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Teachers' changing roles and their self-evaluation regarding roles expected of them by the renewed curricula

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Abstract

The purpose of this study was to identify changing roles of elementary education teachers' and their evaluations on these roles. Results showed that, although many of the teachers know about the properties that teachers must have, they also know that they are unable to participate these behaviours in class. In addition to this, teachers' opinions about this subject do not differ according to school last graduated, seniority and grade level of instruction.
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1. Introduction

It is known that three main elements of instruction process, student, teacher and curriculum, are the most important cases which guide and shape instruction process. The quality of education depends on the harmonious and qualified relationship among these there elements. The teacher has the highest influential power on the students and curriculum among these elements. As the quality of the teacher increases, the quality of education and therefore the quality of the student which is the product of the process that increases (Sünbül, 2001).

No matter how qualified the program desings are, it is impossible to expect efficient products at the end of the instruction process unless the teacher has the appropriate qualities. Teachers, who are the most significant elements of the education system, who put the education policy of the goverment into action and who effect the education policy with their applications (Çoban, 1998) are the most important representatives of the human power at school (Kaptan & Korkmaz). The teachers are supposed to carry out their duties successfully in accordance with the requirements of the era to be able to reach the determined objectives of our education system. In other words, the quality of instruction process relies on the qualities of the teachers, who direct and guide his process (Çubukçu, 1998).

Especially, the theories and the research result in the field of program developing, point out that the teacher roles in the instruction process have changed. Teachers not only lecture, convey information, apply tests and give

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constructivist teacher is like a north star, he never tells the student where to go but he helps him/her to find his/her way (Brooks ve Brooks, 1999).

The change in understanding of education, the changes in the roles of the students and the teachers according to the contemporary education approaches and the changes in the quality of the individual demanded by the era required the renewal of elemantary school programs. With these reasons The National Education Ministry has renewed the elementary school 1st-5th grades instruction programs depending on the constructivist understanding and has decided on its application in elemantary schools dating from 2005-2006 education year (Özdaş, Tanışlı, Kose ve Kılıç, 2005). For the education program that is based on constructivist learning to be successful, the teachers that will apply this program should have some characteristics as a result of this understanding. For this reason, it is accepted as a necessity to determine the knowledge and skill level of teachers appropriate for the main philosophy of the program.

1.1. Purpose of the study

The main purpose of this research is to determine the changing roles of the teachers and their self-evaluation regarding these roles. In the scope of this main purpose, the sub-problems of the research are in the following:

What are the opinions of the teachers about the characteristics expected of them in terms of the changing roles of the teachers and their self-evaluation regarding these characteristics?

Is there a meaningful difference between their opinions regarding the characteristics expected of them in terms of the changing teacher roles and their opinions about their self-evaluation regarding these characteristics?

Is there a meaningful difference between the opinions of teachers about the characteristics expected of them in terms of the changing roles of the teachers and their self-evaluation regarding these characteristics in terms of the last school of graduated, seniority, and grade level of instruction?

2. Method

A descriptive qualified scanning model was used in this research done for the aim of the evaluation of changing teacher roles by teachers and the self-evaluation of teachers in terms of these roles.

2.1. Scope and sample

The number of students and teachers belonging to the central municipalities of Ankara in 2004-2005 education year was obtained from NEM Head Department of Statistics. A list of the Mathematic-Turkish achievement scores ranked according to the OKS (Secondary Shool Examination) was taken as basis in order to determine the higher, middle and lower school groups in the scope of the research. The mean scores and the standart deviation of the schools were used in the determination of higher, middle and lower school groups from this ranked list. The schools with a +1 standart deviation over the mean score were identified as "higher" level; the schools with a standart deviation between +1 and -1 over/below the mean score were identified as "middle" level; the schools with a -1 standart deviation below the mean score were identified as "lower" level. In the determination of the scope, "the principle of the sample is representation of the scope" was taken as a basis and the developed data gathering instrument was applied to 160 teachers. The personal information about the teachers in the sample group is presented in Table 1.

Table 1. The information about the sample

		f	%
School Level	Higher	38	23.8
	Middle	79	49.4
	Lower	43	26.9
	Total	160	100
The Last School Graduation	Education Faculty	46	28.8
	Education Institution/Teaching School	53	33.1
	The Others	61	38.1
	Total	160	100
Seniority	0-10 year	25	15.6
	11-20 year	50	31.3
	20 and above	85	53.1
	Total	160	100

2.2. The development of the data gathering instrument

A questionnaire was used in gathering the opinions of teachers about the changing teacher roles and their self-evaluation about these roles.

The questionnoire consisted of two section. In the first section, there were items that questioned the personel irformation of the participants. In the second section, there were 31 items that aimed to determine the teachers' opinions on the main dimension of learning situations, "Introduction", "Development", and "Conclusion" regarding the features that teachers should have in terms of the changing teacher roles and their self-evaluation according to these features. The teachers were asked to mark their opinions about the characteristics expected of them in terms of the changing teacher roles in the column A and their self-evaluation according to these characteristics in column B. A ranking scale consisting of items as 1 "Not Necessary", 2 "Partially Necessary", 3 "Necessary", 4 "Highly Necessary", 5 "Completely Necessary" in column A and items as 1 "I never do", 2 "I do sometimes", 3 "I do", 4 "I often do", and 5 "I always do" in column B was included.

The items that would reflect the participant opinions were developed scanning the roles and duties of the teachers in the learning-teaching process according to the contemprorary educational approaches. The experts' views were taken and the questionnaire form was developed according to these views in order to ensure the content validity. The draft of the questionnaire was applied to 107 elemantary school teachers in order to ensure the reliability. The Cronbach Alfa iner-consistency reliability of the instrument regarding the changing roles of the changing teachers was found as .97 and the item-test correlation presenting the validity of the items was found between 0.57 (for 15th item) and 0.75 (for he 25th item). The cronbach alfa iner-consistency related with the self-evaluation of the teachers in terms of these roles was found .98 and the item-test correlation displaying the validity of the items was found between 0.73 (for he 27th item) and 0.86 (for the 13th item).

2.3. The gathering and interpretation of data

The developed questionnaire form was applied to the teachers in the determined sample group at the end of 2006-2007 education year. As the questionnaires were handed out and gathered by the researcher himself and as they were also applied under the supervision of the school administration, all the questionnaires were taken back and there was no data loss.

The data were analyzed using SPSS 12.0 package program. The data gathered from the questionnaire regarding the changing teacher roles and teachers' self-evaluation about these were organized in a table calculating the percentile and frequency values and in the interpretation of this table the lowest and the highest values were taken into consideration the meaningfulness of the difference between the teachers' opinions about the characteristics that teachers should have and their self-evaluation about these characteristics was tested through "paired t-test". The one-way variance analysis was used in order to determine whether the difference between the teachers' opinions about the characteristics that teachers should have and their self-evaluation according to these characteristics was meaninful or not in terms of the last school of graduation, seniority and the grade level of instruction. The data obtained were interpreted organizing the variables into table and, .05 meaningfulness level was taken as acriterion in the interpretation of the meaningfulness of the difference.

3. Findings and Interpretation

The findings gathered were organized in a table and interpreted in terms of the sub-problems of the research.

The views of the participant teachers related with the characteristics that teachers should have in terms of the changing teacher roles and their self-evaluation according to these characteristics are presented in Table 2.

Table 2. The teacher views about the characteristics that teachers should have in terms of the changing
teacher roles and their self-evaluation according to these characteristics

Dimension	Items		Required Features								Evaluation							
			1	2	3	4	5	Tot.	X	SS	1	2	3	4	5	Tot.	X	SS
Introduction	Taking the students' attention on the objective behaviours and subject	f	-	1	8	19	132	160	4.76	.56	6	3	41	48	62	160	3.98	1.03
		%	-	.6	5	11.9	82.5	100			3.8	1.9	25.6	30	38.8	100		
	Informing students about the things they will learn in the lesson	f	-	1	7	25	127	160	4.73	.56	5	8	39	49	59	160	3.93	1.04
		%	-	.6	4.4	15.6	79.4	100			3.1	5	24.4	30.6	36.9	100		
	Motivating students to learn by telling them how they will make use of what they learn	f	-	-	7	34	119	160	4.70	.54	5	7	47	52	49	160	3.83	1.01
		%	-	-	4.4	21.3	74.4	100			3.1	4.4	29.4	32.5	30.6	100		
	Reminding the students of the pre-learning behaviours for the new learning and eliminating the lack in the introduction behav.	f	-	1	7	37	115	160	4.66	.59	4	8	41	63	44	160	3.84	.96
		%	-	.6	4.4	23.1	71.9	100			2.5	5	25.6	39.4	27.5	100		
Development	Taking the interests and needs of students as a basis in carrying out the lesson	f	-	-	5	37	118	160	4.70	.52	3	10	48	60	39	160	3.76	.95
		%	-	-	3.1	23.1	73.8	100			1.9	6.3	30	37.5	24.4	100		
	Using clear and understandable expressions appropriate for the level of the students	f	-	-	4	18	138	160	4.83	.43	4	15	32	38	71	160	3.98	1.11
		%	-	-	2.5	11.3	86.3	100			4.5	9.4	20	23.8	44.4	100		
	Ensuring the active participation of students into the lesson (using appropriate method-technique and materials)	f	-	-	3	40	117	160	4.71	.49	2	12	46	47	53	160	3.85	1.00
		%	-	-	1.9	25	73.1	100			1.3	7.5	28.8	29.9	33.1	100		
	Giving appropriate stimulators following the behaviour (clue, reinforcing, feedback, correction)	f	-	2	3	41	114	160	4.66	.57	3	16	39	52	50	160	3.81	1.04
		%	-	1.3	1.9	25.6	71.3	100			1.9	10	24.4	32.5	31.3	100		
	Guiding students in their development of problem solving and giving decision	f	-	-	5	28	127	160	4.76	.49	7	11	36	53	53	160	3.83	1.09
		%	-	-	3.1	17.5	79.4	100			4.4	6.9	22.5	31.1	31.1	100		
	Creating a democratic class environment	f	-	1	4	28	127	160	4.75	.52	4	13	35	47	61	160	3.92	1.07
		%	-	.6	2.5	17.5	79.4	100			2.5	8.1	21.9	29.4	38.1	100		
	Keeping alive the students' interest till the end of student	f	-	-	6	31	123	160	4.73	.52	1	14	45	66	34	160	3.73	.91
		%	-	-	3.8	19.4	76.9	100			.6	8.8	28.1	41.3	21.3	100		
	Guiding students to discovery learning and active learning instead of conveying information	f	-	-	4	38	118	160	4.71	.50	4	12	44	64	36	160	3.72	.97
		%	-	-	2.5	23.8	73.8	100			2.5	7.5	27.5	40	22.5	100		
	Guiding students in relating the learnt thing with the other lessons and daily life	f	-	-	5	36	119	160	4.71	.51	3	14	49	45	49	160	3.76	1.04
		%	-	-	3.1	22.5	74.4	100			1.9	8.8	30.6	28.1	30.6	100		
	Arranging the learning environment in a way that will address to as many senses as possible	f	-	-	9	32	119	160	4.68	.57	3	13	58	54	32	160	3.61	.95
		%	-	-	5.6	20	74.4	100			1.9	8.1	36.3	33.8	20	100		
	Directing questions that will lead students to discover the relations, to think and to interpret.	f	-	2	4	38	116	160	4.67	.58	5	15	46	43	51	160	3.75	1.09
		%	-	1.3	2.5	23.8	72.5	100			3.1	9.4	28.8	26.9	31.9	100		

Table 2

Dimension	Items		Required Features								Evaluation						
			1	2	3	4	5	Top	Ort	SS	1	2	3	4	5	Top	Ort	SS
Development	Including activities that will assist the thinking styles of students (critical, creative thinking).	f	-	1	8	31	120	160	4.68	.59	3	18	47	54	38	160	3.66	1.02
		%	-	.6	5	19.4	75	100			1.9	11.3	29.4	33.8	23.8	100		
	Pooling cooperation based activities.	f	-	-	11	35	114	160	4.64	.60	3	15	53	53	36	160	3.65	.99
		%	-	-	6.9	21.9	71.3	100			1.9	9.4	31.3	31.3	22.5	100		
	Arranging the appropriate environments for he development of positive attitudes towards the lesson and learning	f	-	1	8	39	112	160	4.63	.60	3	21	34	71	31	160	3.66	.99
		%	-	.6	5	24.4	70	100			1.9	13.1	21.3	44.4	19.4	100		
	Arranging environments that ensure learning how to learn	f	-	2	7	32	119	160	4.67	.61	3	11	52	67	27	160	3.65	.90
		%	-	1.3	4.4	20	74.4	100			1.9	6.9	32.5	41.9	16.9	100		
	Providing opportunities for he learners to be successful	f	-	1	6	34	119	160	4.69	.57	3	8	45	59	45	160	3.84	.95
		%	-	.6	3.8	21.3	74.4	100			1.9	5	28.1	36.9	28.1	100		
	Arranging environments where sensible inferences and generalizations will be done	f	-	-	6	41	113	160	4.66	.54	3	14	37	63	43	160	3.80	.99
		%	-	-	3.8	25.6	70.6	100			1.9	8.8	23.1	39.4	26.9	100		
	Encouraging students to make use of the various sources, in addition to the lesson books	f	-	-	7	42	111	160	4.65	.56	3	14	40	47	56	160	3.86	1.05
		%	-	-	4.4	26.3	69.4	100			1.9	8.8	25	29.4	35	100		
	Choosing examples, activities and questions from the near surroundings	f	-	-	7	32	121	160	4.71	.54	5	14	34	48	59	160	3.88	1.09
		%	-	-	4.4	20	76.5	100			3.1	8.8	21.3	30	36.9	100		
	Guiding the development of problem solving skills	f	-	-	7	28	125	160	4.73	.53	5	15	32	46	62	160	3.90	1.11
		%	-	-	4.4	17.5	78.1	100			3.1	9.4	20	28.8	38.8	100		
	Accepting the evaluation as a component of the instruction	f	-	1	7	29	123	160	4.71	.57	2	11	42	48	57	160	3.91	1.00
		%	-	.6	4.4	18.1	76.9	100			1.3	6.9	26.3	30	35.6	100		
	Using research projects	f	-	-	5	43	112	160	4.66	.53	3	10	48	55	44	160	3.79	.97
		%	-	-	3.1	26.9	70	100			1.9	6.3	30	34.4	27.5	100		
Conclusion	Providing opportunities for students to evaluate themselves and each other	f	-	-	8	48	104	160	4.60	.58	1	11	50	67	31	160	3.72	.87
		%	-	-	5	30	65	100			.6	6.9	31.3	41.9	19.4	100		
	Summarizing the subject stressing on the main and assisting the points	f	-	-	5	39	116	160	4.69	.52	2	16	31	52	59	160	3.93	1.03
		%	-	-	3.1	24.4	72.5	100			1.3	10	19.4	32.5	36.9	100		
	Giving opportunities to students to reflect themselves	f	-	-	4	28	128	160	4.77	.47	4	9	40	52	55	160	3.90	1.02
		%	-	-	2.5	17.5	80	100			2.5	5.6	25	32.5	34.4	100		
	Detecting the deficiency in the learning and removing them	f	-	-	6	35	119	160	4.70	.53	1	16	36	57	50	160	3.86	.99
		%	-	-	3.8	21.9	74.4	100			.6	10	22.5	35.6	31.3	100		
	Giving suggestions related with the following lesson	f	-	-	10	41	109	160	4.61	.60	2	17	43	51	47	160	3.77	1.02
		%	-	-	6.3	25.6	68.1	100			1.3	10.6	26.9	31.9	29.4	100		

When the data in Table 2 are analyzed in terms of the characteristics that teachers should have related with the changing teacher roles, it is seen that most of the participant teachers evaluated the ranked characteristics as "completely necessary" and some of them regarded them as "highly necessary". None of these characteristics were marked as "not necessary" by the teachers. It is seen that the following expressions were most frequently chosen by teachers as "completely necessary": "Taking the attention of the students to the objective behaviours and lesson" in the introduction dimension (% 82.5); "Using clear and understandable expressions appropriate for the students' level" in the lesson development dimension (86.3); and "Providing opportunities for the students to reflect themselves" in the conclusion dimension (%80).

When the data in the same table are examined in terms of the teachers' self-evaluation, it is seen that while the characteristics that teacher should have gathered around a specific point, the frequency of the performance of these behaviours by the teachers displayed a distribution. The gathered data showed that most of the teachers "do", "often do" or "always do" these behaviours as well as they stated that some of them "never do" or "partially do" these behaviours. When the gathered findings are analyzed, it is seen that the following expressions were most frequently marked by teachers as "do always"; "Taking students' attention to the objective behaviours and subject" in the instruction dimension (%38.8); "Using clear and understandable expressions appropriate for the students' level" in the lesson development dimension (%44.4); and "Summarizing the subject, stressing on the main and assisting points" in the conclusion dimension (36.9).

The findings belonging to the comparison of the teachers' opinions about the characteristics that teachers should have in terms of the changing teacher roles and their views about their self-evaluation are presented in Table 3.

Table 3. The comparison of the teachers' opinions about the characteristics that teachers should have in terms of the changing teacher roles and their views about their self-evaluation

		N	X	SS	df	t	p
Introduction	Required Characteristics		18.86	1.82		11.01	.00*
	Evaluation		15.58	3.71			
Development	Required Characteristics	160	103.45	8.61	159	13.51	.00*
	Evaluation		83.42	18.51			
Conclusion	Required Characteristics		23.39	2.11		11.74	.00*
	Evaluation		19.21	4.31			

*p<.05

When the Table 3 is analyzed, there found a meaningful difference at a level of .05 between the teachers' opinions' about the characteristics that teachers should have regarding the changing teacher roles and their opinions about their self-evaluation in all the dimension of introduction, development and conclusion.

The main score gathered from these three dimensions and the meaningfulness of the differences among these mean scores can be interpreted as an evidence for the fact that teachers didn't find themselves sufficient in terms of the changing teacher roles.

The findings related with the comparison of teachers' opinions about the characteristics that teachers should have in terms of the changing teacher roles and their views about their self-evaluation according to the variables (school level, last school of graduation, seniority and grade level of instruction) are presented in Table 4.

Table 4. The comparison of teachers' opinions about the characteristics that teachers' should have in terms of the changing teacher roles and their views about their self-evaluation according to the variables

			Source	Squre Total	Df	Squre Averages	F	p
School Level	Required Characteristics	Introduction	Between groups	6.429	2	3.215	.966	.38
			Within groups	522.546	157	3.328		
			Total	528.975	159			
		Development	Between groups	214.669	2	107.334	1.453	.23
			Within groups	11596.931	157	73.866		
			Total	11811.600	159			
		Conclusion	Between groups	11.645	2	5.822	1.309	.27
			Within groups	698.549	157	4.449		
			Total	710.194	159			
	Evaluation	Introduction	Between groups	66.394	2	33.197	2.456	.08
			Within groups	2122.381	157	13.518		
			Total	2188.775	159			
		Development	Between groups	1483.439	2	741.719	2.197	.11
			Within groups	53001.661	157	337.590		
			Total	54485.100	159			
		Conclusion	Between groups	123.436	2	61.718	3.422	.06
			Within groups	2831.339	157	18.034		
			Total	2954.775	159			
The Last School Graduation	Required Characteristics	Introduction	Between groups	7.480	2	3.740	1.126	.32
			Within groups	521.495	157	3.322		
			Total	528.975	159			
		Development	Between groups	129.386	2	64.693	.869	.42
			Within groups	11682.214	157	74.409		
			Total	11811.600	159			
		Conclusion	Between groups	12.834	2	6.417	1.445	.23
			Within groups	697.359	157	4.442		
			Total	710.194	159			
	Evaluation	Introduction	Between groups	16.988	2	8.494	.614	.54
			Within groups	2171.787	157	13.883		
			Total	2188.775	159			
		Development	Between groups	1295.578	2	647.789	1.912	.15
			Within groups	53189.522	157	338.787		
			Total	54485.100	159			
		Conclusion	Between groups	40.641	2	20.320	1.095	.33
			Within groups	2914.134	157	18.561		
			Total	2954.775	159			

*$p<.05$

Table 4-

			Source	Squre Total	df	Squre Averages	F	p
Seniority	Required Characteristics	Introduction	Between groups	18.043	2	9.022	2.772	.06
			Within groups	510.962	157	3.254		
			Total	528.975	159			
		Development	Between groups	203.774	2	101.887	1.378	.25
			Within groups	11607.826	157	73.935		
			Total	11811.600	159			
		Conclusion	Between groups	10.866	2	5.433	1.220	.29
			Within groups	699.328	157	4.454		
			Total	710.194	159			
	Evaluation	Introduction	Between groups	59.001	2	29.500	2.175	.11
			Within groups	2129.774	157	13.565		
			Total	2188.775	159			
		Development	Between groups	1207.828	2	603.914	1.780	.17
			Within groups	53277.272	157	339.346		
			Total	54485.100	159			
		Conclusion	Between groups	57.147	2	28.571	1.548	.21
			Within groups	2897.633	157	18.456		
			Total	2954.775	159			
The Grade Level of Instruction	Required Characteristics	Introduction	Between groups	8.132	2	4.066	1.226	.29
			Within groups	520.843	157	3.317		
			Total	528.975	159			
		Development	Between groups	285.890	2	142.945	1.947	.14
			Within groups	11525.710	157	73.412		
			Total	11811.600	159			
		Conclusion	Between groups	16.554	2	8.277	1.873	.15
			Within groups	693.640	157	4.418		
			Total	710.194	159			
	Evaluation	Introduction	Between groups	26.757	2	13.379	.972	.38
			Within groups	2162.018	157	13.771		
			Total	2188.775	159			
		Development	Between groups	1180.813	2	590.406	1.739	.17
			Within groups	53304.287	157	339.518		
			Total	54485.100	159			
		Conclusion	Between groups	49.349	2	24.675	1.333	.26
			Within groups	2905.426	157	28.506		
			Total	2954.775	159			

*p<.05

When Table 4 is analyzed, no meaningful difference at a level at .05 is seen between the teachers' opinions the characteristics that teachers should have in terms of the changing teacher roles and their views about their self-evaluation according to school level, last school of graduation, seniority and grade level of instruction in all there dimensions. It is understood from the findings gathered that the school level, the last school of graduation, seniority

and grade level of instruction have no effect on the teachers' opinions about the characteristics that teachers should have in terms of the changing teacher roles and their views about their self-evaluations.

4. Conclusion and Suggestions

The findings obtained from this research demonstrate that most of the participant teachers evaluated the stated expressions about the characteristics that tachers should have as "completely necessary" and some of them evaluated these expressions as "highly necessary"; however, they don't do these behaviors often enough themselves. It is one of the findings of the research that the views of the teachers about this matter don't differ in terms of school level, last school of graduation, seniority, grade level of insruction.

The most important result put forward by the findings of the research is that although most of the teachers are aware of the characteristics that teachers should have in terms of the changing teacher roles, they are insufficient in performing these behaviors in class environment. This result gained from the research has a consistency with the findings obtained from similar researches. Similar findings were gained from a research carried out by Topbaş (1998). In this research which investigated the performance level of the ideal teacher behaviors by classroom teachers in Elementary School 4th and 5th grade mathematics instruction, it is observed that teachers always and often perform those behaviors in the preparation, intruduction, lesson developmet and evaluation stages. It is concluded that the performance level of the behaviors during preparation and evaluation stages has a reverse proportion witheducation, but a positive proportion with experience. In the research done by Gözütok (2005) et all for the aim evaluating the new elementary school programme. Whose trial application was carried out in the 2004-2005 education year, in terms of the teacher qualities, it was concluded that although the teachers regarded themselves as sufficient at many subjects according to their answers in the questionnaire related with their evaluation of the application of the programme, they were indeed insufficient in organizing a learning-teaching process appropriate for the contructivist understanding, preparing material and activities, planning and applying the instruction according to the new programme when the data gathered from the observation was looked through. Yaşar, Gültekin and Türkkan (2005) carried out a research for the aim of determination of the readiness level and education needs of the classroom teachers relates with the practice of the elementary school programmes that were supposed to be applied dating from the 2005-2006 education year. In this research, it was concluded teachers were in a "complete" education need of the behaviors, content and teaching-learning process dimensions of the programme and they were in an education need related with the teaching tecnologies and material development dimension and assessment dimension. In the study conducted by Şahan (2007) under the name of "The Evaluation of Elementary School 3rd Grade Mathematics Curriculum", it is found out that the teachers thought of themselves that they had the required charactetistics in terms of the dimensions of the programme to a certain degree; however, they had some deficiencies in having those qualities. Morever, another finding of this research is that the achievement of the students in matematics lesson depended on both the teaching skills of the teacher and the mathematics skill of the student (Keif, M.G. and Bop R. S. , 1996).

The success of the designed programmes depends on teachers' knowing the programme well and their having the knowledge and skills required by the programme. Because of this reason, before the application of the designed programmes, the teachers should go through a serious and comprehensive in-service education process for the acquisition of knowledge and skills necessary for the application. In this process, the main philosophy and understanding of the programme and, in parallel to this, the changing roles of teachers should be given priority. Otherwise, it is inevitable that the renewed programmes will remain just as a published material and although the programme has been changed, if there happen no change in the learning environments and learning products, the renewed programmes will result in failure.

It shouldn't be forgotten that if the instruction programme prepared by the experts in the framework of the suggestions of the contemporary education approaches and the scientific principles of programme development is applied by the teachers with the required qualities of the applied education process and the individuals, who are the product of this process, will thus increase.

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