (European Union and Education) mention about the place of education in the political trend of today's European Union, mainly focusing on the equalization of the education system, standardization and its insurance with the valid certifications, and to increase the quality of the foreign language.

While acknowledging about the interpretations on the social research project results<sup>14</sup>, Carpenter (2001:5) reports a clear at the same time a negative statement about the youth in Turkey in the preface:

In Turkey, youth do not trust the foundations, nor do they have an optimistic point of view for the future. For that reason, they are quite reluctant to put their efforts on bringing Turkey a livable country. This is a hard situation both for the leaders and for the foundations in Turkey.

Oktar (2001: 29) states a similar pessimist inclination of the Turkish new generation, which is quite interesting: "... in fact, it comes out that the most pessimistic people about the future of the country are also the ones who support the membership of European Union most."

### **3.3. Reflections of TQM in English Language Teaching**

Intercultural approaches within the humanistic perspective have been presenting intimacy and tolerance in the process of communication recently. Getting exposed to a language also requires to meet with the happenings of the real world and to recognize the factual events from the point of others. Additionally, especially English as a language is a world-wide language, so that teaching of English has lots of implications and variety all over the world. When the focal point becomes to update themselves for educationalists in terms of English Teaching methods, approaches and techniques, there are multiple innovations and practices within the classroom or teaching atmosphere. Therefore, a systematic approach and a strategic planning necessitates to assure the on-going self, group, organization and institution improvement and an alternative for such an improvement assurance should be to integrate the principles of TQM in English Language Teaching.

When we translate the first principle to education, especially to English teachers, CI notion stands for a constant uploading. All the new trends, tendencies, professional studies should be under the scope, and every English teacher should be

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<sup>14</sup> The research project International Republican Institution conducted with the contribution of ARI and Strategy MORI during 2-year-period aimed at finding out the reasons of the Turkish Youth's choices of participation.

inspired by the fresh ideas. 'Total' is an important reference at that point too. It is not the information that is important, it is the way to make use of and benefit from any and every kind of information. Therefore, English teachers should be feeding themselves with various sources; brainstorming studies, academic studies, written materials, documentaries, ELT conferences, educational seminars etc. are all the compact, ready-to-use information. Another perspective of CI notion is not only for teachers or learners but also for all the people is the two concepts occurring in the education area. The first one is life-long learning. Every individual is a life long learner. In every period of their lives, individuals are to be open to learning. The second concept is *learnacy* 'learning to learn'. Besides discovering the teaching methods, there has been discovered a lot of learning methods. The studies are mainly deepening in the multiple intelligences and various learning styles.

As the second pillar of TQM, the philosophy of Kaizen, if activates the members of an institution to teamwork studies -especially the English Teacher- for producing alternatives and creative projects as a means to make a difference, finds its concrete body with quality circles, which they do not have to use the exact name. The reflection of this idea encounters with similar implications in various names such as Learning Organizations<sup>15</sup>, Teamwork Learning Laboratories, Social Action Surveys and so on<sup>16</sup>. Furthermore, when a group overtakes the responsibility for improving the current situation apart from performing their daily tasks, then portfolio groups, testing and assessment groups, project teams etc. certainly happen to be other versions of quality circles.

With reference to Giertz (2003: 303), "This is not to say that TQM is a threat to core values of higher education, as it is sometimes feared, but it necessitates a wider view of quality..."

These specialties of leadership are to be searched for while the teachers are in due training. The teacher candidates who potentially have these qualities had better

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<sup>15</sup> According to the idea of Learning Organization, organizations are constituted by humans, therefore it asserts the claim that organizations are alive and constantly learning. For a very detailed information, and its application in education please see Nurcan Oğuz "Organizasyonel Öğrenme Anlayışı ve Öğrenen Örgüt: Okul," 2000'li Yıllarda Lise Eğitimine Çağdaş Yaklaşımlar, pp. 101-108

<sup>16</sup> For a very brief information about the three organizations, pls see "Yeni Öğrenme Yöntemleri," Hürriyet İnsan Kaynakları, 02.02.2003.

develop their leadership abilities; it is at least necessary for their having a macro-level point of view to the situations. Moreover, if it is taken into account that the teachers are also the educators of the citizens of the society, then leadership is also one of the characteristics of teachers of near future.

### 3.3.1. Educational Gains Through TQM

The main marked influence of TQM on education is the systematic approach even to the smallest details. Due to that fact, TQM focuses on identification of the things to be done on the one hand, and on the other it systematically looks for possibilities for meaningful and effective improvements. TQM is very much linked to four mainstay concepts that a clear recognition of these four concepts will also make it clear why TQM is very beneficial for education:

1. Quality and Standards
2. Quality and Professionalism
3. Quality and Excellence
4. Quality and Perfectionism

Whilst 1 and 2 are similar to each other and complement each other, 3 and 4 come together in ideological perspective *utopia*. **Standards** and **professionalism** have real, plain to the eye indicators or explanations or descriptions. They are also widely acceptable if proved academically and by the means of researches, are realistic and can be put into words. On the contrary, **excellence** and **perfectionism** has relativist side and may find differences among the ideas. Even though these four concepts are parts of the ideas of each individual and find their acceptability both for TQM and education, standards can be accepted as a sort of quality indicator. The standards concretize the quality understanding and will be paid attention.

As Sandrock<sup>17</sup> evaluates standards from higher level national standards to lower level lesson/unit plan, he articulates several reasons for usefulness of standards: “Standards can provide common goals and terminology...National standards set the common direction; state standards will focus those goals more

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<sup>17</sup> Sandrock also envisages metaphors for standards to draw an illustrative Picture on the mind. Sandrock, “State Standards: Connecting a National Vision to Local Implementation,” **ACTFL Professional Issues Report**; <http://www.actfl.org/public/articles/Winter 1997.pdf> 06.08.2003

specifically to help local districts design their programs, establish curriculum and plan their instruction.” What he suggests to make different uses of standards more understandable is to use metaphors; if standards represent an emblem that the members follow or a symbol that everyone sees and colleagues share, it is like *a flag*, if standards are the creation of uncompromising measures holding up the prescribed performances then it is like *a ruler*, if standards are internal of which experiences have created –a sort of personal standard-, it is *music criteria*, if they refer to the any specific content reuniting both the teachers and the students on the same goals it is like *a spyglass* or when they provide a map to get from where they are to where they want to be it is like *a journey*, and lastly, if institutions or teachers are providing various menus, appropriate blend of teaching procedures, based on the standards, then it is like *a food pyramid*. What he calls on above all is that the users should consider standards as a vision just providing a common language.

Another point to be underlined is that standards have different types serving a different purpose and coming in different connection with learning and teaching. If we have content standards, they should describe both what students should know and be able to do with their language experiences. Content standards for teachers are in the same line aiming at specifying what teachers should know and what teachers are to be able to do in their profession. Therefore, passive knowing is not sufficient; instead, they should have gained the ability to use language in real life situations.<sup>18</sup> On the other hand, performance standards<sup>19</sup> provide assessing the language learning process. They explain how students will show that they have achieved the content standards. The third is the proficiency standards that enable the criteria to judge the degree of progress on the performance standards. Program standards are all above these standards referring to the descriptions of the language teaching programs, program configurations, all related with the language teaching program design.

Yet again, why we need TQM in education is a question to be replied satisfactorily and convincingly and it is worth answering. Similar questioning comes

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<sup>18</sup> Please visit <http://www.lrc.state.ky.us/kar/016/001/010.htm> 19.03.2003 to see a sample of content standards for ‘new teachers’ and for ‘experienced teachers’.

<sup>19</sup> You can see Kentucky Performance Standards at [http://www.kyepsb.net/standards/new\\_teach\\_stds.html#std.1](http://www.kyepsb.net/standards/new_teach_stds.html#std.1) 21.04.2003.



from Sallis (1996: 3) as well: “why should an educational establishment be involved in quality assurance activities?”. This is firstly because of the **professional responsibility**. Whether or not accepting TQM movement as a paradigm change, the positive effects should be taken into account. Professional and worldwide companies, institutions have already started to make use of its principles, and moreover this increase one day will bring international common requirements. This brainstorming is not an imaginary thinking in vain but has roots referring to realistic rules and evidences, which takes us to the second point, competition and survival that with Sallis’ words (*Ibid.*, 5) “Quality may sometimes be the only differentiating factor for an institution.”

If the TQM idea is interpreted for education, then it results with the idea that, first of all, “... customers and clients of the education service (students, parents, the community, etc) are deserving of the best possible quality of education” is the proposition that Sallis (1996: 4) calls it as ‘moral imperative’. This is the most clear point that has no pro and con discussions over it as it is about providing the very best possible educational opportunities. This idea makes the field open to improvements/advances and enables inspirations for extra steps in the field, therefore, deals with **excellence** and **perfectionism** very much. ‘Professional imperative’ of Sallis (1996: 4) takes in hand the professional role of the educators, providing high standards of tuition to learners. As guaranteeing higher **standards** is at one side, on the other side the idea of **professionalism** “implies a commitment to the needs of the students and an obligation to meet their needs by employing the most appropriate pedagogic practices.” The third imperative of Sallis (1996: 4-5) ‘the competitive imperative’ identifies the reality of struggle for the better requiring “...competitive strategies that clearly differentiate institutions from their competitors.” This third imperative shows the method to reach to **excellence** and **perfectionism** by means of better **standards** and focused and dense **professionalism**. The last imperative is ‘the accountability imperative’: Educational institutions, universities, schools are all naturally also the part of their society, hence they must meet their communities’ demands to be more accountable socially and politically, or “As a result of diminishing resources, financing authorities want to be sure that the money invested in higher education is well spent”

(Giertz, 2000: 296), which is also to say “Institutions have to demonstrate that they are able to offer a quality education to their learners.” (Sallis, 1996: 5) For the last imperative the educational institutions put forward their **standards** and **professionalism** and the community decides to their level of **excellence** and **perfectionism**.

### 3.3.2. TQM for Teachers

Quality is a multidimensional concept, as mentioned above, and changes according to persons, groups, institutions, nations etc. at different times at different places, which is a highly important principle to take into account. The second main principle is that the term ‘quality’ is uttered to the peculiarities of the thing, person, unit, institution etc. that owns them or it directly points to the required standards. The quality of every of them is being specified by the features and performances they have at present or have acquired until their time. In short, characteristics of quality of any kind of service are the characteristics of quality of end product.

When put together, these two principles will have a lot of saying about the teachers’ qualities. When we implement the principles to the qualities of the teachers, we can assume that qualities of teachers have been changing and have different meanings at different times at different places and the quality indicators of education refer to the indicators of the students, teachers, institutions... etc. However, a speciality or a standard, which indicates a high quality for its owner in the past, may not refer to the same quality level at present. When it is focused upon the teaching history, it becomes clear that teachers’ roles vary<sup>20</sup>. Once upon a time, they used to be just informants and authority, and then they happened to be the counselor or models, or composers and prompters etc. The changing roles are not just in the vertical line of the history perspective, in the same time line the roles of the teachers may vary as well due to the acceptance of methodology of teaching, which is the

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<sup>20</sup> In order to see a sample of varying teacher roles according to the methods please see Rodgers, Theodore “*Language Teaching Methodology*”, Issue Paper of ERIC Digest, retrieved from <http://www.cal.org/ericcll/digest/rodgers.html> 06.06.2003

horizontal line through the history. Henceforth, the quality teacher has been the teacher who has the requirements of the role extremely. The same mentality is valid for today's quality teacher. Whatever is being in the role description of the teacher, then the quality teacher is the one who meets at a great level with the requirements of its role. Every role and qualification of the teachers is also the signs of the quality of education. Darling-Hammond and Young (2003: 16), at that point, mentions several aspects of teacher's qualifications:

“...teacher's (a) general academic and verbal ability; (b) subject matter knowledge; (c) knowledge about teaching and learning as reflected in teacher education courses or preparation experiences; (d) teaching experience...”

A real professional teacher is not only the practitioner of the theoretical principles and the consumer of the research findings, but also they are the producers of researches (Köklü, 2001: 37). In today's world, teachers' general knowledge, getting fully-equipped, technical and technological specialities, pedagogical formation, and communicative skills etc. will determine the quality of the teacher.

Darling-Hammond and Youngs (2003: 13) depending on the researches on the student achievement declare that “... student achievement gains are much more influenced by a student's assigned teacher than other factors like class size and class composition...”

Today's teachers will educate the citizens of the future world, who will not only live but also shape the future as well. Therefore, along with meeting today's needs and wants in the field, today's teachers should also wrap themselves up in the professional identity, which comprises the ability to change or reshape themselves according to the changing needs referring to the principles of learnacy (learning to learn) and lifelong learning.

Among the pure data, information or the knowledge attained by means of the improvements and latest innovations, teachers should have the talent to decide which are the eminent ones and separate the trivial from the potentially useful. Furthermore, they are to be likely to adapt these data and transform them into the learnable, useful information that can be applied in real life situations. 'Total' quality, adds another

responsibility to the teachers. Teachers should not maintain as the field-based information consumers, they should improve themselves as the active researchers who obtain research data and enable theories (Köklü, 2001: 35). For teachers to conduct researches, it becomes necessary to accept the active researcher role in the school environment, and this role should also be supported by the scientific research methods to be more reliable, valid and so that useful. As quoted from Shalaway by Köklü (*Ibid.*, 36) “Systematic research is a sign for an effective teaching research.”

The teachers are the individuals who both add value to and benefit from the institutions they work at. In this respect, for quality wholeness, as well as the responsibilities of the teachers for their institutions, there are also official tasks that the institution has for its members.

Teachers should provide flexibility in the application of the curriculum which is decided by the legal and formal rules in order to enrich the educational programs, to make it more meaningful to the students and to let the members benefit from. At the same time, with more limited time, limited energy, limited equipments, teachers are to have the sensitivity to provide better education and are to look for the opportunities to reach countless resources, to have more the to spend on education.

#### **4. A DESCRIPTIVE STATISTICS RESEARCH ON ENGLISH TEACHERS OF FOREIGN LANGUAGES DEPARTMENT AT ISTANBUL UNIVERSITY**

Foreign Language Teaching in Higher Education is one of the pillars of university education, especially in order for students to get prepared and trained for the future of the world of interaction, communication and information. In Turkey, when the difficulty of entering a university by being successful at the university entrance exam at the end of a stressful and diligent study is taken into account, the student profile happens to be quite distinguished and the students who are able to attend are more successful than the ones who do not. They are, supposedly, more open to learning, but at the same time they have different learning styles and strategies they have brought along. Moreover, they have different classrooms, environmental cultures, so they are in need of getting accustomed to the university culture as well. At that point, teachers at foreign language department will be the first long term contact persons who are going to educate them for a year and who are also going to help them to cope with their adaptation period at university. From this respect, the foreign language teachers in preparatory classes are the only educators who will face the students as guides. Therefore, the teacher profile at university is as important as the students' features.

Another preliminary factor in the field of education is that the improvements and paradigmatic changes upload far more roles to the teachers. Apart from their being only informants, they feel the need of renewing themselves and getting upgraded for the wants of today's world, using new teaching techniques in the classroom atmosphere, preparing projects with the students even outside the class hours, having office hours to deal with the problems of the students or to interact with the students in order to find solutions to their problems, being able to use the technological equipments and so on.

Moreover, they have other responsibilities apart from teaching ranging from office chores to working in academical improvement teams. These also harden the teachers' working conditions, which also require a disciplined and planned management and administration to ease the conditions and getting the most effective results in the best possible way by directing teachers' efforts to the same ideals and providing synergy. The way to succeed in benefiting from the teachers at the highest level and presenting them the most comfortable working atmosphere is also possible with having analitical information about the teachers and even more about their teaching attitudes. This enables the administrators to plan for the future of the department and delegate tasks to the suitable members according to their interests and professions. In line with the convergence of the information above, a standpoint research is conducted on the teachers' teaching attitudes recognizing the interior and exterior factors at the department that affect the education progress.

#### **4.1. General Information About The Research**

This research is conducted on teachers of preparatory at Foreign Language Department at Istanbul University in the academic year of 2003-2004 basing upon a questionnaire<sup>1</sup> including two parts; **general information about the teacher and teachers' language teaching attitudes.**

'General information about the teachers' part, the first part of the questionnaire, asks for biodata, information about teachers' individual characteristics and backgrounds. This part has 8 guided items, 6 of which will gather analytical data: name (optional), age, gender, years of language teaching, being abroad for educational purposes, being active participants for ELT conferences, seminars etc., department graduated and the MA or PhD degree or neither held.

In "Language Teaching Attitudes" part, there are 40 questions, 20 % of which are about "Teacher Beliefs about Learning", 60% of which are about "Teacher Beliefs

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<sup>1</sup> Please see Appendix 1 for the questionnaire.

about Teaching”, and 20% of which are about “Teacher Beliefs about School”. The problem sentence of this study is “What Language Teaching Attitudes the English Teachers have about learning, teaching and school”. At the last part, school refers both to the physical learning environment and to the administration. The questionnaire has likert scale including statements (close-ended type) that the subjects comment on. Likert scale used in this research is on a 1 to 5 scale that 1 stands for ‘strongly disagree’; 2 ‘disagree’; 3 ‘neutral’; 4 ‘agree’ and 5 ‘strongly agree’. The statements are adapted from two resources, one of which is the questionnaire sample of Brown and Rodgers (2002) about learner and teacher beliefs and the second is the Teacher Attitude Assessment questionnaire that Gök (2003) puts comment on.

The aim of this research is to obtain information about the teachers in order to have a standpoint for the probable studies or projects about the department in the future. So, for the first part the aim is to get basic information about the teachers and for the second part it is to get teachers’ language teaching attitudes. This research enables teachers to announce their thoughts and to put their beliefs about teaching into words. In that way, systematizing an improvement program and projects to develop learning culture in the department and providing continuous improvement would be possible. The secondary aim is to make clear the current situation of English teachers at the department in terms of their point of views on the department. The assessment of the respondents’ ideas will enable making suggestions for the Foreign Language Department.

There are totally 64 subjects, 55 of whom reported back their questionnaires in a period of one month. The questionnaires were given to the subjects, who are English Teachers of Preparatory Classes at Istanbul University Foreign Languages Department, respectively in return for signature. There was no time limitation to complete the questionnaire, yet the subjects were required to give the questionnaire back until the deadline, they were asked for completing in 3 ‘three’ weeks and plus 1 ‘week’ optional.

The researcher had no impact on the subjects. The acknowledgement about the questionnaire was given at the first page of the questionnaire<sup>2</sup>. It was acknowledged that the research is "... aiming to look into the notion of "quality" concerning teachers in Foreign Language Teaching" and the questionnaire "statements [are] about language teaching beliefs, which potentially have quite a high significance in the teaching atmosphere".

The research is conducted to get pure data in order to have a standpoint about the teachers' attitudes for learning, teaching and school. The hypothesis of the research is that the teachers will be of various ages and graduated from different departments. There will also be a significant gender rate difference and all leading to different beliefs about teaching. Additional comments will be accompanying the data at the evaluation step for each question; there will be no avoidance of subjective comments. The reason to present raw data and the interpretation of each section and the statements in turn is to prevent the recurrence of the pure data.

The assumptions about the research are listed as follows:

-The teachers had no official pressure on them and declared their ideas objectively.

-Noise, lightning, crowdedness etc. inner and/or outside negative effects did not influence the subjects, or influenced them at the same rate that has no effect on the results of the questionnaire.

-The subjects were all had the same motivational position.

-It is presupposed that no-time limitation or over-time freedom will not have negative effects on the research.

Also, the limitations of the research are presented below:

-Research is only limited with 2003-2004 academic year.

-Research is limited only with the Preparatory Teachers at Foreign Languages Department of Istanbul University.

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<sup>2</sup> Please see Appendix 1 for the acknowledgement about the questionnaire.



- Research is limited only with the responds of the 55 subjects among 64 subjects.
- Research is limited only with the two parts of the questionnaire, 'General Info. About the Teacher' and 'Language Teaching Attitudes'.
- Research is limited only with the frequency and the percentage data on the information and the interpretation of the raw data. Research's raw data is open to be used in other researches.
- The names of the subjects will remain known only to the researcher.
- Any other probable research based on the data compiled with this research will not be used for purposes outside the scope of educational purposes.

## 4.2. The Results of The Research

### Part I: General Information About the Teachers<sup>3</sup>

#### Gender<sup>4</sup>

GENDER					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	15	27,3	27,8	27,8
	female	39	70,9	72,2	100,0
	Total	54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		

*Table 2: Gender of the Teachers*

According to the valid scores, among 55 subjects, the department included 15 males and 39 females. The overall percentage of the male are 27,8%; in other words, only about one forth of the subjects is male, and nearly three fourths are female, whose percentage is 70,9%.

This score points out that the females are dominant in number at the department.

<sup>3</sup> Please see Appendix 2 for all of the bar charts of the results of Part I and Appendix 3 for the mathematical results.

<sup>4</sup> Please see Appendix 2 for the bar chart of 'Gender of the Teachers'

## Abroad<sup>5</sup>

“Have you ever been to abroad for educational purposes?”

ABROAD					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no abroad	41	74,5	75,9	75,9
	yes abroad	13	23,6	24,1	100,0
	Total	54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		

*Table 3: Going Abroad for Educational Purposes*

The respondents who replied positive answer to this question turned out to be 13 people. On the other hand, the number of respondents for the negative answer is 41. When we convert the raw frequency to percentage, 74,5% of the subjects have never been to abroad, which is quite a significant data, about three fourths of the subjects. These responses also claim that the foreign language teachers do not get in touch with the language they have been teaching directly in its natural environment. However, 23,6% of the subjects have had the experience of being abroad.

## Participants<sup>6</sup>

“Are you an active participant for ELT conferences, presentations, seminars etc.?”

PARTICIP					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	34	61,8	64,2	64,2
	yes	19	34,5	35,8	100,0
	Total	53	96,4	100,0	
Missing	System	2	3,6		
Total		55	100,0		

*Table 4: ELT Activity Participation*

<sup>5</sup> Please see Appendix 2 for the bar chart of ‘Going Abroad for Educational Purposes’

<sup>6</sup> Please see Appendix 2 for the bar chart of ‘ELT Activity Participation’

Although being an active participant seems to be a relative understanding, the result for the question indicated that (valid percentage results are more suitable to accept) 35,8% of the subjects declared positive, and 64,2% of the subjects declared negative replies. These percentages also show out that non-participation rate for the ELT studies is one and half more when compared to the participants.

### Graduation<sup>7</sup>

“I have graduated from a Foreign Languages Teaching Department”

“I have graduated from a department in Faculty of Letters”

“I have graduated from **another** department apart from the ones above”

GRADUATE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	teaching	23	41,8	42,6	42,6
	letters	22	40,0	40,7	83,3
	another	9	16,4	16,7	100,0
	Total	54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		

Table 5: Departments Graduated

Total number of the graduates from a teaching department is 23, of the graduates from letters is 22 and of the graduates graduated neither of them is 9.

The number of the graduates of FLT and FL are almost the same. Both percentages together add up to 83,3% (cumulative percent), which is a very dominant percentage for the department. Another variety is that the percentage of the teaching department graduates is under 50%. Positive and negative effects of this sort of a percentage can be a matter of another research hereafter. Although 16,7% refer to a minor group of the subjects, this percentage might not be considered as a low rate. On the contrary, as the students of the department will go on their education in their own fields, a probable positive correlation between the teachers of another department and

<sup>7</sup> Please see Appendix 2 for the bar chart of ‘Departments Graduated’

the students' department might attribute to get more beneficial learning atmosphere, supplementary material and share of experience.

Darling-Hammond and Young (2003: 16) declares basic teaching skills, general academic ability, knowledge about subject matter, knowledge about teaching and learning, professional conduct, and appropriateness of interactions with the students as the major current requirements of teachers dealing with the related studies. Moreover, they have found that the type -standard- of certification a teacher holds is an important determinant of student outcomes. Indeed, a well-qualified teacher's strength is due to the fact that they have both a strong disciplinary knowledge (English as a language) and substantial knowledge of education. If these two kinds of knowledge do not become interdependent there occurs a kind of loss of teaching power. Thus, if we turn our direction into the department; general academic ability, knowledge about the subject matter and professional conduct should not cause problems at the department. The suitability of the mutual relations and interactions of the teachers with the students can also be bound to individual characteristics. However, basic teaching skills, knowledge about teaching and learning are the main concerns that can only be gained through education. Similar thought in parallel with the idea that educated teachers are more equipped with the teaching is stated by Brown and Rodgers (2002:118): "Trained teachers are more likely to be aware than untrained ones of their options in language teaching. They may favor more innovative or up-to-date teaching methods..." The percentage of English Language Teaching Department graduates is 41,8%. Then the drop out rate is just less than 60%. Teaching experience, trial and error and background information are the elements which suspense the lack of the rest. Therefore, semi-formal circumstances can be created and prompted for the teachers whether to provide a professional background for nongraduates of English Language Teaching Department or to upgrade the general knowledge of all teachers such as having in-service programs or coordinative projects with English Language Teaching Department presenting teachers opportunities for their being active participants for ELT conferences, seminars etc.

## Degree<sup>8</sup>

“I am doing / I hold an MA in teaching.”

“I am doing / I hold a Ph. D. in teaching.”

“Neither.”

DEGREE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MA	12	21,8	22,2	22,2
	PhD	1	1,8	1,9	24,1
	Neither	41	74,5	75,9	100,0
	Total	54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		

*Table 6: Post Graduation Degrees of the Teachers*

As it is seen in the frequency table above, even if the 1 missing reply is not counted, only 12 of the subjects hold MA degree, just 1 of the subjects holds PH. D. degree and 41 of the subjects do not hold a degree.

MA and Ph. D. degree together have 24,1 percent (cumulative percentage), nearly one fourth of the subjects. However, 75,9 percent declares that more than three fourths of the teachers of the department do not have post graduate degrees.

Darling-Hammond and Youngs (2003:16) report that teacher qualification variables which are associated with teacher's influence on the student success with respect to a test measuring basic communication skills, research skills and teaching knowledge as follows: “Master's Degrees...exerted a small but significant influence on student achievement, followed by experience.”

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<sup>8</sup> Please see Appendix 2 for the bar chart of 'Post Graduation Degrees of the Teachers'

## Teaching Experience<sup>9</sup>

There are 8 subjects (14,8%) who have been teaching for more than 20 years. There are 26 subjects (48,2%) who have been teaching between 10-19 years. There are 20 subjects (37%) who have been teaching between 1 and 9 years.

TEACHING					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1,8	1,9	1,9
	3	3	5,5	5,6	7,4
	4	3	5,5	5,6	13,0
	5	3	5,5	5,6	18,5
	6	4	7,3	7,4	25,9
	7	1	1,8	1,9	27,8
	8	4	7,3	7,4	35,2
	9	1	1,8	1,9	37,0
	10	6	10,9	11,1	48,1
	11	2	3,6	3,7	51,9
	13	2	3,6	3,7	55,6
	14	1	1,8	1,9	57,4
	15	3	5,5	5,6	63,0
	16	2	3,6	3,7	66,7
	17	4	7,3	7,4	74,1
	18	4	7,3	7,4	81,5
	19	2	3,6	3,7	85,2
	20	3	5,5	5,6	90,7
	21	2	3,6	3,7	94,4
	22	1	1,8	1,9	96,3
	23	1	1,8	1,9	98,1
	25	1	1,8	1,9	100,0
	Total	54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		

Table 7: Teaching Experience of the Teachers

<sup>9</sup> Please see Appendix 2 for the bar chart of 'Teaching Experiences of the Teachers'

## Part II: Language Teaching Attitudes Questionnaire

### Part II-A: Teacher Beliefs About *Learning*

This part is the 20% of the questionnaire including 8 'eight' statements (questions between 1 and 8). Every statement's frequency-percentage table and bar chart as illustrations and also the evaluations will be shared.

#### Statement 1 ( Q1 )

"Learner aptitude determines achievement in Foreign Language Teaching."

Table 8: Learner aptitude

		Q1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	3,6	3,7	3,7
	neutral	11	20,0	20,4	24,1
	agree	27	49,1	50,0	74,1
	strongly agree	14	25,5	25,9	100,0
Total		54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		

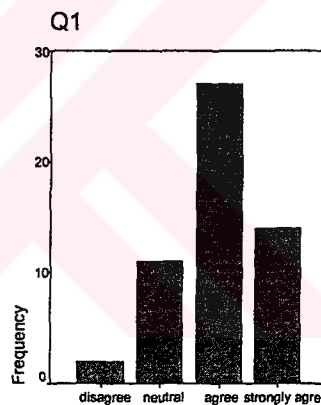


Chart 1: Learner aptitude

The data for the statement 1 are as follows:

3,6% selected 'disagree', 20,0% selected 'neutral', 49,1% selected 'agree' and 25,5% selected 'strongly agree' and 1,8% did not respond. There is no respondents who say 'strongly disagree', which is a very significant response though and there are only 2 respondents who 'disagree'. The exact one fifth of the respondents decided to stay in the middle neither 'agree' nor 'disagree'. 75,9% of total percentage (cumulative percent) are the group of respondents who are the supporters of this idea.

This sort of a learner aptitude based approach in the classroom, when consciously taken into account, might be very beneficial for a successful teaching-learning atmosphere in the classroom. Needs analysis of the students on individual differences and general classroom tendencies every year enables a more fruitful and productive studies in the classroom through the year. This also refers to the idea that more than ¼ of the teachers are open to learner-centered approaches, bearing in mind the individual differences.

Statement 2 ( Q2 )  
 “Getting a high mark is the most clear indicator of learning.”

Table 9: Marks as indicators of learning

		Q2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	9,1	9,1	9,1
	disagree	14	25,5	25,5	34,5
	neutral	21	38,2	38,2	72,7
	agree	13	23,6	23,6	96,4
	strongly agree	2	3,6	3,6	100,0
	Total	55	100,0	100,0	

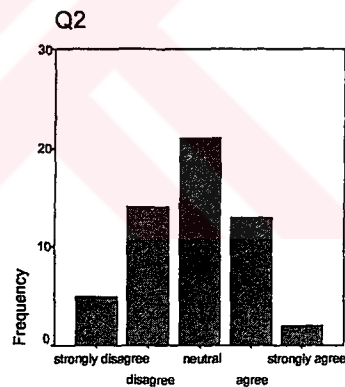


Chart 2: Marks as indicators of learning

The data for the statement 2 are as follows:

5 of the respondents (9,1 percent) ‘strongly disagree’, 14 of the respondents (25,5 percent) ‘disagree’, 21 of the respondents (38,2 percent) are ‘neutral’, 13 of the respondents (23,6 percent) ‘agree’ and 2 of the respondents (3,6 percent) ‘strongly agree’.



The results point to the fact that subjects are in the middle. Nearly every 4 subjects among 10 are undecided, neither agree nor disagree. The numbers of the subjects who agree and disagree are almost the same, which totally count the half of the subjects. When 'agree' and 'strongly agree' are counted together, they are just about 'one quarter'  $\frac{1}{4}$ , therefore it can be claimed that the  $\frac{3}{4}$  of the subjects are not agreeable with the marks to show the learning experience. Moreover, it can be proclaimed that the evaluation and assessment system do not satisfy the subjects, as marking system happened to be the sole indicator for the learners' learning process results at the present.

Statement 3 ( Q3 )

“Student errors are the indicators of their insufficiency in learning.”

Table 10: Students Errors as indicators of their insufficiency in learning

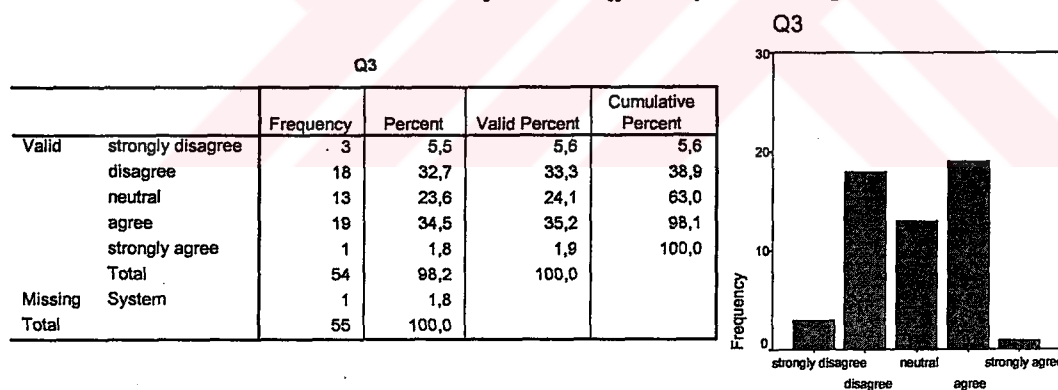


Chart 3: Students Errors as indicators of their insufficiency in learning

The data for the statement 3 are as follows:

3 respondents (5,5%) selected 'strongly disagree', 18 respondents (32,7%) selected 'disagree', 13 respondents (23,6%) selected 'neutral', 19 respondents (34,5% percentage) selected 'agree', 1 respondent (1,8%) selected 'strongly agree' and 1 respondent (1,8%) did not respond.

There seems to be no consensus on the student errors' being an indicator for their insufficiency in learning. The agree and the disagree have the approximate percentages. Even if they are counted with 'strongly agree' and 'strongly disagree' respectively the percentage of the pro and con does not change. Nearly ¼ of the respondents are neutral; in other words, they are undecided. The percentage of the participants who are not agree with this statement is totally 63%, which is quite a high rate referring to the fact that student errors should not be dealt with for a kind of feedback on the missing points in learning. Student errors and feedback due to the errors are one of the main means of bewareing and correcting the missing points. According to Wlodkowski (1986: 26) "Feedback is information that the student receives about the quality of her/his performance on a given task." and "...comments given on the completed assignments have led to improved performance in future work." He considers the feedback important because of four reasons as well:

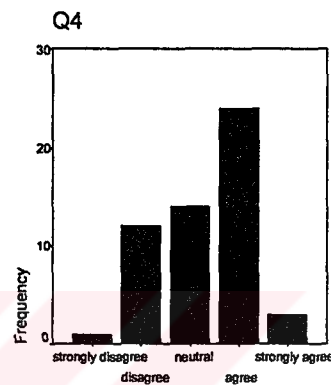
"In general, informative feedback appears to enhance student motivation because it (a) allows students to evaluate their progress, (b) maintains student effort toward realistic goals, (c) corrects student errors without delay, and (d) communicates direct encouragement from teachers." From this perspective, English teachers should accept the errors as students' insufficiency in learning the language but at the same time they also should focus on these errors to make progress in students' learning English by providing feedback.

**Statement 4 ( Q4 )**

“Students study not because they enjoy themselves but because they are to prove themselves.”

*Table 11: The aim of the students to study: Enjoyment or proving themselves*

		Q4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1,8	1,9	1,9
	disagree	12	21,8	22,2	24,1
	neutral	14	25,5	25,9	50,0
	agree	24	43,6	44,4	94,4
	strongly agree	3	5,5	5,6	100,0
Total		54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		



*Chart 4: The aim of the students to study: Enjoyment or proving themselves*

The data for the statement 4 are as follows:

The number of the respondents who ‘strongly disagree’ is 1 (1,8%), ‘disagree’ is 12 (21,8%), ‘neutral’ is 14 (25,5%), ‘agree’ is 24 (43,6%) and ‘strongly agree’ is 3 (5,5%).

The rate of the agreeing group is about two times more than the disagree or neutral. That was the score expected for the statement, which is because of the fact that the only official result for the success of a student is the final mark at the end of the semester. However, undecided group is ¼; disagree and ‘strongly disagree’ group also counts together another ¼, which are very high rates. When these groups are considered as the not-agree groups, then the rate shows out that the expectancy of these groups’ participants is that their students are enjoying their time through the foreign language teaching process. On the other side, the cumulative percentage of the agree and the

'strongly agree' together is perfectly 50%, which is under the score of the envisaged. The certain idea of agreement was supposed to be higher than just the half, but when we add the undecided group to these two groups, then the total percentage increases up to 75,9%, just above the three fourths, which is more likely to accept from the subjective perspective.

Statement 5 ( Q5 )

“Struggle and effort to learn is more valuable than success.”

Table 12: The value of struggle or success

		Q5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	6	10,9	11,3	11,3
	neutral	8	14,5	15,1	26,4
	agree	25	45,5	47,2	73,6
	strongly agree	14	25,5	26,4	100,0
Total		53	96,4	100,0	
Missing	System	2	3,6		
Total		55	100,0		

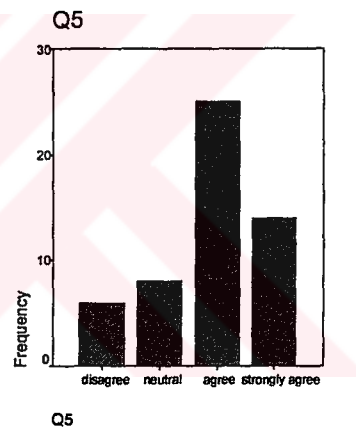


Chart 5: The value of struggle or success

The data for the statement 5 are as follows:

When the missing 2 'two' are set apart, according to valid percentage 6 of the respondents (11,3 percent) 'disagree', 8 of the respondents (14,5 percent) are 'neutral', 25 of the respondents (45,5 percent) 'agree' and 14 of the respondents (25,5 percent) 'strongly agree'.

The first highlighting result is that there is no single respondent who strongly disagrees with the statement. The disagree are only about one in tenth, and the neutral group is one in seventh. The agree of the respondents are nearly approaching up to the half of the total, which is the second highlighting result. The third highlighting result is

the strongly agree group of the respondents: they are the 26,4% valid percentage of the total on their own, more than a quarter. The agree and the strongly agree group together are 73,6%, very close to  $\frac{3}{4}$  of the total, and the percentage raises up to 88,7% if the undecided group is accepted on behalf of the agree group, which means 9 respondents in every 10 are supporters of that idea.

These results point to the fact that the teachers of preparatory classes at the Foreign Language Department considers effort and exerting oneself to learn the language more important than the pure final numerical results. Performance indicators, which are the informal observations of the teachers, precede the grades on the final papers. At that point exams are the external standards for the learners to illustrate their efforts and studies to learn a foreign language that the learner's individual efforts are called as internal indicators. Within this context, Wlodkowski (1986: 8) articulates his own ideas:

“Ability and effort are ... considered internal causes because they originate inside the person, whereas task difficulty and luck are considered external causes because they originate outside the person. ... Ability and task difficulty are considered stable because they do not vary if the same task is reattempted, whereas effort and luck are considered unstable because they fluctuate over time.”

## Statement 6 ( Q6 )

“Students are not intellectually mature enough to evaluate their teachers.”

Table 13: Students' evaluation of their teachers

		Q6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	7,3	7,4	7,4
	disagree	23	41,8	42,6	50,0
	neutral	9	16,4	16,7	66,7
	agree	13	23,6	24,1	90,7
	strongly agree	5	9,1	9,3	100,0
Total		54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		

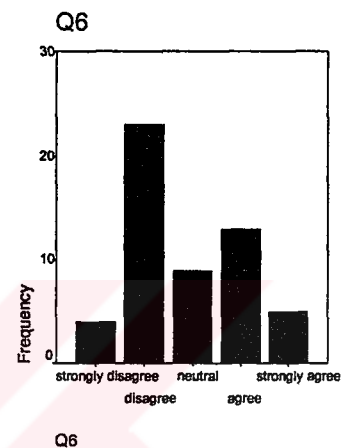


Chart 6: Students' evaluation of their teachers

The data for the statement 6 are as follows:

7,3% of the respondents 'strongly disagree', 41,8% of the respondents 'disagree', 16,4% of the respondents are 'neutral', 23,6% of the respondents 'agree', 9,1% of the respondents 'strongly agree' and 1,8% of the respondents did not respond.

The number of the 'strongly agree'-'disagree' respondents are nearly the same and at a very low rate (totally 16,4%), so of little importance. The supporters of the disagree group are quite dominant compared to the agree group. With respect to the valid percentage the disagree group is almost 43% and the percentage becomes higher reaching to 58,2% when we add 'strongly disagree'.

## Statement 7 ( Q7 )

“Application is a requirement for learning to take place.”

Table 14: Application as a requirement for learning

		Q7			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1,8	1,9	1,9
	disagree	1	1,8	1,9	3,8
	neutral	9	16,4	17,0	20,8
	agree	27	49,1	50,9	71,7
	strongly agree	15	27,3	28,3	100,0
Total		53	96,4	100,0	
Missing	System	2	3,6		
Total		55	100,0		

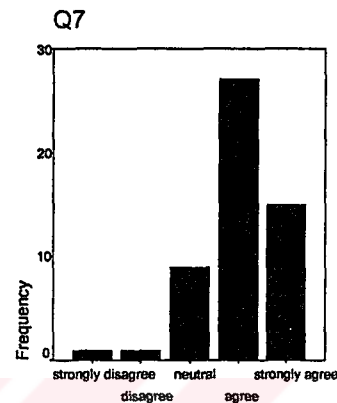


Chart 7: Application as a requirement for learning

The data for the statement 7 are as follows:

With regard to the valid percentages, ‘strongly disagree’ is 1 participant (1,9%), ‘disagree’ is 1 participant (1,9%), ‘neutral’ are 9 participants (17%), ‘agree’ are 27 participants (50,9%), and ‘strongly agree’ are 15 participants (28,3%).

The positive reaction to the statement emphasizes the humanistic educational approaches in practice. Only agree group by itself is over the percentage of 50% and ‘agree’ and ‘strongly agree’ together raises just about to 4/5 of total, the percentage finds its peak at 96,2%, which is lacking just the 3,8% from the total amount.

The respondents’ scores are highly significant, indicating the importance of making use of and practicing the foreign language that the students have been learning in real life situations. This is another focal fact as a determinant for implementing dynamic systems in the curriculum and forming language learning in a multi-dimensional module requiring each and every kind of practice opportunities for the language learners. The idea even should be carried very far away to the exchange programs for the students to live the language with its natives in a real-cultural atmosphere.

Statement 8 ( Q8 )

“The students who are more active in out-door activities are more successful.”

Table 15: The relation of being active in out-door activities and success

		Q8			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1,8	1,8	1,8
	disagree	17	30,9	30,9	32,7
	neutral	17	30,9	30,9	63,6
	agree	17	30,9	30,9	94,5
	strongly agree	3	5,5	5,5	100,0
	Total	55	100,0	100,0	

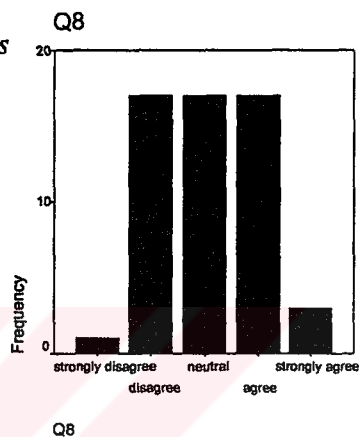


Chart 8: The relation of being active in out-door activities and success

The data for the statement 8 are as follows:

1 of the respondents (1,8 percent) is ‘strongly disagree’, 17 of the respondents (30,9 percent) ‘disagree’, 17 of the respondents (30,9 percent) are ‘neutral’, 17 of the respondents (30,9 percent) ‘agree’, and 3 of the respondents (5,5 percent) ‘strongly disagree’.

The almost symmetrical graph indicates the equal amount of supporters and rejecters of the statement. For the side in which there are participants of the idea that students who are active at out-door activities, there is a clear appreciation of extroverted students, as they are also more successful in the classroom. On the other, there are two possibilities; the rejecting group opposes the idea that these kind of students need not be successful in their lessons; in other words, they find no correlation within being more active and being more successful; and the second is that as this kind of students are more active and fulfilling themselves with outer activities, so that they -unfortunately- do not attain the goals of the lessons, find no enough time to get successful or are not motivated to be so.



## Part II-B: Teacher Beliefs About *Teaching*

This part is the 60% of the questionnaire including 24 ‘twenty-four’ statements (questions between 9 and 32). Every statement’s frequency-percentage table, bar chart and the evaluation will be given.

### Statement 9 ( Q9 )

“Teacher-Student relationship is not an emotional but a professional relationship.”

Table 16: Teacher- student relationship

		Q9			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	3,6	3,6	3,6
	disagree	18	32,7	32,7	36,4
	neutral	13	23,6	23,6	60,0
	agree	15	27,3	27,3	87,3
	strongly agree	7	12,7	12,7	100,0
	Total	55	100,0	100,0	

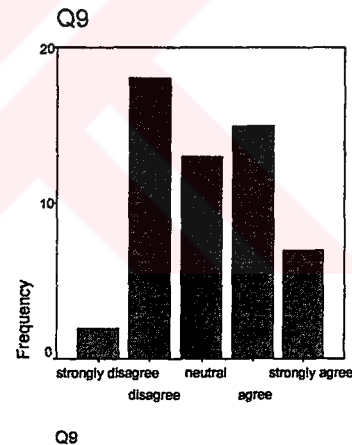


Chart 9: Teacher- student relationship

The data for the statement 9 are as follows:

2 of the subjects (3,6%) selected ‘strongly disagree’, 18 of the subjects (32,7%) selected ‘disagree’, 13 of the subjects (23,6%) selected ‘neutral’, 15 of the subjects (27,3%) selected ‘agree’, and 7 of the subjects (12,7%) selected ‘strongly disagree’.

There seems to be no significant difference between the supporters of emotional relationship and the supporters of professional relationship. The neutral group, neither this side nor the other, is about to reach  $\frac{1}{4}$  of the total participants. Though the emotion-supporters' percentage is just 5,3% upper than profession-supporters, that makes no sense if the 'strongly disagree' and 'strongly agree' are added up to their groups, since the score for the emotion-supporters becomes 3,6% less than the other group.

Facing no significant difference seems to bring out vagueness, yet in fact this situation clarifies and sharpens the general acceptance about teachers and their work; teaching is both an emotional and a professional occupation. Wlodkowski (1986: 20) points out that "...students like teachers who are warm, considerate, cheerful, and friendly.". However, he also claims that "... there appears to be no specific trait or set of traits sufficiently associated with high-quality teaching to provide a clear description of the type of teacher..." (Ibid.) What he puts as a nuance between the teachers' personal relations with the students and the quality of teaching from the point of learners' view is the performance they have set forth in the education process. In other words, "...what teachers do to and with students appears to be much more important than what they appear to be as persons.". (Ibid.)

## Statement 10 ( Q10 )

“It is obligatory to activate individualism in each learner.”

Table 17: Importance of activating individualism

		Q10			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1,8	1,9	1,9
	disagree	6	10,9	11,1	13,0
	neutral	10	18,2	18,5	31,5
	agree	29	52,7	53,7	85,2
	strongly agree	8	14,5	14,8	100,0
Total		54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		

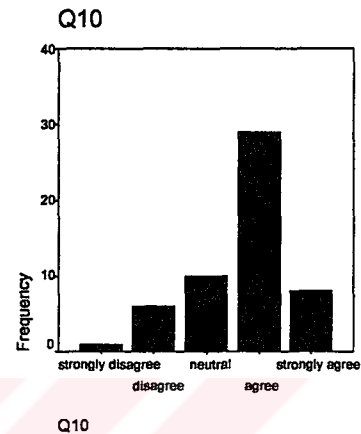


Chart 10: Importance of activating individualism

The data for the statement 10 are as follows:

1 of the subjects (1,8%) is ‘strongly disagree’, 6 of the subjects (10,9%) ‘disagree’, 10 of the subjects (18,2%) are ‘neutral’, 29 of the subjects (52,7%) ‘agree’ and 8 of the subjects (14,5%) ‘strongly agree’.

Along with the humanistic studies in the field, activating individualism has been the key concept for various perspectives. Wlodkowski (1986: 20) notes about the learners’ individual participation and responsibility in the same direction: “For teachers,... students are active participants in the learning process and the teachers’ concern is not only to guide them and provide the best quality of instruction possible but also enhance students’ feelings of responsibility and personal control in the learning experience.” Multiple intelligences, NLP techniques etc. can be accepted as the examples for the implications of individualistic ideas; moreover, although teamwork and coordination is more effective and time securing, individualism is the core element for the creativity. Activating individualism also provides them with the virtue and habit of responsibility, time management and freedom.

Statement 11 ( Q11 )

“Teaching is an innate ability.”

Table 18: Teaching as an innate ability

		Q11			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	15	27,3	27,3	27,3
	neutral	11	20,0	20,0	47,3
	agree	20	36,4	36,4	83,6
	strongly agree	9	16,4	16,4	100,0
	Total	55	100,0	100,0	

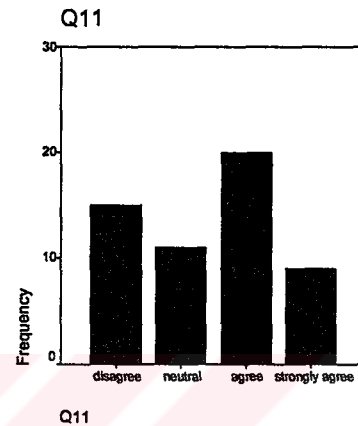


Chart 11: Teaching as an innate ability

The data for the statement 11 are as follows:

27,3% of the subjects ‘disagree’, 20% of the subjects are ‘neutral’, 36,4% of the subjects ‘agree’ and 16,4% of the subjects ‘strongly agree’.

There is no ‘strongly disagree’ reply, which refers to the idea among the disagree group that they dare not offend instinctiveness and the intrinsic existential specialty of teaching. It can be claimed that every one in four disagrees, supporting -in actual fact- the idea that teaching does not necessarily require an innate ability, yet it is a profession including the skills that can be gained through training, education and by means of experience.

1/5 of the subjects keep their ideas secret, they cannot decide whether teaching needs innate talent. Moreover, 20% is not an ignorable rate.

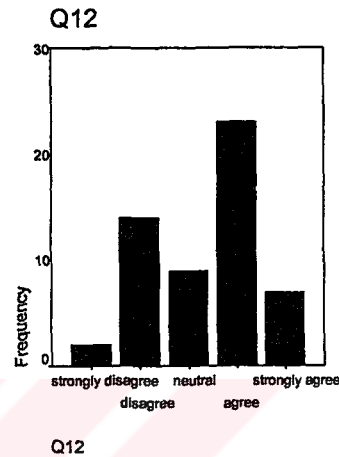
On the other hand, 20 of the ‘subjects agree’ and 9 ‘strongly agree’ are together 52,8%, which means doubling the percentage of the ‘disagree’. This data points out that more than half of the teachers believe innate ability of being a teacher, which seems quite significant.

**Statement 12 ( Q12 )**

“The quality of education is more proportional with the quality of teacher than the school’s conditions.”

*Table 19: The quality of teacher vs. school conditions*

		Q12			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	3,6	3,6	3,6
	disagree	14	25,5	25,5	29,1
	neutral	9	16,4	16,4	45,5
	agree	23	41,8	41,8	87,3
	strongly agree	7	12,7	12,7	100,0
	Total	55	100,0	100,0	



*Chart 12: The quality of teacher vs. school conditions*

The data for the statement 12 are as follows:

2 selected ‘strongly disagree’ (3,6%), 14 selected ‘disagree’ (25,5%), 9 selected ‘neutral’ (16,4%), 23 selected ‘agree’ (41,8%) and 7 selected ‘strongly agree’ (12,7%).

¼ of the subjects believe that school’s conditions are preliminary to the quality of education, which is quite a significant result. On the other hand, only 2 of the subjects ‘strongly disagree’ with the statement that is of little importance among the total.

When the neutral are the group who are undecided between the quality of the teacher and the school’s conditions, then 16,4% of the subjects is the group that weighted the both side equal and could not decide which to choose.

There emerges a higher percentage, 41,8% of the subjects ‘agree’. Moreover, 12,7% of the subjects ‘strongly agree’ and when this group is added on the ‘agree’, it reaches 54,5%. The rates indicate that the teachers prioritize teacher quality much more and preliminary when compared to school’s conditions. However, they also consider the conditions of the school as an important element to the quality of education.

Statement 13 ( Q13 )

“A good teacher can teach any kind of subject without the support of any tools or equipment.”

Table 20: Effects of equipment on teaching

		Q13			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	5,5	5,6	5,6
	disagree	28	50,9	51,9	57,4
	neutral	12	21,8	22,2	79,6
	agree	8	14,5	14,8	94,4
	strongly agree	3	5,5	5,6	100,0
Total		54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		

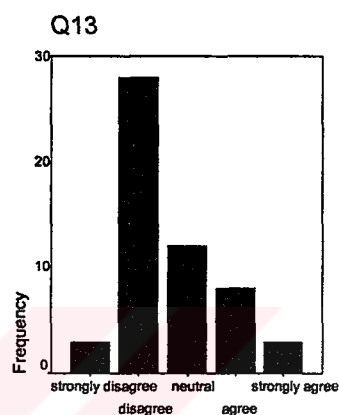


Chart 13: Effects of equipment on teaching

The data for the statement 13 are as follows:

3 of the subjects (5,5%) selected ‘strongly disagree’, 28 of the subjects (50,9%) selected ‘disagree’, 12 of the subjects (21,8%) selected ‘neutral’, 8 of the subjects (14,5%) selected ‘agree’, 3 of the subjects (5,5%) selected ‘strongly agree’ and 1 of the subjects did not respond.

The most significant rate is for the option of ‘disagree’. Every one subject of the two gives importance to the material; in other words, successful teaching requires using supplementary materials in the classroom. There are two 1/5 rates, one of which is the ‘neutral’ and the other is ‘agree’ and ‘disagree’ together. If it is proclaimed that neutral group is closer to the idea of the ‘disagree’, then the percentage indicating importance of the supplementary materials counts up to nearly 80 percent, which is a very highlighting rate. On the other hand, 20% of the subjects are of the idea that there is no need to the extra material for a successful teacher to teach effectively. Bearing in mind

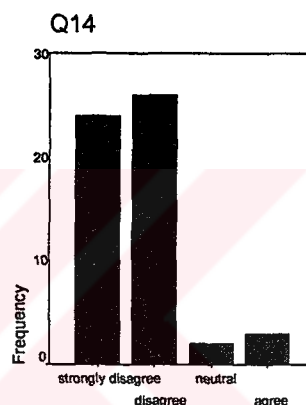
the probability of the technological material support, supplementary material support such as realia, hand outs etc. in the classroom, this group of subjects does not feel the need of making use of these at all, or in a way disagree to use these materials whether they may not want to or they may not know how to use it.

**Statement 14 ( Q14 )**

“There is no need for a well-trained teacher to update him/herself continuously.”

*Table 21: The importance of teachers' updating themselves*

Q14				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	24	43,6	43,6	43,6
disagree	26	47,3	47,3	90,9
neutral	2	3,6	3,6	94,5
agree	3	5,5	5,5	100,0
Total	55	100,0	100,0	



*Chart 14: The importance of teachers' updating themselves*

The data for the statement 14 are as follows:

The percentage of 'strongly disagree' is 43,6% (24 of the subjects), 'disagree' is 47,3% (26 of the subjects), 'neutral' is 3,6% (2 of the subjects) and 'agree' is 5,5% (3 subjects).

The results of the statement are significant. The percentages of both the disagree and 'strongly disagree' of the subjects are nearly 50% respectively, and both rates together increase up to 90,9%. 2 of the subjects are undecided and 3 of the subjects are agree, which are not significant. There is no 'strongly agree', which is another data need to be underlined. The percentages refer to the claim that the teachers are aware of the fact that it is obligatory for teachers to continuously improve and upgrade themselves according to the demands of the day.

### Statement 15 ( Q15 )

“The main function of a teacher is primarily to transfer information.”

Table 22: The role of teachers in terms of transferring information

		Q15			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	10	18,2	18,9	18,9
	disagree	24	43,6	45,3	64,2
	neutral	4	7,3	7,5	71,7
	agree	13	23,6	24,5	96,2
	strongly agree	2	3,6	3,8	100,0
Total		53	96,4	100,0	
Missing	System	2	3,6		
Total		55	100,0		

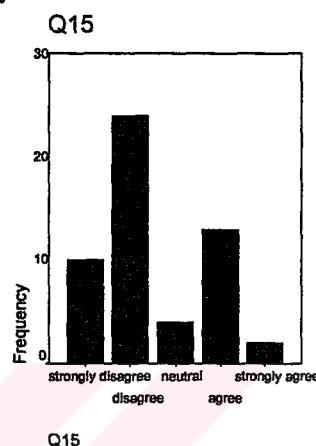


Chart 15: The role of teachers in terms of transferring information

The data for the statement 15 are as follows:

10 of the subjects (18,2%) turned out to be ‘strongly disagree’, 24 of the subjects (43,6%) selected ‘disagree’, 4 of the subjects (7,3%) were ‘neutral’, 13 of the subjects (23,6%) turned out to be ‘agree’, 2 of the subjects (3,6%) selected ‘strongly agree’, and 2 of the subjects (3,6%) did not respond.

Humanistic approaches and educational paradigmatic changes burdened teachers with new roles. Although this is an unavoidable but also a very natural fact, the primary role of the teacher may change; it is not static. This statement is aimed at measuring the priority of transferring information at school in the classroom. Since the rate of ‘strongly disagree’ is almost 1/5 and ‘disagree’ is at the top rate among the others reaching 43,6%, the subjects of two groups accept more preliminary roles than transferring information. Though transferring information as a preliminary role is under the debate, nearly 25% of the subjects have the belief that it is so. That is to say that, almost every one in four accepts their primary role as informants. This sort of a point of view also affects the teacher-student relations in and outside the classroom.



### Statement 16 ( Q16 )

“One who is good at a given field can teach it as well.”

Table 23: Information vs. teaching proficiency

		Q16			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	14	25,5	26,4	26,4
	disagree	25	45,5	47,2	73,6
	neutral	6	10,9	11,3	84,9
	agree	8	14,5	15,1	100,0
Total		53	96,4	100,0	
Missing	System	2	3,6		
Total		55	100,0		

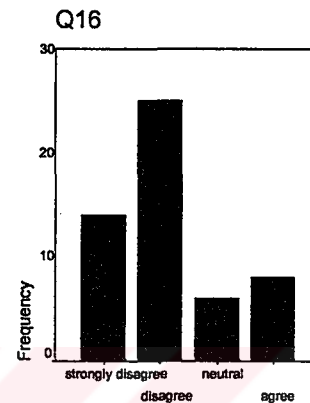


Chart 16: Information vs. teaching proficiency

The data for the statement 16 are as follows:

‘Strongly disagree’ are 14 of the subjects (25,5%), ‘disagree’ are 25 of the subjects (45,5%), ‘neutral’ are 6 of the subjects (10,9%), ‘agree’ are 8 of the subjects (14,5%), and 2 of the subjects (3,6%) did not respond.

One in fourth formed an opinion about the difference between intellectuals and teachers. Also, 45,5% of the total, which is a high percentage, put forward the same idea. Even these two scores (73,6%) are adequate to show out the dominant idea among the subjects. It is advisory to pay careful attention to ‘agree’, though their rate does not seem so high, since they declare clearly that if someone is an expert of a field, he can teach it or about it. More specifically, they believe that when a person has proficiency level of English, they can be English Teachers as well. The percentages are important indicators for assuring the thought of teaching as a profession. Pedagogical formation, communicative and interactive abilities besides teaching techniques are proved to be of higher significance and they lead the way for prospective teachers.

Statement 17 ( Q17 )

“The failure of the class is not the failure of the teacher.”

Table 24: Failure of the class vs. failure of the teacher

		Q17			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	5,5	5,7	5,7
	disagree	11	20,0	20,8	26,4
	neutral	27	49,1	50,9	77,4
	agree	12	21,8	22,6	100,0
	Total	53	96,4	100,0	
Missing	System	2	3,6		
Total		55	100,0		

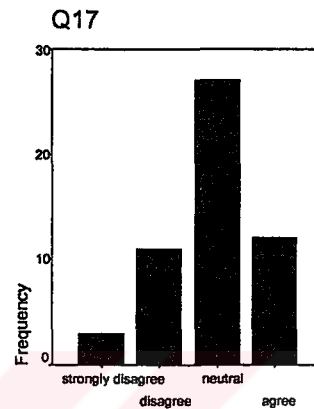


Chart 17: Failure of the class vs. failure of the teacher

The data for the statement 17 are as follows:

3 of the subjects (5,5%) ‘strongly disagree’, 11 of the subjects (20%) ‘disagree’, 27 of the subjects (49,1%) are ‘neutral’, 12 of the subjects (21,8%) ‘agree’, and 2 of the subjects did not respond.

The rates of both ‘agree’ and ‘disagree’ are nearly the same: 20-25 percent. The agree believe in the rightness of the efforts they have been performing during the courses; on the contrary, the disagree take the responsibility of failure on themselves. The highest rate belongs to undecided group of subjects. Half of the subjects are ‘neutral’.

Insufficiency of the teaching/learning performances causing failure has student and teacher perspectives. Yet again, presupposing that there are nearly no intellectually disabled students and are various reasons for failure, these rates suppose the individual perspectives and personal point of views for failure. The reasons for failure should be looked into, which is another subject matter for further research.

Statement 18 ( Q18 )

“Marking can be used for disciplinary purposes.”

Table 25: Marking for disciplinary purposes

		Q18			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	11	20,0	20,8	20,8
	disagree	22	40,0	41,5	62,3
	neutral	6	10,9	11,3	73,6
	agree	13	23,6	24,5	98,1
	strongly agree	1	1,8	1,9	100,0
Total		53	96,4	100,0	
Missing	System	2	3,6		
Total		55	100,0		

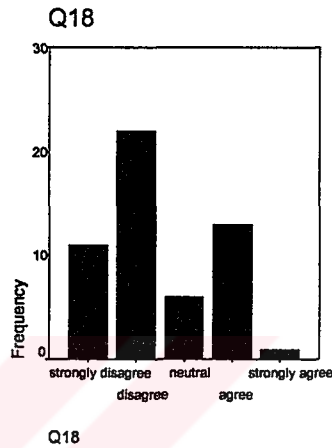


Chart 18: Marking for disciplinary purposes

The data for the statement 18 are as follows:

11 of the subjects (20 percent) ‘strongly disagree’, 22 of the subjects (40 percent) ‘disagree’, 6 of the subjects (10,9 percent) are ‘neutral’, 13 of the subjects (23,6 percent) ‘agree’, 1 of the subjects (1,8 percent) is ‘strongly agree’, and 2 did not respond.

One fifth of the subjects are strongly against using marks for disciplinary purposes, and double rate of this group are against as well. 60 percent of the total avoid using marks for authority. Another significant result is that nearly ¼ of the subjects are agreeable with the statement. The inference should be that this group is apt to use marking for disciplinary purposes, then the group’s students’ final scores are not only indicate their learning levels but also their overall performances in the classroom or even at school. At that point, what marking refers to and means in education is the problem to be discussed.

### Statement 19 ( Q19 )

“I did not choose teaching because of a particular interest, I just happened to be a teacher under the circumstances.”

Table 26: The reasons for being a teacher

		Q19			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	19	34,5	35,8	35,8
	disagree	18	32,7	34,0	69,8
	neutral	7	12,7	13,2	83,0
	agree	7	12,7	13,2	96,2
	strongly agree	2	3,6	3,8	100,0
Total		53	96,4	100,0	
Missing	System	2	3,6		
Total		55	100,0		

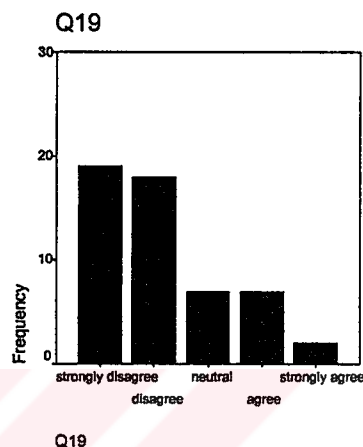


Chart 19: The reasons for being a teacher

The data for the statement 19 are as follows:

With regard to valid percentages, 19 (35,8 percent) selected ‘strongly disagree’, 18 (34 percent) selected ‘disagree’, 7 (13,2 percent) selected ‘neutral’, 7 (13,2 percent) selected ‘agree’, and 2 (3,8 percent) selected ‘strongly agree’.

The result for this statement is fairly positive for the teaching department. 19 of the subjects strongly declare that they are very much interested in teaching, and similar declaration is obvious for 18 of the subjects. The total number of this group is 37, whose percentage is 69,8%. Enthusiasm, interest, willingness are the triggers of a successful teaching atmosphere that this group intrinsically has. When the undecided group is also added, it occurs that 83% of the total have affection for quality education.

The other side of the fact is that, ‘agree’ and ‘strongly agree’ groups together have 17%. Even though this percentage is not so high, it is not so low either. Both these groups happened to be teachers because of the conditions they had found themselves in. However, again, the current situation and the later effects of this reality need deeper findings and research.

Statement 20 ( Q20 )

“Working on the student’s creativity is not a duty of any teacher.”

Table 27: Working on students’ creativity as a duty of teacher

		Q20			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	20	36,4	36,4	36,4
	disagree	31	56,4	56,4	92,7
	neutral	2	3,6	3,6	96,4
	agree	2	3,6	3,6	100,0
	Total	55	100,0	100,0	

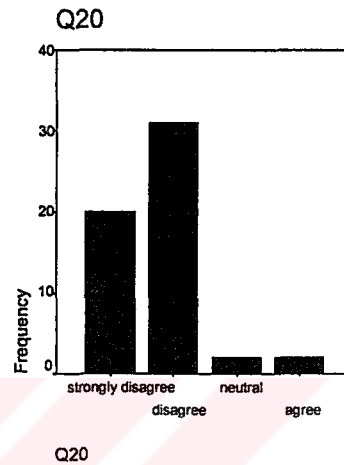


Chart 20: Working on students’ creativity as a duty of teacher

The data for the statement 20 are as follows:

20 of the subjects (36,4%) turned out to be ‘strongly disagree’, 31 of the subjects (56,4%) turned out to be ‘disagree’, 2 of the subjects (3,6%) selected ‘neutral’, and 2 of the subjects (3,6%) chose ‘agree’.

The most specific highlight of the scores is that there are no ‘strongly agree’, only 2 of the subjects ‘agree’ and another 2 of the subjects are ‘neutral’. However, the rest, 51 of the 55 subjects clearly underline working on a student’s creativity as a duty of the teachers. The higher rate demonstrates the idea of student-oriented teachers, importance of focusing upon the productive side of the lessons with regard to the creative aspects of students, which has greater importance on education at present and in the future.

Working on creativity of the students makes them become aware of their skills, and then may lead them to develop professional views for the approaches to the skills they own as well.

Statement 21 ( Q21 )

“Tidy teachers are more successful.”

Table 28: Tidiness and success

		Q21			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	9,1	9,1	9,1
	disagree	15	27,3	27,3	36,4
	neutral	12	21,8	21,8	58,2
	agree	17	30,9	30,9	89,1
	strongly agree	6	10,9	10,9	100,0
	Total	55	100,0	100,0	

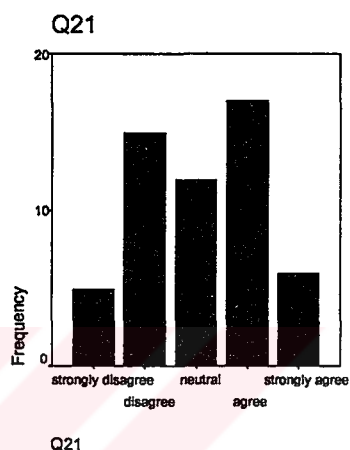


Chart 21: Tidiness and success

The data for the statement 21 are as follows:

9,1 percent of the subjects marked ‘strongly disagree’, 27,3 percent of the subjects marked ‘disagree’, 21,8 percent of the subjects marked ‘neutral’, 30,9 percent of the subjects marked ‘agree’, and 10,9 percent of the subjects marked ‘strongly agree’.

There is very little tendency to the agreement to this statement, as the difference between ‘strongly agree’ and disagree is 1,8 percent and between agree and disagree is 3,6 percent. Yet, the variety between the two does not refer to a significant difference. Percentages of both are very strong, and; moreover, there are the ‘neutral’, who cannot decide whether tidiness has a positive or negative correlation with successful, that their percentage is 21,8%.

Statement 22 ( Q22 )

“Gender is an important element of the class profile.”

Table 29: Gender for the class profile

		Q22			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	14,5	14,8	14,8
	disagree	24	43,6	44,4	59,3
	neutral	15	27,3	27,8	87,0
	agree	4	7,3	7,4	94,4
	strongly agree	3	5,5	5,6	100,0
Total		54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		

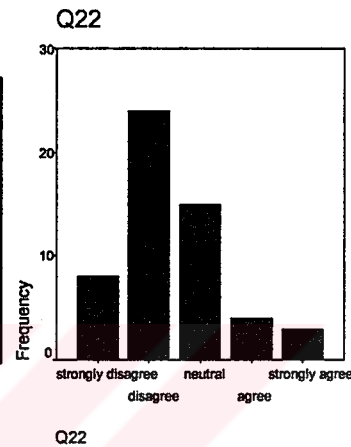


Chart 22: Gender for the class profile

The data for the statement 22 are as follows:

8 of the subjects (14,5%) ‘strongly disagree’, 24 of the subjects (43,6%) ‘disagree’, 15 of the subjects (27,3%) are ‘neutral’, 4 of the subjects (7,3%) ‘agree’, and 3 of the subjects (5,5%) ‘strongly agree’.

32 of the subjects (nearly 60% cumulative percentage) reject the idea that gender is an important determinant in the class profile. They undervalue the effects of gender differences at language teaching in higher education. Another group who does not agree with the statement, ‘neutral’, remains at a high rate (27,3%) and when they add up altogether, the rate reaches 87% (cumulative percent). When this result is considered, the idea that ‘gender difference does not an effect on class profile during language learning process in higher education’ gets stronger.

Statement 23 ( Q23 )

“A teacher does not necessarily have to be an example to society.”

Table 30: Teachers as an example to society

		Q23			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	10,9	11,1	11,1
	disagree	27	49,1	50,0	61,1
	neutral	12	21,8	22,2	83,3
	agree	7	12,7	13,0	96,3
	strongly agree	2	3,6	3,7	100,0
	Total	54	98,2	100,0	
Missing	System	1	1,8		
	Total	55	100,0		

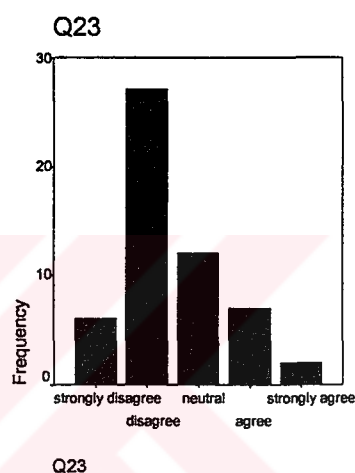


Chart 23: Teachers as an example to society

The data for the statement 23 are as follows:

6 of the subjects (10,9%) marked ‘strongly disagree’, 27 of the subjects (49,1%) marked ‘disagree’, 12 of the subjects (21,8% e) marked ‘neutral’, 7 of the subjects (12,7%) marked ‘agree’, and 2 of the subjects (3,6%) marked ‘strongly agree’. There is 1 subject (1,8%) who did not respond.

The impression of the society on teachers and teachers’ perception of self in the society has mutual effects. The questioning of this statement is beyond the social morals<sup>10</sup> of English teachers; it is referring to the all-teacher morality in society from the

<sup>10</sup> Teachers’ responsibilities are surrounded by the moral and social values regardless of their personal identification on the subject. English Teachers are not only the models of an ideal English user but also they are the samples of their society. To see a supporting idea to this assertion please visit: <http://okulpdr.sitemynet.com/kalite.htm> (08.12.2003)



teacher perspective. The subjects of the study draw clear attention to their role of being an example to society. Every six of ten subjects accept themselves as a model at society, moreover they feel the intrinsic pressure or power to be an ideal citizen. They wish and are willing to be an example to the society and in a lower circle a model for their students. That kind of responsibility adds crucial roles to teachers, which are on behalf of being an ideal model of the society in their personally defined social roles.

A slightly more rate of 1/5 keep their profile as 'neutral'. This group neither accepts the responsibility of showing respect for their being a model to the society, nor puts disagreement on not being a sample, which is a significant result.

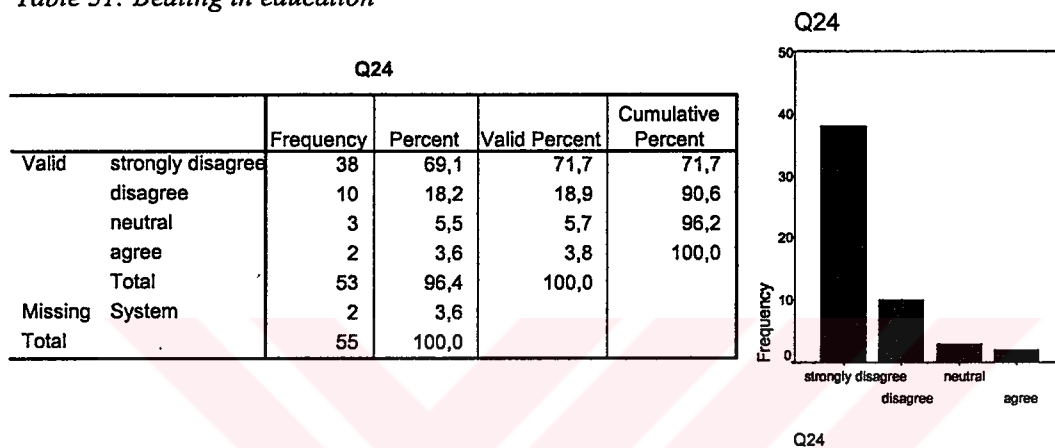
16,3% is for the subjects who certainly reject being a model. They consider that kind of a role as unimportant on behalf of themselves, and keep apart their profession from their life style.

For the realization and description of the role, it can be assumed that the subjects who feel the responsibility of modeling have a tendency to leading in not only the students' language-based competence of but also towards their personal improvement by putting much more individual effort, but for the others increasing the proficiency level of the students is crucial ignoring the other sides of the students.

**Statement 24 ( Q24 )**

“In some cases beating is unavoidable.”

*Table 31: Beating in education*



*Chart 24: Beating in education*

The data for the statement 24 are as follows:

According to the valid percentages, 38 of the subjects (71,7%) ‘strongly disagree’, 10 of the subjects (18,9%) ‘disagree’, 3 of the subjects (5,7%) are ‘neutral’, and 2 of the subjects (3,6%) ‘agree’.

The results conclude that whatever situation occurs, nearly all subjects are against beating. The rate of the ‘strongly disagree’ and ‘disagree’ together is 90,6%. That is, nine of every ten object to physical torture.

Statement 25 ( Q25 )

“Rules should be seen as flexible for the benefit of students.”

Table 32: Flexibility of the rules

		Q25			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1,8	1,8	1,8
	disagree	8	14,5	14,5	16,4
	neutral	12	21,8	21,8	38,2
	agree	28	50,9	50,9	89,1
	strongly agree	6	10,9	10,9	100,0
	Total	55	100,0	100,0	

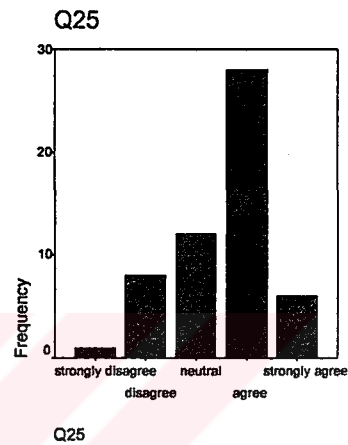


Chart 25: Flexibility of the rules

The data for the statement 25 are as follows:

1 (1,8%) selected ‘strongly disagree’, 8 (14,5%) selected ‘disagree’, 12 (21,8%) selected ‘neutral’, 28 (50,9%) selected ‘agree’, and 6 (10,9%) selected ‘strongly agree’.

There are three terms in the statement that need to be described clearly. The first one is ‘rule’, the second is ‘flexible’ and the last is ‘benefit’. Which rules might be seen flexible, to what degree and for what kind of a benefit on behalf of students?

Though the references for these three terms change from subject to subject, nearly 15% of the subject are against flexibility. For them, rules are there to get conformed to. More than 20% of the subjects are undecided. That score might be interpreted as, although this group considers rules important, they have a tendency to break the rules, when they confront with a situation that becomes advantage as for the students. The most significant score belongs to ‘agree’, half of the subjects’ attitudes to break the rules for the students are positive. In other words, there is a positive correlation

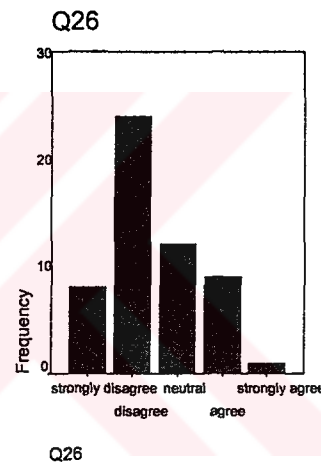
between the benefit of the students and breaking the rules, the more the situation is advantageous for the students, the more breakable the rule. There is also a group of subjects, one in every ten, who are strongly defending the idea that, if there is something for the goodness of students, then the rules are to be changed or ignored.

**Statement 26 ( Q26 )**

“A teacher’s job is bounded by his/her courses.”

*Table 33: Courses as the sole job of teachers*

		Q26			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	14,5	14,8	14,8
	disagree	24	43,6	44,4	59,3
	neutral	12	21,8	22,2	81,5
	agree	9	16,4	16,7	98,1
	strongly agree	1	1,8	1,9	100,0
Total		54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		



*Chart 26: Courses as the sole job of teachers*

The data for the statement 26 are as follows:

8 of the subjects (14,5%) marked ‘strongly disagree’, 24 of the subjects (43,6%) marked ‘disagree’, 12 of the subjects (21,8%) marked ‘neutral’, 9 of the subjects (16,4%) marked ‘agree’, 1 of the subjects (1,8%) marked ‘strongly agree’, and there is 1 subject who did not respond.

Nearly 15% of the subjects ‘strongly disagree’ and almost 45% of the subjects disagree with the statement. Totally 60% of the subjects’ idea is that there are other jobs to do apart from having lectures and lessons in the classroom. Be it official work or outdoor duties, they believe that they are burdened with many other tasks. One in five is neutral, which is a significant score, yet for this group there should be more detailed

information for analysing why their approach is so. Another approximate 15% of the subjects declare that a teacher's job to teach. This group's rate includes vagueness in itself, if this group perceived the statement as the core idea; in other words, what teachers' duty should be, not what teachers are doing. Therefore, this group's score, though the statement does not refer to that sort of looking angle, might also be evaluated for the score of the subjects who believe that teachers' job is to be teaching, teachers should not be overloaded with other chores.

Statement 27 ( Q27 )  
 "A teacher should spend time on students' personal needs."

Table 34: The place of students' personal needs in teaching

Q27				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	1,8	1,8	1,8
disagree	5	9,1	9,1	10,9
neutral	13	23,6	23,6	34,5
agree	31	56,4	56,4	90,9
strongly agree	5	9,1	9,1	100,0
Total	55	100,0	100,0	

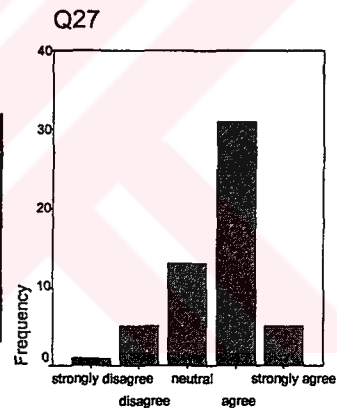


Chart 27: The place of students' personal needs in teaching

The data for the statement 27 are as follows:

Score for 'strongly disagree' is 1,8% (1 of the subjects), score for 'disagree' is 9,1% (5 of the subjects), score for 'neutral' is 23,6% (13 of the subjects), score for 'agree' is 56,4% (31 of the subjects), and score for 'strongly agree' is 9,1% (5 of the subjects).

The most significant score is for 'agree', who support that teachers should spend time with their students. There might be various reasons for that kind of an attitude. In any case, 65,5% of the subjects believe that teachers are responsible for getting

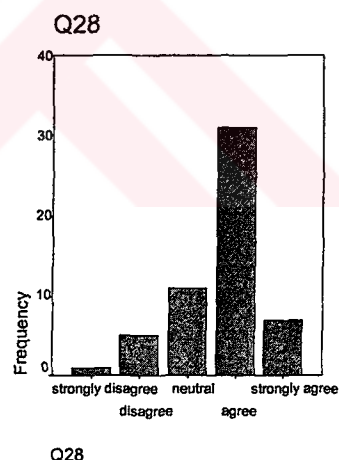
interested in their students' personal needs. Every kind of social, cultural and sports activities at university is for this group of teachers. Additional time slots apart from office-hours are available for students who ask for getting in touch with their teachers to share their problems etc. Between ¼ and 1/5 of the subjects are neutral, which is a high rate that might have resulted for a great number of reasons that is beyond the purposes of this study. Only one in ten turns out to be the defenders of the thought that a teacher should not necessarily set aside time for the students. For them, arranging suitable occasions for meeting the needs of the students is not their duty or not in their job description.

**Statement 28 ( Q28 )**

“Improving the artistic sensitivity of the students is as valuable as academic achievement progress.”

*Table 35: Artistic sensitivity vs. academic achievement*

		Q28			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1,8	1,8	1,8
	disagree	5	9,1	9,1	10,9
	neutral	11	20,0	20,0	30,9
	agree	31	56,4	56,4	87,3
	strongly agree	7	12,7	12,7	100,0
	Total	55	100,0	100,0	



*Chart 28: Artistic sensitivity vs. academic achievement*

The data for the statement 28 are as follows:

1 of the subjects (1,8%) ‘strongly disagrees’, 5 of the subjects (9,1%) ‘disagree’, 11 of the subjects (20%) are ‘neutral’, 31 of the subjects (56,4%) ‘agree’, and 7 of the subjects (12,7%) ‘strongly agree’.

Although there is no valid assessment criterion for the development of the artistic sensitivity of the students, one of the most urgent and necessary reality among others is to feed intellectual, physical, and spiritual development, present them opportunities to exceed their limits and to prompt them by providing financial and environmental support.

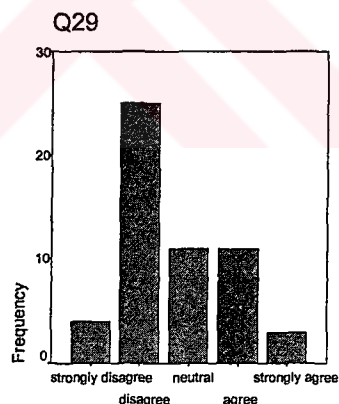
This reality has been grasped by nearly 70% of the subjects that considers artistic sensitivity equal to academic proficiency. 'Neutral' are 20% of the total, which is also significant but close to get interpreted for the score includes a lot of variables within itself. Almost 10% of the subjects are against the statement, they declare that academic success is preliminary to others.

**Statement 29 ( Q29 )**

“A teacher should care more for students who are more apt and promising.”

*Table 36: Teaching cares more for promising students*

		Q29			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	7,3	7,4	7,4
	disagree	25	45,5	46,3	53,7
	neutral	11	20,0	20,4	74,1
	agree	11	20,0	20,4	94,4
	strongly agree	3	5,5	5,6	100,0
Total		54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		



*Chart 29: Teaching cares more for promising students*

The data for the statement 29 are as follows:

4 of the subjects (7,3%) 'strongly disagree', 25 of the subjects (45,5%) 'disagree', 11 of the subjects (20%) are 'neutral', 11 of the subjects (20%) 'agree', and 3 of the subjects (5,5%) 'strongly agree'.

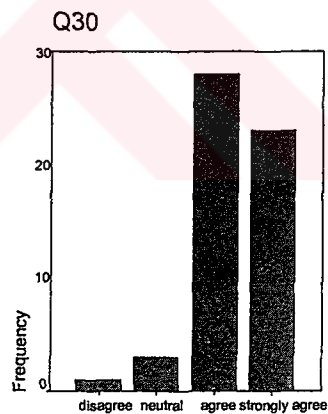
'Strongly agree' and 'strongly disagree' have close rates, which are not significant. However, the difference between 'agree' and 'disagree' is quite significant. Agree are one in five, and advocate the attitude that more brilliant students should be at the close covering and should be guided much more than the others whenever possible. The rate of disagree is, on the contrary, very close to the half of the total. They support the idea that teacher should be equal to every student in every aspect. Whether they are more or less promising, they are clever or not, the teacher should guide them altogether at the same amount and as much as possible. Neutral are also 1/5, which is quite significant and the score is open to discussion as well.

**Statement 30 ( Q30 )**

“The education which does not meet the needs of the students lessens the desire and fruitfulness of learning.”

*Chart 37: The relation of students' needs with motivation*

Q30					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	1,8	1,8	1,8
	neutral	3	5,5	5,5	7,3
	agree	28	50,9	50,9	58,2
	strongly agree	23	41,8	41,8	100,0
	Total	55	100,0	100,0	



*Chart 30: The relation of students' needs with motivation*

The data for the statement 30 are as follows:

1 of the subjects (1,8%) 'disagrees', 3 of the subjects (5,5%) are 'neutral', 28 of the subjects (50,9%) 'agree', and 23 of the subjects (41,8%) 'strongly agree'.



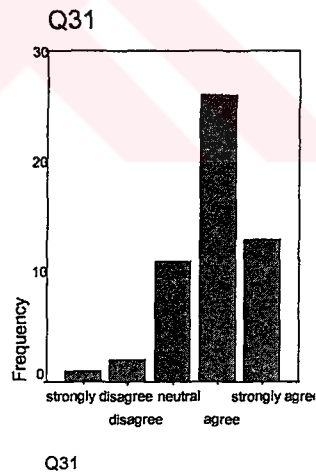
There is nearly a total agreement consensus on the statement, 92,7% of the subjects take great care of students' needs. Desire and fruitfulness of learning is seen related with motivation at one hand, this is especially the case for intrinsic motivation having profound influence on the students in the learning atmosphere. On the other hand, what today's world require from its citizens is the individual's ability to make use of the pure knowledge. What students need in their real lives, for their jobs is to be met with the education. This consciousness also brings into the responsibility that the department in general and the teachers in their classes should prepare themselves in accordance with both the results of needs analysis of the students and the demands that the students' professional field ask for.

**Statement 31 ( Q31 )**

“The support of technical equipment is a requirement at all stages of teaching.”

*Chart 38: Technical equipment as a requirement*

		Q31			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1,8	1,9	1,9
	disagree	2	3,6	3,8	5,7
	neutral	11	20,0	20,8	26,4
	agree	26	47,3	49,1	75,5
	strongly agree	13	23,6	24,5	100,0
	Total	53	96,4	100,0	
Missing	System	2	3,6		
	Total	55	100,0		



*Chart 31: Technical equipment as a requirement*

The data for the statement 31 are as follows:

1 of the subjects (1,8 percent) selected 'strongly disagree', 2 of the subjects (3,6 percent) selected 'disagree', 11 of the subjects (20 percent) selected

'neutral', 26 of the subjects (47,3%) selected 'agree', 13 of the subjects (23,6%) selected 'strongly agree', and 2 did not respond.

The results incline towards the need of technical equipment. The most significant score is of 'agree', almost half of the subjects and in addition to the score of 'agree', nearly one fourth of the subjects strictly support back the idea. When these groups' rates are added up with 'neutral', the score increases to 94,4%, and this score gives support to the mentality that technical equipments are indispensable parts of today's education. Technical equipment makes way for the technological equipment, and as the teachers are open to this kind of an innovation, educational systems will be mainly supported by technology -there are strong tendencies for this-. Moreover, technology will be a part of education such as synchronous and asynchronous education.

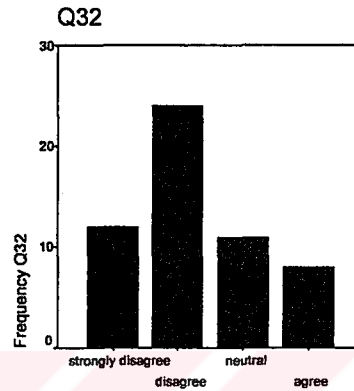
The department should feel the responsibility to provide for the need for technical equipment, if any, or might strenghten the provision of technical resources. In-service training programs to educate about how to use the equipments and/or the hardware-software systems in English Language Teaching might be another implementation to power up the teachers' effectiveness.

**Statement 32 ( Q32 )**

“The present assessment system truly measures a student’s achievement.”

*Table 39: Efficiency of the present assessment system*

		Q32			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	12	21,8	21,8	21,8
	disagree	24	43,6	43,6	65,5
	neutral	11	20,0	20,0	85,5
	agree	8	14,5	14,5	100,0
	Total	55	100,0	100,0	



*Chart 32: Efficiency of the present assessment system*

The data for the statement 32 are as follows:

12 of the subjects (21,8%) ‘strongly disagree’, 24 of the subjects (43,6%) ‘disagree’, 11 of the subjects (20%) are ‘neutral’, and 8 of the subjects (14,5%) ‘agree’.

General tendency among the subjects is that they are not satisfied with the assessment system. One of the clearest evidence supporting this tendency is that there is no subject who marked ‘strongly agree’. Another proof is the rate of ‘agree’; 14,5% which is quite a low score among all. Thirdly, one in fourth is ‘strongly disagree’, they declare that the present system is not enough to assess the students’ achievement. Lastly, the most significant score belongs to ‘disagree’, 24 of the subjects think that the prevailing assessment system maintains lacks and not competent in itself. ‘Neutral’ are exactly one in five. If we are willing to advocate the current assessment system, we can guarantee nearly 15% of the subjects are the defenders of the system but we can just claim that 1/5 of the subjects are not against the system at present. Conversely, the undecided group illustrates the fact that they are not on the side of agreement. This group is to defend themselves in case of further research putting forth the pros and cons of their point of view.

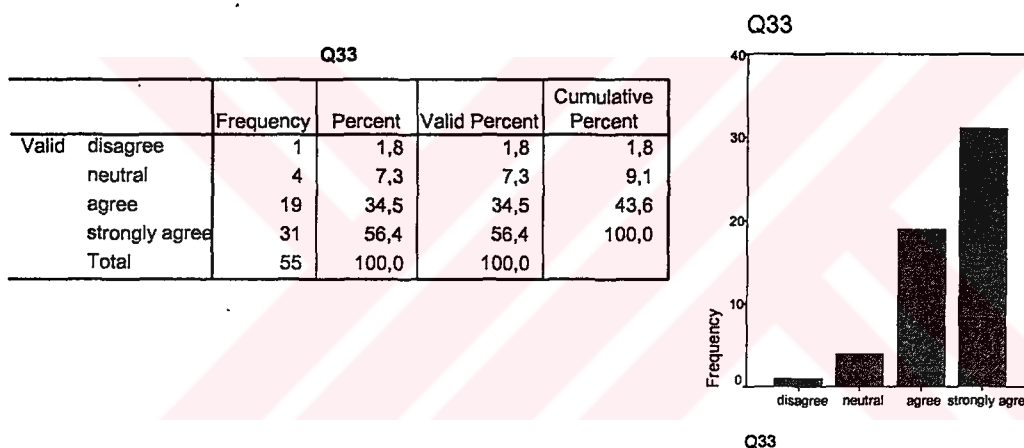
## Part II-C: Teacher Beliefs About *School*

This part is the 20% of the questionnaire including 8 ‘eight’ statements (questions between 33 and 40). Every statement’s frequency-percentage table, bar chart, and the evaluations are given.

### Statement 33 ( Q33 )

“Cooperation and coordination are essentials for educational institutions.”

*Chart 40: The importance of cooperation and coordination*



*Chart 33: The importance of cooperation and coordination*

The data for the statement 33 are as follows:

1 of the subjects (1,8%) selected ‘disagree’, 4 of the subjects (7,3%) selected ‘neutral’, 19 of the subjects (34,5%) selected ‘agree’, and 31 of the subjects (56,4%) selected ‘strongly agree’.

A great number of the subjects are (19 of the respondents) agreeable with the statement and moreover 31 of the respondents are strongly defending the idea. Both of their rate together count up to 90,9%. In line with this score, it can be claimed that English teachers are in harmony with their colleagues, ready to raise the

effectiveness of synergy at the department, if necessary. These rates also point out that group and teamwork are also acceptable for the teachers at the department as well.

For the enrichment of the school society, in terms of improving the quality of education, Köklü (2001, 38) offers teacher researches, "The studies of teacher researchers enriches the school society in many ways." and Wlodkowski (1996: 33) names three types of goal structures that a teacher had better beware of these structures in the school atmosphere during the learning process and make use of them at the right time, when necessary. They are "...cooperative, competitive and individualistic" each of which has their own useful periods. Again forget-it-not that so as to use the suitable and acceptable performance structure in the classroom, the philosophy and understanding of the school has significant effects. In other words, micro level practice is affected by the macro level philosophy. So to say, not only the wants and needs of the students and teachers but also the school's wishes directly shapes the looking angels to the learnt and the best synergy is or will be captured if the macro level philosophy of the school fits with the micro level understanding of the students and the activities at the school with the activities in the classroom. Wlodkowski draw conclusion after having analised and compared the three structures that "... cooperative goal structures appear to be considerably superior to both individualistic and competitive goal structures in positively influencing interaction patterns among students."(Ibid.) Such a result also supports the idea that, if we would like to reshape a sociable school atmosphere whose citizens have tolerance, intimacy and understanding for each other in their relations, classroom activities will also be the reflection of that kind of a thought.

Statement 34 ( Q34 )

“The administrative contribution of the students to the school should be through supporting the school; not by participating directly to the desicions about the school.”

Table 41: Students' participation to the administrative decisions

		Q34			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	5,5	5,6	5,6
	disagree	17	30,9	31,5	37,0
	neutral	22	40,0	40,7	77,8
	agree	9	16,4	16,7	94,4
	strongly agree	3	5,5	5,6	100,0
	Total	54	98,2	100,0	
Missing	System	1	1,8		
	Total	55	100,0		

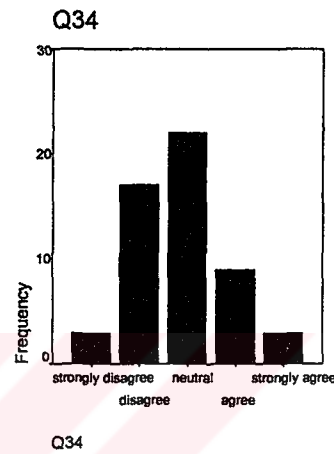


Chart 34: Students' participation to the administrative decisions

The data for the statement 34 are as follows:

3 of the subjects (5,5%) 'strongly disagree', 17 of the subjects (30,9%) 'disagree', 22 of the subjects (40%) are 'neutral', 9 of the subjects (16,4%) 'agree', 3 of the subjects (5,5%) 'strongly agree', and 1 did not respond.

The number of 'strongly disagree' and 'strongly agree' is the same, 3 of the subjects respectively, but their scores are not significant. The most significant percentage is for 'neutral', every four in ten are undecided. One of the reasons for that score is that the teachers are not interested in the administrative charges. Another reason should be that they take such a duty description and differentiation as unimportant, the students' participation to the administrative decisions whether directly or indirectly is out of consideration for the participants of neutral. The second significant result belongs to 'disagree'. They do not agree with the idea that statement suggests. Although there is

a group of respondents which supports the students' direct participation to the formal decisions, the general tendency seems to be negative for the time being.

Statement 35 ( Q35 )

“The physical qualities of the learning environment does not have an effect on learning.”

Table 42: The effects of the physical qualities of the learning environment

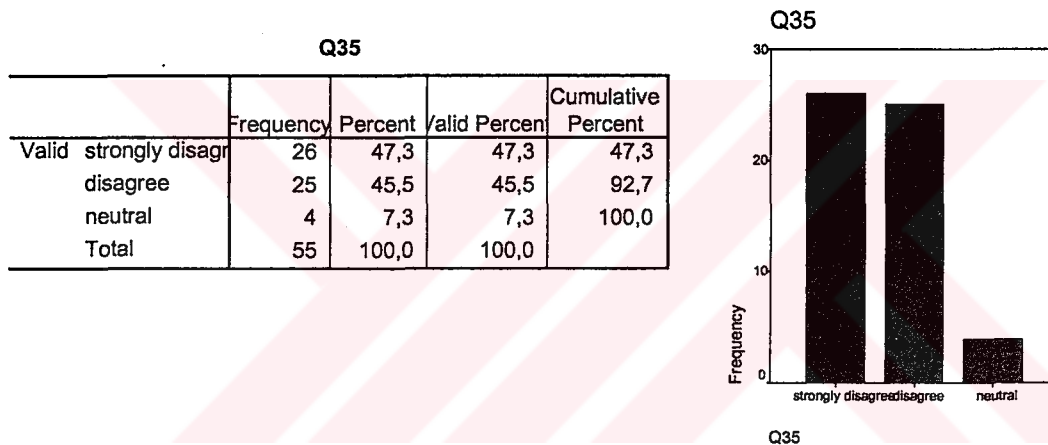


Chart 35: The effects of the physical qualities of the learning environment

The data for the statement 35 are as follows:

26 of the subjects (47,3 percent) marked 'strongly disagree', 25 of the subjects (45,5 percent) marked 'disagree', and 4 of the subjects (7,3 percent) marked 'neutral'.

These rates are the most highlighting rates of all. There is no agreeable point of view declared for this statement. The general idea of the subjects is just the opposite of the statement: 'The physical qualities of the learning environment does have an effect on learning.' This statement might prompt various projects and bring inspirations to make a change at the environment of the department.

Statement 36 ( Q36 )

“Participatory administration brings about unsystematization at the school.”

Table43: Participatory administration vs. un-systematization at school

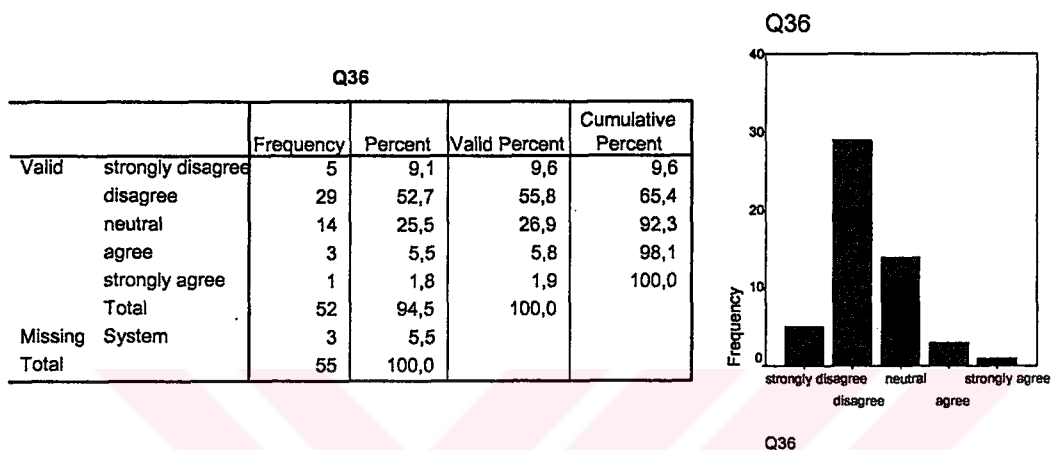


Chart 36: Participatory administration vs. un-systematization at school

The data for the statement 36 are as follows:

According to the valid percentages, 9,6% of the subjects (5 of the respondents) marked ‘strongly disagree’, 55,8% of the subjects (29 of the respondents) marked ‘disagree’, 26,9% of the subjects (14 of the respondents) marked ‘neutral’, 5,5% of the subjects (3 of the respondents) marked ‘agree’, and 1,9% of the subjects (1 of the respondents) marked ‘strongly agree’.

The most clear indicator for the probable negative effects of participatory administration is the low level of agree and ‘strongly agree’ rates. The results declare that just 4 of the subjects agree with the statement. The rest are either neutral or disagree. The number of disagreeing subjects is more than half of the total. This result refers to the fact that this group considers participatory administration quite important and systematization is possible and very beneficial if participation is provided. ¼ of the subjects are undecided, which is very significant. The problematic situation of the rate of neutral is learning about keeping their position in the middle.



### Statement 37 ( Q37 )

“It is a fundamental task for a school to orient students towards gaining the habit of living in a pluralistic society.”

Table 44: The roles of school in introducing pluralistic society to students

		Q37			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	3	5,5	5,5	5,5
	neutral	14	25,5	25,5	30,9
	agree	28	50,9	50,9	81,8
	strongly agree	10	18,2	18,2	100,0
	Total	55	100,0	100,0	

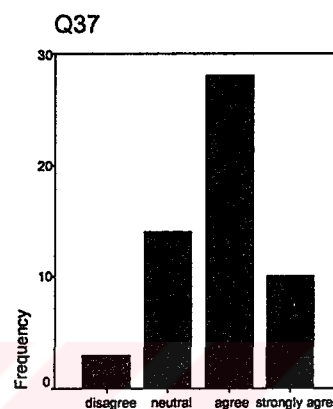


Chart 37: The roles of school in introducing pluralistic society to students

The data for the statement 37 are as follows:

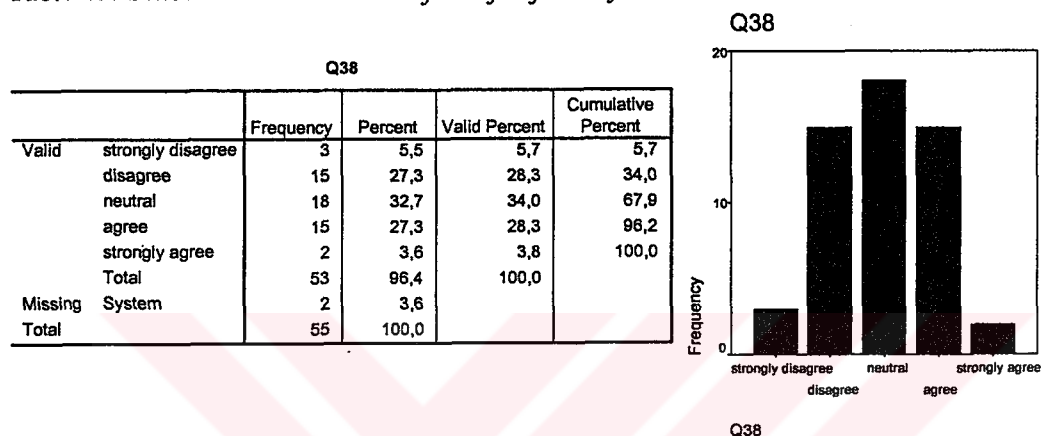
3 (5,5%) marked 'disagree', 14 (25,5%) marked 'neutral', 28 (50,9%) marked 'agree', and 10 (18,2%) marked 'disagree'.

Half of the subjects see one of their roles as educating their students to be a sociable person. School is part of the society, so are the students. There is another group, nearly 1/5 of the subjects are very strict about their approach to this statement. They truly think that it is surely the fundamental task for a school to educate the students about how to live in a society, and know about the rules that conforms the pluralistic life styles. One in four is undecided for that statement, which is a significant score as well. It can be presumed that, as this group did not mark disagree, they are not against the core of the statement, yet they are not agreeable either, maybe because that there are different fundamental tasks for a school preceding that kind of an orientation. However, this score is, again, for the undetermined and indefiniteness makes this group under the scope for discussion.

**Statement 38 ( Q38 )**

“School is an ideal model free of deficiency with all its aspects geared towards learning.”

*Table 45: School as an ideal model free of deficiency*



*Chart 38: School as an ideal model free of deficiency*

The data for the statement 38 are as follows:

3 of the subjects (5,5%) ‘strongly disagree’, 15 of the subjects (27,3%) ‘disagree’, 18 of the subjects (32,7%) are ‘neutral’, 15 of the subjects (27,3%) ‘agree’, 2 of the subjects (3,6%) ‘strongly agree’, and 2 did not respond.

One of the quality indicators in education is the quality of the school. The subjects who are agree and ‘strongly agree’ together keep their level at 30,9 percent, which is quite significant because that the rest 69,1 percent are not agreeable with the statement. More than ¼ of the subjects refuse the school as a perfect model. Additionally, the most significant result, so the highest score is attributed to ‘neutral’, if we count for the valid percentage, percentage for ‘neutral’ is 34%. This group does not affirm that school is to be a perfect model, or is an ideal model. These results signify that nearly 70 percent of the teachers at the department are not satisfied with the

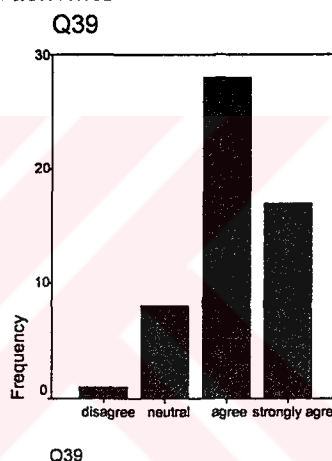
general situation of the school with all its aspects. There they see insufficiency or absence of educational elements. In accordance with the results of this statement, an intensive research should be projected to find out the lacks of the department.

**Statement 39 ( Q39 )**

“School administration should provide any kind of support and opportunity for a social, cultural and sports activities.”

*Table 46: School administration as a supporter for leisure time activities*

		Q39			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	1,8	1,9	1,9
	neutral	8	14,5	14,8	16,7
	agree	28	50,9	51,9	68,5
	strongly agree	17	30,9	31,5	100,0
Total		54	98,2	100,0	
Missing	System	1	1,8		
Total		55	100,0		



*Chart 39: School administration as a supporter for leisure time activities*

The data for the statement 39 are as follows:

1 of the subjects (1,8%) ‘disagrees’, 8 of the subjects (14,5%) are ‘neutral’, 28 of the subjects (50,9%) ‘agree’, and 17 of the subjects (30,9%) ‘strongly agree’. There is 1 who did not respond.

The results yield the impression that the support for leisure time activities is a must for school. Half of the subjects are agreeable and more than 30% of the subjects strictly preserve this point of view. There is no ‘strongly disagree’ and there is only 1 ‘disagree’ objecting to the idea. The result strengthens the importance of school facilities provided for the students for the quality education and multi-dimensional training.

### Statement 40 ( Q40 )

“When a student attempts to be initiative for any kind of social, cultural and / or sports activity, I have no doubt that the school will provide help and support.”

Table 47: Schools' providing help for initiative students

		Q40			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	5,5	5,7	5,7
	disagree	15	27,3	28,3	34,0
	neutral	18	32,7	34,0	67,9
	agree	11	20,0	20,8	88,7
	strongly agree	6	10,9	11,3	100,0
Total		53	96,4	100,0	
Missing	System	2	3,6		
Total		55	100,0		

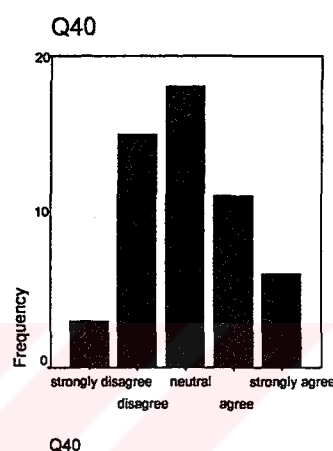


Chart 40: Schools' providing help for initiative students

The data for the statement 40 are as follows:

3 of the subjects (5,5%) 'strongly disagree', 15 of the subjects (27,3%) 'disagree', 18 of the subjects (32,7%) are 'neutral', 11 of the subjects (20%) 'agree', 6 of the subjects (10,9%) 'strongly agree', and 2 did not respond.

In accordance with the preceding statement (Statement 39), there is a contradiction. Though the subjects are on behalf of providing the necessary surroundings for leisure time activities, 34% of the subjects are clearly and if we count neutral as the group not satisfied with the present situation, 67,9% of the subjects indirectly claim that they do not have confidence in school's providing the suitable conditions. Although this result might be because of the bad experiences or the so-called observations, this kind of a probable prejudice should have an end at the department.

## CONCLUSION

Education is the infinite power that has been blockading the entire information world under its command for its service. The *unique intellectuality* in the source of the education is depended upon the quest for pragmatic news, innovation and refreshments, discoveries and inventions beyond the limited years of the persons, extending as far as to the ages of the humanity, rolling from past to present and getting bigger and bigger for future. Now that education is such a powerful source, then the teachers, the elements of this source are to be aware of the importance of education and themselves as the carriers of this great power. The learning needs of the future are to be identified in the framework of the needs of the citizens of the future. While doing so, in order to cope with the changing worlds' demands and to envisage to conditions the future presents it necessitates to educate the individuals one by one and the society in full conscious of change. That is way that teachers are the core of the situation, as they are at the heart of the education system as well.

At the micro level, bearing in mind the importance of education, looking for an alternative to build up a better atmosphere at an educational institution is unavoidable. Integrating strategic and systematic approach of TQM is one of the alternatives and may prove to be its effectiveness on education as well. As the quality ELT at a department certainly addresses to the need of having a well-informed and critical teaching profession, then TQM principles mainly present an optimistic, positive and fresh view of language teaching. Teachers have a crucial importance for and influence over the extent to which any thought or ideology of themselves, the department and the school is translated onto the eyes of the students as a model and into the minds of the students.

Academic oriented, teacher-based standpoint research provided a number of findings, lots of which are significant and refer to a different point of views of ELT.

The findings of the research are as follows:

- The department is a female dominant department.
- $\frac{1}{4}$  of the teachers has been abroad for educational purposes, but the rest,  $\frac{3}{4}$  of the teachers, haven't been abroad for educational purposes.

- 65% of the teachers have problems with participating ELT studies regularly.
- 40% of the English Teachers graduated from FLT, 40% of the English Teachers graduate from FL and the rest nearly 20% graduated from any other department apart from these two.
- 75% of the teachers hold neither MA nor Ph. D. degree.
- The department has experienced teachers, 65% of whom have been teaching for more than 10 years.
- The teachers at the department have particular interest for their profession. (see Statement19)
- Teachers have to be an example to society. (see Statement23)
- The quality of education is primarily related with the quality of teacher. (see Statement12)
- Teacher-student relationship is both emotional and professional. (see Statement9)
- It is obligatory for teachers to upgrade themselves continuously. (see Statement14)
- The present assessment system at the department seems insufficient to evaluate the students' learning performances. (see Statement 2,3,4 and 32).
- Students are accepted as mature enough to evaluate their teachers (see Statement 6)
- Effort to learn is appreciated and prioritized by teachers much more than success with higher marks. (see Statement 5)
- Application is a crucial requirement for learning. (see Statement7)
- It is obligatory to activate individualism in each learner. (see Statement10)
- Support of tool and equipment for a quality education is an important requirement. (see Statement 13 and Statement 31)
- Transferring information is not the main function of a teacher. (see Statement 15)
- Being good at a field is not enough to teach it. (see Statement 16)
- Marking cannot be used for disciplinary purposes. (see Statement 18)

- Student creativity is one of the main tasks that the teachers have to work on. (see Statement 20)
- Gender is not an important element of the class profile. (see Statement 22)
- Beating is unacceptable in educational process. (see Statement 24)
- Rules should be seen flexible for the benefits of students. (see Statement 25)
- Teachers' job is not limited with their courses and they should spend time on students' personal needs. (see Statement 26 and Statement 27)
- Improving the artistic sensitivity of the students is as valuable as the academic achievement. (see Statement 28)
- Teachers should be at an equal distance to all the students (see Statement 29)
- Education should meet the needs of the students, and meeting the needs is an important element to increase motivation. (see Statement 30)
- Cooperation and coordination are essentials for educational institutions. (see Statement 33)
- Students should participate directly to the decisions about the school. (see Statement 34)
- Physical qualities of the learning environment have a great effect on learning. (see Statement 35)
- Participatory administration does not bring unsystematization. (see Statement 36)
- Orienting students towards the habit of gaining the habit of living in a pluralistic society is one of the main tasks of a school (see Statement 37)
- School should provide support for every kind of leisure time activities. (see Statement 39 and Statement 40)

In line with significant results of PART 1 the suggestions are listed below:

- The department is comprised of 70% female teachers and 30% male teachers. To put it differently, the department is a female dominant department. Female gender dominance's positive and negative effects to school atmosphere at the department are open to discussion. Moreover, if we refer to the result of Statement 22, teachers do not acquire gender difference as an important element of the class profile. A group work to investigate and to conduct a survey on this subject should be a project work for the department.
- The comparative analysis of Teachers Beliefs About *Learning* leads to an understanding where the teachers are not satisfied with particularly the evaluation system. They value performance and effort more than the final scores of the students. This sort of an idea may infer a renewal of the testing and assessment system at the Department and may bring forth accepting and adapting a process oriented testing and assessment system.
- $\frac{1}{4}$  of the teachers has been abroad for educational purposes, but the rest,  $\frac{3}{4}$  of the teachers, haven't yet. Alternatives to increase the rate of the teachers who have been abroad should be one of the cases under the debate at the department. One of the future plans of the department might be to bear in mind to create and present the opportunities to their English Teachers to have a foreign country experience.
- Although 35% of the teachers are active participants, 65% of the teachers have problems with participating ELT studies for unnamed reasons. They are, in a way, unable to participate such kind of studies. Another goal for the department should be to raise the participation percentage to a higher level, especially because of the fact that Statement 14 reveals that more than 90% of the teachers are on the side supporting the idea that even the well-trained teachers need to update themselves



continuously. As such a great amount of teachers are of the belief that continuous updating is a need, then increasing the rate should be one of the missions.

- Only about 40% of the English Teachers graduated from a teaching department. Another 40% of the English Teachers are graduates of literature departments and the rest, nearly 20%, graduated from any other department apart from these two. There is no data revealing whether 60% of the English teachers have received pedagogical formation for language teaching or not. When we refer to Statement 16 results, they reveal that more than one in four strongly agree and nearly half of all the teachers are of the idea that being good at a given field, pure knowledge of English as a language, is not sufficient in order to teach it. When we add 'neutral', nearly 85% of the teachers think that there should be some other requirements to teach English as a language. Taking all these facts into account, in-service trainings, learning organization studies, kaizen projects (teamwork studies), might be alternatives to fill the gap in teaching theory, especially if teaching is accepted as a profession.
- Another significant rate is that 75% of the teachers have neither MA nor Ph. D. degree. When we consider the positive correlation between the quality of language teaching and having a professional teaching degree, which symbolizes a specialization in the field, one of the missions of the department might be to encourage teachers towards specialization and academic degrees in order to increase the expertise level at the department. Although it seems as a personal preference to have a degree, when carefully analyzed, a planned program for the teachers in the expertise areas, which the department feels the need, might bring out professional groups at the department.
- 'Years of language teaching' might be recognized as an indicator for teaching experience. In this connection, teaching experience should be used as a means of sharing the teaching experiences among the teachers at the department. With

reference to Statement 33 scores, we can assume that the teachers take cooperation and coordination as essentials for educational institutions. This result also reveals that they are ready for such an experience-sharing program when they also accept their department as a learning organization. They are, in this respect, said to be voluntarily agreeable to share their background information about language teaching as well.

- 'Age' is another crucial indicator alluding to the degree of dynamism and experience. Focusing on the characteristics of the teachers and clarifying their interests, strong points and knowing about their weak points, will bring positive results for the department for the probable delegation of different duties. The younger generation at the department are also the directors and managers of the future as well. The characteristics analysis should bring into light the potential tendencies of the teachers for the future management positions, which might help the present managers to train these potential managers in advance.

In line with significant results of PART 2 the suggestions are listed below:

- Assessment system should be examined. The results reveal that the teachers are not satisfied by the evaluation system. Marking through the exams is the only assessment indicator lacking to measure the real effort of the students. Performance-oriented, process-based assessment system should be adapted.
- Social, cultural and sports activities should be maintained. Consensus among teachers indicates that there is lack of school support to provide students with the opportunities for leisure time activities.
- The opportunities for the students to be interactive through their learning English should be provided. Computer and language laboratories and multimedia should be in use as a means of language interaction. Libraries and self-access rooms both for students and for teachers should be arranged at the department.

- Physical quality of the department should not be underestimated. The environmental arrangements and properties seem necessary.
- There is a growing number of experienced teachers at the department, so their background information should be used for the advantage of the department.
- There are few teachers with Master's Degree and there is only one teacher who has a Ph. D. degree at the department. The management should encourage the teachers to have graduate degrees.
- The department should explore ways to bring students together for language practice in extracurricular activities.
- Information technologies should be a means for students to make progress with their language. The department should invest on technology.
- Research studies in the school environment are quite natural and in fact the findings of the researches are more valuable and important in the local circle of school experience. Therefore, teacher should be accepted as active researches being an alternative to academic researches. Teacher researches should be semi-formally popular among the teachers. So that it becomes a part of the school culture and teachers participate to the research studies continuously and without accepting it as an overload.

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## Appendix 1: Questionnaire

### Language Teaching Attitudes Questionnaire *for Teachers*

Dear Teacher,

This questionnaire is a part of a Master Thesis aiming to look into the notion of "quality" concerning teachers in Foreign Language Teaching.

This questionnaire includes a total of 40 statements about language teaching beliefs, which potentially have quite a high significance in the teaching atmosphere.

As the main perspective of this study is to investigate the professional specifications of English teachers from a general point of view by comparing and contrasting the teaching beliefs of English teachers at Istanbul University Foreign Languages Department, I truly appreciate your participation and willingness to declare your ideas objectively about the statements.

If indicated, the names of participants will remain known only to myself and the questionnaires will not be used for purposes outside the scope of this study.

*Heartfelt Thanks in advance for your contribution.*

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# Language Teaching Attitudes Questionnaire *for Teachers*

## General Info. About the Teacher

Name (optional) \_\_\_\_\_

Age \_\_\_\_\_

Gender (circle one):    M                    F

Years of language teaching \_\_\_\_\_

Have you ever been to abroad for educational purposes?

(circle one) No        Yes

Are you an active participant for ELT conferences, presentations, seminars..etc.?

(circle one) No        Yes

**Please put a cross ( X ) that suits you most.**

- I have graduated from a Foreign Languages Teaching Department.
- I have graduated from a department in Faculty of Letters.
- I have graduated from another department apart from the ones above.
  
- I am doing / I have an MA degree in teaching.
- I am doing / I have a Ph. D. degree in teaching.
- Neither.

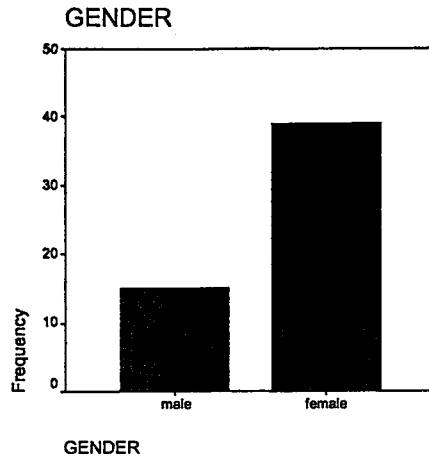
Language Teaching Attitudes Questionnaire *for Teachers*

## Language Teaching Attitudes Questionnaire

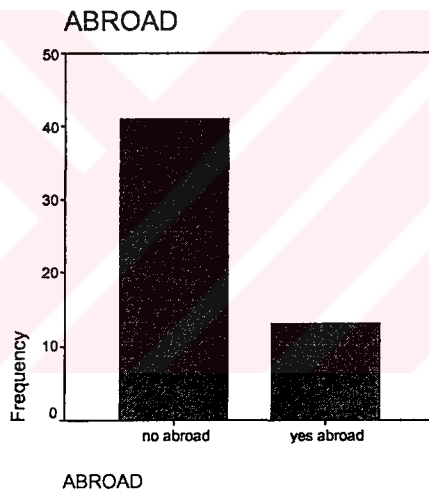
<i>Direction: Please, put a cross (X) that corresponds to your degree of agreement with the statements.</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Points per statement: [strongly agree =5, agree =4, neutral=3, disagree =2, strongly disagree = 1]</i>					
<b>Teacher Beliefs about <i>Learning</i></b>					
1. Learner aptitude determines achievement in Foreign Language Teaching.	( )	( )	( )	( )	( )
2. Getting a high mark is the most clear indicator of learning.	( )	( )	( )	( )	( )
3. Student errors are the indicators of their insufficiency in learning.	( )	( )	( )	( )	( )
4. Students study <u>not</u> because they enjoy themselves but because they are to prove themselves.	( )	( )	( )	( )	( )
5. Struggle and effort to learn is more valuable than success.	( )	( )	( )	( )	( )
6. Students are <u>not</u> intellectually mature enough to evaluate their teachers.	( )	( )	( )	( )	( )
7. Application is a requirement for learning to take place.	( )	( )	( )	( )	( )
8. The students who are more active in out-door activities are more successful.	( )	( )	( )	( )	( )
<b>Teacher Beliefs about <i>Teaching</i></b>					
9. Teacher-Student relationship is <u>not</u> an emotional but a professional relationship.	( )	( )	( )	( )	( )
10. It is obligatory to activate individualism in each learner.	( )	( )	( )	( )	( )
11. Teaching is an innate ability.	( )	( )	( )	( )	( )
12. The quality of education is more proportional with the quality of teacher than the school's conditions.	( )	( )	( )	( )	( )
13. A good teacher can teach any kind of subject without the support of any tools or equipment.	( )	( )	( )	( )	( )
14. There is <u>no</u> need for a well-trained teacher to update him/herself continuously.	( )	( )	( )	( )	( )
15. The main function of a teacher is primarily to transfer information.	( )	( )	( )	( )	( )
16. One who is good at a given field can teach it as well.	( )	( )	( )	( )	( )
17. The failure of the class is <u>not</u> the failure of the teacher.	( )	( )	( )	( )	( )
18. Marking can be used for disciplinary purposes.	( )	( )	( )	( )	( )
19. I did <u>not</u> choose teaching because of a particular interest, I just happened to be a teacher under the circumstances.	( )	( )	( )	( )	( )
20. Working on the student's creativity is <u>not</u> a duty of any teacher.	( )	( )	( )	( )	( )
21. Tidy teachers are more successful.	( )	( )	( )	( )	( )
22. Gender is an important element of the class profile.	( )	( )	( )	( )	( )
23. A teacher does <u>not</u> necessarily have to be an example to society.	( )	( )	( )	( )	( )
24. In some cases beating is unavoidable.	( )	( )	( )	( )	( )
25. Rules should be seen as flexible for the benefit of students.	( )	( )	( )	( )	( )
26. A teacher's job is bounded by his/her courses.	( )	( )	( )	( )	( )
27. A teacher should spend time on students' personal needs.	( )	( )	( )	( )	( )
28. Improving the artistic sensitivity of the students is as valuable as academic achievement progress.	( )	( )	( )	( )	( )
29. A teacher should care more for students who are more apt and promising.	( )	( )	( )	( )	( )
30. The education which does <u>not</u> meet the needs of the students lessens the desire and fruitfulness of learning.	( )	( )	( )	( )	( )
31. The support of technical equipment is a requirement at all stages of teaching.	( )	( )	( )	( )	( )
32. The present assessment system truly measures a student's achievement.	( )	( )	( )	( )	( )
<b>Teacher Beliefs about <i>School</i></b>					
33. Cooperation and coordination are essentials for educational institutions.	( )	( )	( )	( )	( )
34. The administrative contribution of the students to the school should be through supporting the school; <u>not</u> by participating directly to the decisions about the school.	( )	( )	( )	( )	( )
35. The physical qualities of the learning environment does <u>not</u> have an effect on learning.	( )	( )	( )	( )	( )
36. Participatory administration brings about unsystematization at the school.	( )	( )	( )	( )	( )
37. It is a fundamental task for a school to orient students towards gaining the habit of living in a pluralistic society.	( )	( )	( )	( )	( )
38. School is an ideal model free of deficiency with all its aspects geared towards learning.	( )	( )	( )	( )	( )
39. School administration should provide any kind of support and opportunity for the social, cultural and sports activities.	( )	( )	( )	( )	( )
40. When a student attempts to be initiative for any kind of social, cultural and / or sports activity, I have no doubt that the school will provide help and support.	( )	( )	( )	( )	( )

## Appendix 2: Bar Charts of The Results of Part I

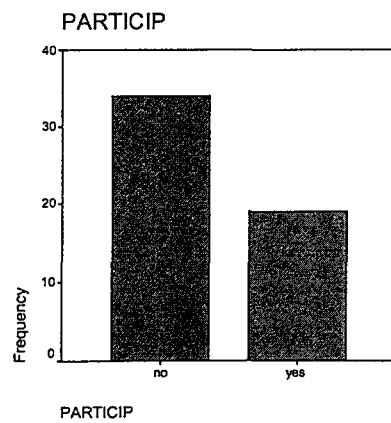
### Bar Chart of 'Gender of The Teachers' ( 1 )



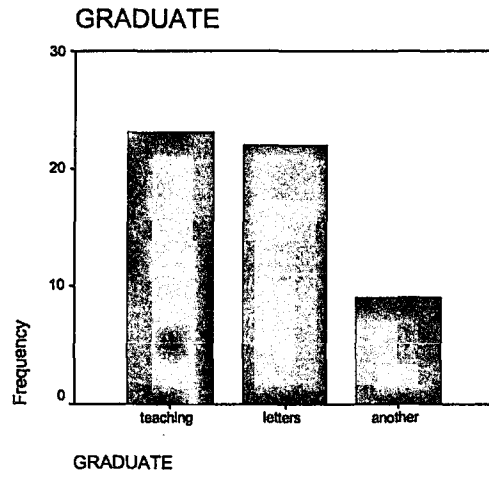
### Bar Chart of 'Going Abroad for Educational Purposes' ( 2 )



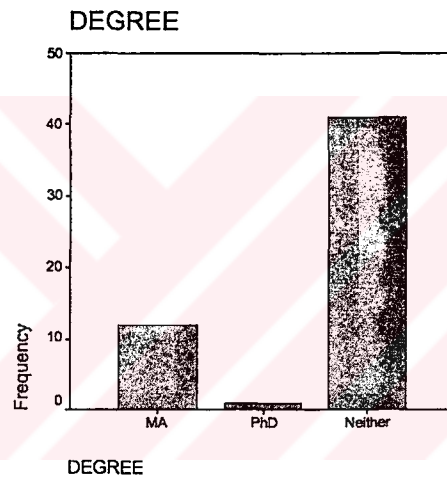
### Bar Chart of 'ELT Activity Participation' ( 3 )



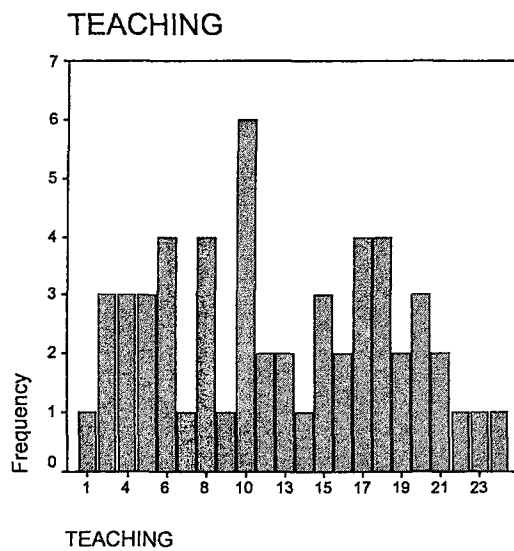
Bar Chart of 'Departments Graduated' ( 4 )



Bar Chart of 'Post Graduation Degrees' ( 5 )



Bar Chart of 'Teaching Experiences of The Teachers' ( 6 )



**Appendix 3:**  
The Results of the Questionnaire

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Teacher 1	4	3	3	4	5	3	4	2
Teacher 2	4	2	4	3	5	3		3
Teacher 3	3	2	2	3	3	2	5	4
Teacher 4	5	2	4	4	4	5	5	4
Teacher 5	4	3	4	2	4	5	4	2
Teacher 6	4	3	4	3	4	2	4	3
Teacher 7	2	1	2	4	2	5	5	3
Teacher 8	3	1	4	4	5	5	4	3
Teacher 9	3	3	4	2	4	2	4	3
Teacher 10	3	3	2	2	5	3	4	4
Teacher 11	5	4	4	5	4	4	4	4
Teacher 12	5	1	4	3	4	4	5	3
Teacher 13	5	5	4	4	2	4	5	3
Teacher 14	4	2	3	4	5	5	3	4
Teacher 15	4	2	3	4	4	4	4	3
Teacher 16	2	4	4	4	4	2	5	2
Teacher 17	4	3	3	4	4	3	4	4
Teacher 18	4	3	2	3	5	3	5	4
Teacher 19	4	4	4	2	4	2	4	3
Teacher 20	5	4	3	4	4	3	3	2
Teacher 21	5	2	2	4		4	4	3
Teacher 22	5	4	3	4	3	2	5	3
Teacher 23	5	2	2	5	5	2	5	3
Teacher 24	4	2	2	2	3	1	5	2
Teacher 25	4	2	3	2	4	4	4	3
Teacher 26	4	2	2	3	5	2	4	4
Teacher 27	4	4	2	4	5	2	3	2
Teacher 28	5	3	2	2	3	2	4	2
Teacher 29	3	3	2	4	4	2	5	3
Teacher 30	4	3	3	2	3	3	3	2
Teacher 31	5	4	4	4	4	4	4	4
Teacher 32	5	2	3	3	5	3	4	4
Teacher 33	3	3	3	4	4	2	4	4
Teacher 34	4	3		4	2	2	4	2
Teacher 35		4	4	4	3	2	4	2
Teacher 36	4	3	1	3	3	2	5	4
Teacher 37	4	3	1	3	4	1	1	4
Teacher 38	4	3	3	4	3	4	3	2
Teacher 39	3	1	1	1	2	1	3	2
Teacher 40	3	1	3	3	4	4	4	4
Teacher 41	4	2	4	3	4	4	5	5
Teacher 42	5	3	3	4	5		4	4
Teacher 43	4	3	4	3	5	4	4	2
Teacher 44	3	4	4	4	5	2	4	4
Teacher 45	4	4	4	3	4	2	4	2
Teacher 46	4	3	2	2	2	2	2	1
Teacher 47	4	3	5	4		2	5	3
Teacher 48	4	5	2		4	4		3
Teacher 49	5	4	2	4	4	1	5	2
Teacher 50	3	3	2	4	4	3	4	2
Teacher 51	3	3	2	3	4	2	3	3
Teacher 52	4	2	2	2	2	2	4	2
Teacher 53	4	2	2	2	4	2	3	4
Teacher 54	5	4	4	5	5	2	3	5
Teacher 55	4	4	4	2	4	4	4	5

	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Teacher 1	3	4	3	3	2	1	2	2	3	2	2	2
Teacher 2	5	4	4	1	2	1	2	3	3	2	1	1
Teacher 3	3	2	2	3	3	1	1	1	2	2	1	1
Teacher 4	2	5	5	3	2	1	1	2	2	4	1	1
Teacher 5	4	3	4	4	3	2	4	4	3	1	5	2
Teacher 6	3	4	3	4	2	1		2	3	2	2	1
Teacher 7	5	5	2	5	4	1	1	1	2	2	1	2
Teacher 8	5	4	4	2	4	3	4	1	3	2	5	2
Teacher 9	4	4	4	4	3	2	4	2	4	3	2	2
Teacher 10	2	3	5	5	2	2	2	1	3	3	1	2
Teacher 11	4	4	4	4	3	2	2	2	3	2	3	2
Teacher 12	4	4	2	4	2	1	1		2	2	4	4
Teacher 13	2	3	5	5	2	1	4	2	4	2	4	2
Teacher 14	2	4	4	2	2	1	2	4	3	4	1	1
Teacher 15	3	2	3	4	1	2	3	3	4	4	1	1
Teacher 16	3	4	2	4	4	1	1		1		4	1
Teacher 17	4	3	3	3	4	3	4	2	4	2	2	2
Teacher 18	3	4	2	4	2	2	4	3	2	2	2	2
Teacher 19	3	4	4	4	2	2	2	2	3	4	2	2
Teacher 20	4	4	5	5	4	2	2	3	2	3	1	2
Teacher 21	2	5	4	3	2	4	2	2	3		3	2
Teacher 22	2	3	3	4	2	2	4	2	3	3	3	3
Teacher 23	4	5	4	2	3	1	1	1	3	2	2	2
Teacher 24	2	3	4	2	3	2	2	2	2	1	3	1
Teacher 25	4	4	4	2	1	1	2	1	1	2	3	1
Teacher 26	3	4	5	4	2	1	1	1	3	4	1	1
Teacher 27	2	2	2	2	2	4	2	2	3	2	4	2
Teacher 28	2	4	5	2	2	2	2	1	3	3	1	2
Teacher 29	5	4	4	3	3	2	2	2	4	1	2	2
Teacher 30	3	4	3	3	3	2	2	1	3	1	2	1
Teacher 31	4	4	4	4	2	2	4	2	4	2	4	2
Teacher 32	4	4	2	4	2	1	2	1		1	1	1
Teacher 33	4	4	3	4		1	1	1	3	1	2	1
Teacher 34	5	3	2	1	3	4	5	3	3	4	3	2
Teacher 35	2	4	4	4	4	2	4	4	2	4	2	2
Teacher 36	3	4	3	3	2	1		2	3	2	4	2
Teacher 37	3	3	3	2	3	1	1	1	1	2	3	1
Teacher 38	2	5	5	3	5	2	2	2	4	1	1	1
Teacher 39	1	4	5	5	5	2	3	4	4	3	1	3
Teacher 40	3	3	3	4	2	1	3	2	3	5	2	1
Teacher 41	1	5	5	2	2	2	2	2	3	4	2	2
Teacher 42	2	4	4	5	3	1	2	2	3	2	2	2
Teacher 43	4	4	4	4	4	2	4	3	4	2		2
Teacher 44	2	4	3	2	2	1	2	4	4	2	1	2
Teacher 45	3	4	4	4	2	2	4	4	3	4	2	4
Teacher 46	2	2	2	2	2	2	2	2	2	2		2
Teacher 47	5	1	2	4	2	2	5	2		1	4	2
Teacher 48	4		4	4	2	2	4	4	3	4	2	2
Teacher 49	2	5	4	5	1	1	2	1	3	1	1	1
Teacher 50	4	3	2	2	3	2	3	4	3	1	1	1
Teacher 51	2	5	2	4	2	1	1	1	3	1	1	1
Teacher 52	2	2	2	2	2	2	4	2	2	2	1	1
Teacher 53	2	2	2	4	4	2	2	2	2	4	2	2
Teacher 54	4	4	4	4	5	1	2	2	4	4	2	2
Teacher 55	5	4	2	2	2	1	2	2	4	4	1	2





	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
Teacher 1	3	3	3	1	4	2	4	5	2	3	4	3
Teacher 2	2	2	2	1	3	4	5	4	4	5	4	4
Teacher 3	4	3	1	2	5	3	4	4	3	5	4	2
Teacher 4	5	5	3	4	4	1	5	5	3	5	5	3
Teacher 5	4	1	4	1	4	4	4	3	2	5	4	4
Teacher 6	2	3	2	1	3	2	4	3	3	4	4	3
Teacher 7	2	3	2	1	2	2	4	4	1	5	5	1
Teacher 8	1	1	3	1	4	3	2	3	2	4	4	1
Teacher 9	4	2	2	1	4	1	4	4	1	5	4	3
Teacher 10	4	3	2	3	4	2	4	4	2	4	4	4
Teacher 11	3	2	2	1	3	2	3	3	4	4	3	3
Teacher 12	2	2	2	1	4	3	2	4	4	4		1
Teacher 13	3	3	1	1	5	2	4	4	2	5	4	2
Teacher 14	4	2	2	1	3	2	5	5	2	5	4	2
Teacher 15	4	4	3	1	4	2	2	4	4	5	5	2
Teacher 16	2	1	2	1	5	1	4	5	2	5	2	2
Teacher 17	4	3	3	1	4	4	3	4	2	4	3	3
Teacher 18	3	3	4	2	4	4	4	4	4	4	4	3
Teacher 19	3		2	1	4	2	4	4	2	4	4	2
Teacher 20	2	2	1	1	3	3	3	3	5	4	3	3
Teacher 21	2	2	4	1	4	2	3	4	3	4	3	2
Teacher 22	3	2	3	2	3	3	3	4	3	4	4	4
Teacher 23	2	2	3	2	1	4	1	1	3	4	5	2
Teacher 24	2	5	2	1	5	1	4	4	2	5	5	1
Teacher 25	1	2	2	1	2	3	3	2	2	5	5	2
Teacher 26	3	2	3	2	4	2	3	4	2	4	4	1
Teacher 27	5	5	2	1	5	5	4	5	1	5	4	1
Teacher 28	3	2	2	1	2	3	4	4	3	4	3	2
Teacher 29	4	3	2	1	2	2	3	3	2	5	4	1
Teacher 30	2	2	2	2	4	2	4	4	4	4	4	1
Teacher 31	3	2	4	2	4	2	4	4	4	4	4	2
Teacher 32	1	1	3	1	4	1	4	4	3	4	4	2
Teacher 33	4	3	2	1	2	1	4	4	2	4	5	2
Teacher 34	2	4	4	3	2	4	4	2	5	4	3	2
Teacher 35	4	2	2	2	4	4	4	3	3	5	5	2
Teacher 36	4	3	1	1	4	1	4	4	2	5	5	2
Teacher 37	1	1	4	1	5	4	3	5	2	5	5	1
Teacher 38	5	3	1	1	4	2	5	5	4	5	4	1
Teacher 39	1	1	5	2	3	2	3	3	2	3	3	3
Teacher 40	3	2	2	1	3	1	4	3	1	5	2	1
Teacher 41	5	4	3	1	3	3	4	4	2	4		2
Teacher 42	5	2	2	1	3	2	4	3	4	5	3	1
Teacher 43	2	2	4	1	4	4	3	4	2	4	3	2
Teacher 44	3	3	2	1	4	2	4	3	3	4	5	3
Teacher 45	4	4	3	1	2	3	3	2	4	4	4	4
Teacher 46	2	2	2		3	2	3	4	5	3	3	3
Teacher 47	4	1	5	3	4	2	2	2	2	5	1	2
Teacher 48	4	2			4	3	4	4		4	4	4
Teacher 49	5	2	1	1	2	2	4	4	2	5	5	4
Teacher 50	4	1	2	2	3	3	2	4	3	4	3	2
Teacher 51	3	3	3	1	4	2	4	4	4	5	4	2
Teacher 52	4	2	2	1	4		4	2	2	4	4	2
Teacher 53	2	2	2	1	4	2	4	4	2	4	5	2
Teacher 54	4	3	2	4	4	3	5	4	2	4	4	4
Teacher 55	2	2	2	1	4	2	4	4	2	2	4	2



	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40
Teacher 1	5	2	3	2	5	3	4	3
Teacher 2	5	3	2	2	5	4	5	1
Teacher 3	5	2	1	3	4	3	4	2
Teacher 4	5	3	1	3	3	3	5	5
Teacher 5	5	2	2	2	4		4	4
Teacher 6	5	2	2	2	3	4	4	3
Teacher 7	5	3	1	1	3	3	5	5
Teacher 8	2	1	1	2	3	5	5	3
Teacher 9	5	3	2	2	4	2	4	3
Teacher 10	5	3	2	3	4	4	5	5
Teacher 11	4	4	2	2	4	2	5	1
Teacher 12	4	2	2	4	4	2	4	2
Teacher 13	5	3	2	2	5	2	5	2
Teacher 14	5	3	1	3	4	3	5	2
Teacher 15	5	4	2	2	3	2	4	3
Teacher 16	5	2	1		5	1	5	5
Teacher 17	3	2	1	2	4	3	4	4
Teacher 18	5	4	2	2	4	4	5	5
Teacher 19	4	3	2	2	4	4	4	3
Teacher 20	3	2	2	3	4	3	3	2
Teacher 21	4	3	2	2	3	3	4	4
Teacher 22	4	3	1	3	4	3	5	3
Teacher 23	5	2	1	1	4	3	4	4
Teacher 24	5	1	1	1	5	3	4	3
Teacher 25	4	3	1	3	2	3	3	2
Teacher 26	4	3	1	2	4	3	3	3
Teacher 27	5	2	1	2	3	2	5	4
Teacher 28	4	3	1	2	4	4	3	3
Teacher 29	5	3	1	2	3	2	4	2
Teacher 30	5	2	2	5	5		4	2
Teacher 31	4	4	2	2	4	4	4	4
Teacher 32	5	1	1	1	5	2		3
Teacher 33	4	3	2	3	3	3	3	3
Teacher 34	4	3	3	4	4	2	2	2
Teacher 35	5	4	2	3	4	4	4	2
Teacher 36	5	3	1	2	4	4	5	5
Teacher 37	4	4	1	3	4	1	5	4
Teacher 38	5	5	1	4	5	4	5	
Teacher 39	3	3	3	3	3	3	3	3
Teacher 40	5	5	2	2	2	2	4	4
Teacher 41	4	2	2		4	4	4	3
Teacher 42	5	5	1	2	3	1	3	1
Teacher 43	4	2	2	2	4	3	4	3
Teacher 44	4	3	1	3	2	4	4	4
Teacher 45	4	3	2	2	4	4	4	3
Teacher 46	3	3	3	3	3	3	3	3
Teacher 47	5	2	1	2	4	5	5	2
Teacher 48	4	4	2	2	4	2	4	
Teacher 49	5	2	1	2	5	3	4	2
Teacher 50	4	3	2	3	3	4	4	2
Teacher 51	5	2	1	2	5	2	4	2
Teacher 52	5		1	1	4	2	4	2
Teacher 53	4	4	2	2	4	2	4	3
Teacher 54	5	2	1	2	4	4	5	4
Teacher 55	5	4	2		3	2	4	4

