

## English Teachers' Views on Important Factors and Problems of Educational Change

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**Abstract:** With recent developments, there have been so many changes in many fields. It is inevitable that educational system has also changed a lot in Turkey. In this respect, this study aims to examine the English teachers' views on the implementation stage of the educational changes. To achieve this aim, qualitative research methodology was followed. Purposeful sampling was used and 84 English teachers participated in the study. To elicit English teachers' responses about the most important factors for implementing educational change and the most common problems faced during the implementation process of educational change, two open-ended questions were directed to the participants using Google Forms document. Qualitative data collected from 84 English teachers were analysed using content analysis, and the themes and codes were categorized for each question. The findings indicated that according to the teachers, the most important factors for a successful change are leaders, teachers, students, parents, and other factors such as educational system, and facilities, etc. Most of the participants believed that being open to improvement, and interacting with one another are key to successful educational change. As for the most frequently faced problems; the inadequacy of capacity building, the lack of cooperation between teachers, principals, parents and the society; negative attitudes, and resistance to change; lack of job satisfaction and motivation; inconvenience of schools' physical conditions were noted by the participant teachers. As the most striking suggestion, change planners and policy makers should take classroom teachers' needs and expectations into consideration before determining educational changes. Further implications and suggestions were presented at the end of the study.

**Keywords:** Educational change; factors affecting successful change; problems of educational change

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### İngilizce Öğretmenlerinin Eğitimde Değişimin Önemli Faktörleri ve Problemleri üzerine Görüşleri

**Özet:** Son gelişmelerle birçok alanda birçok değişiklikler meydana geldi. Türkiye'de eğitim sisteminin de değişmesi kaçınılmaz oldu. Bu bağlamda, bu çalışma İngilizce öğretmenlerinin eğitimde değişimin uygulama aşamasına ilişkin görüşlerini incelemeyi hedeflemektedir. Bu hedefi gerçekleştirmek için, çalışmada nitel

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arařtırma yöntemi kullanılmıřtır. Çalıřmaya amaçsal örnekleme stratejisi ile seçilen 84 İngilizce öđretmeni katılmıřtır. İngilizce öđretmenlerinin eğitimde deđiřimin uygulanmasında en önemli faktörler ve eğitimde deđiřimin uygulanması sürecinde karřılařılan en yaygın sorunlara iliřkin yanıtlarını ortaya çıkarmak için katılımcılara Google Form belgesini kullanarak iki açık uçlu soru yöneltildi. 84 İngilizce öđretmeninden toplanan nitel veriler içerik analizi kullanılarak analiz edilmiř ve her soru için temalar ve kodlar kategorize edilmiřtir. Bulgular, öđretmenlere göre başarılı bir deđiřim için en önemli faktörlerin liderler, öđretmenler, öđrenciler, ebeveynler, eğitim sistemi, imkanlar vb. olduđunu göstermiřtir. Katılımcıların çođu geliřime açık olmanın ve birbirleriyle etkileřime girmenin başarılı eğitimde deđiřimin anahtarı olduđuna inanmaktadır. Kapasite geliřtirmenin yetersizliđi; öđretmenler, müdürler, ebeveynler ve toplum arasında iřbirliđi eksikliđi; olumsuz tutumlar, deđiřime karřı direnç; iř doyumunu ve motivasyon eksikliđi; okulların fiziksel kořullarının uygunsuzluđu katılan öđretmenler tarafından en sık karřılařılan sorunlar olarak belirtilmiřtir. En çarpıcı öneri olarak, deđiřim planlamacıları ve politika yapıcıların eğitimde deđiřimleri belirlemeden önce öđretmenlerin ihtiyaç ve beklentilerini de dikkate almaları gerektiđi vurgulanabilir. Çalıřmanın sonunda ek çıkarımlar ve öneriler sunulmuřtur.

**Anahtar Kelimeler:** Eğitimde deđiřim; başarılı deđiřimi etkileyen faktörler; eğitimde deđiřimin problemleri

## INTRODUCTION

In recent years, with the technological, political and economic advancements, the societies have changed dramatically. To be able to meet the demands of society which is developing dynamically, the change in educational systems becomes necessary and inevitable. The result of change in society entails the change in educational systems since the main aim of education is to develop individuals who can adapt and survive with the needs of new society. Within this dynamic process, the change of educational systems is expected to aim at making difference in the lifes of students, requiring continuous improvement and renewal (Fullan, 1985). In Turkey, there have been so many changes in the educational system. Even in 2017, the curriculum was edited, updated and applied in the first, fifth, and ninth grades. Central exams like TEOG were removed and university entrance exam was changed. Preschool education became compulsory and was piloted in 22 cities. 5th graders will have a compulsory preparatory class. In 620 different schools, this has been piloted. Another striking change was the assessment of the teachers' performance. Performance assessment system has been piloted in 12 cities in Turkey. Finally, "English language teaching programs (ELTP) in Turkey has gone through three major changes with the introduction of the 1997, 2006 and 2013 curriculum changes" (Erarslan, 2019, p. 7). Due to these recent and regular changes, teachers are now required to develop skills such as being creative, innovative, problem solver, team worker, community builder, and democratic (Hargreaves, 2009).

Educational changes are necessary and unavoidable processes as a result of the developments in educational technologies, expanding knowledge, and changing needs of the society. Aksit (2007)

proposes that to meet the challenges of today's classroom and society, it is essential that educational systems are evaluated on a regular basis, and that informed policy decisions are made based on research on the processes and outcomes of schooling. Since education is the most important thing for the country's future, educational changes require specific attention and necessitate application of various complex dimensions which also take lots of time and effort. For a successful change, all these complex dimensions and the applications should act successfully together. Fullan (2007), in his multidimensional model of innovation, defines three major components of educational change for the implementation of any policy or program as in the following: (1) change of materials (resources or technologies), (2) change of teaching approaches (strategies, methods, or activities), and (3) change of beliefs (pedagogical assumptions or educational theories). Additionally, according to Huberman (1973), change in education may occur in three ways: "Hardware", that is, additions to school equipment, such as new classrooms, teaching materials, books or playgrounds; "Software", usually in the content and range of the curriculum, or in the methods of delivery and reception; and "Interpersonal relations", changes in the roles and relationships between teachers and students, between teachers and administrators, or teachers and teachers.

For the successful implementation of educational change, Fullan (2007) explains the factors affecting educational change. Focusing on the characteristic of the change itself, he suggests that the first thing for a successful change is analyzing the need for change. Later on, clarity, quality and practicality of the program are essential parts of the change since the implementation is achievable when more people cooperatively participate in the process, comprehend the stages and benefit from it at the utmost level. Besides, reform is a result of contract among reformers, teachers, students, and parents. The teachers, the principals, parents and the students have crucial responsibilities for change. Their collaboration and support for each other are the key factors both for implementation and for successful continuation of change. Wedell (2009) clarifies the most important aspects of implementing of a large-scale educational change and emphasises the importance of behaviour and attitudes. To him, the need for and the rationale behind change is to be understood. Moreover, for school improvement and successful change, Lopez-Yanez and Sanchez-Moreno (2013) suggest four components; (1) sustainability which entails sharing, creating and applying new knowledge continuously over time and continuous innovation; (2) organizational knowledge which requires setting up the appropriate levers for a certain organizational knowledge, skills, competences and expertise of the school's members by means of trusted relationships; (3) community, the leadership and the openness, honesty, coherence of leadership; (4) capacity building, referring to schools' ability to generate the internal conditions and to build professional learning communities.

The studies above mostly focus on the interaction, leadership, and technical and psychological support for the implementers of change during the process. However, educational administrators,

teacher educators, school leaders realize a huge gap between the theory and the practice. Actually, when the success of the change is considered, what is important is not only the change itself but also the skills, values, beliefs, roles and relationships of the people who are involved in the change process. As Wedell (2009) suggests, its success depends not only on what is written but also on how people interpret and act upon what is written. Eventually, there is obviously a need to pay attention to the teachers who are implementing change in the actual state and determine the destiny of the change. Moreover, Hargreaves (1998) suggests that teachers' subjective perception of proposed changes determine the effectiveness of any reform. Therefore, for the success of educational innovations, it is vital to deal with what teachers think and do (Fullan, 1991). Although teachers are the central change agents in the implementation of educational change processes, the teachers' perceptions, demands, and feelings are ignored during the change (Han, 2011). However, for the success of educational changes, it is vital to consider the influence of teacher beliefs, needs and expectations on educational practices. Teachers' beliefs, experiences, capacities, skills and attributes are all significant variables for the achievement of educational reforms. In accordance with this, first of all, the teachers need to understand and appreciate the need and benefits of change in the current systems. One of the basic reasons for educational reforms' being unsuccessful is the teachers' failure to recognize the need for change (Greenberg & Baron, 2000). Unless the teachers feel motivated or they feel willingness for innovations, they may show resistance toward it and all the effort would become useless in the hands of teachers. Moreover, teachers' beliefs and understandings of the changes have a significant role in the implementation of reform ideas (Carless, 1998). Teachers somehow act in the classrooms based on their own beliefs of education as they continuously make judgments and decisions based on their beliefs (Fang, 1996). They tend to interpret the change process subjectively and tend to practice change from their point of view. Therefore, one of the fundamental issues for innovations to succeed is to change the traditional and old fashioned beliefs of teachers with the new ones. Furthermore, however neglected, teachers' emotions have an important role in the educational change. Leithwood (2008) also summarized affective variables such as teacher efficacy, job satisfaction, organizational commitment, stress, morale, and engagement in the profession. The emotional environment directly affects the motivation of teachers which ultimately affects the implementation of change. Lee and Yin (2010) also point out the importance of providing emotional safety for teachers in the educational reform, adding the necessity of creating emotionally safe environments for the successful implementation reform. Moreover, the capacity, knowledge and confidence of teachers are directly related to the successes they had during educational change. Therefore, the policy maker and change planners should become aware of the teachers' reality, address the needs of teachers and provide all the support and help for teachers who are the key factors in the change process. Similarly, Fullan and Hargreaves (1992) suggest that to effectively implement educational reform, teachers must influence the change with their knowledge about the current policy and research issues. Therefore, this study

aims to shed light on the English teachers' views on the successful implementation of the educational reforms in Turkey. Following research questions were addressed in the study:

**RQ1.** What are the most important factors affecting the implementation process of educational change in the views of English teachers?

**RQ2.** What are the most common problems faced during the implementation process of educational change in the views of English teachers?

## **METHOD**

### **Research Design**

To find the answers to the research questions, qualitative research methodology was followed in this descriptive study. In order to collect the data, the researcher formed a form on Google Forms and asked two open-ended questions which were basically the research questions of this study.

### **Participants**

The sampling strategy of the study is purposeful with which the researcher tries to select participants who are experienced with a specific area of interest or knowledgeable about it (Cresswell & Plano Clark, 2011). In other words, 84 English teachers participated in the study and answered two open-ended questions.

### **Data Collection and Analysis**

To elicit English teachers' responses about the most important factors for implementing educational change and the most common problems faced during the implementation process of educational change, two open-ended questions were directed to the participants using Google Forms document. Data collection process took nearly three weeks. In order to analyze the data, 84 English teachers' answers to the open-ended question were transcribed and content analysed. While analyzing the data, set of analytic activities proposed by Lune and Berg (2017) were followed in the study. At first, the collected data were made into text. Codes were derived from the data and are transformed into categorical themes. Finally, the data collection material is sorted by these categories, identifying similar phrases, patterns, and relationships. The researcher made use of "thematic units" to analyze the data (Krippendorff, 1980).

After the content analysis, 107 themes for the first question and 102 themes for the second question were derived by the researcher and an expert from the ELT department. The data were manipulated, managed and analyzed by means of Microsoft Excel. Microsoft Excel made it easy and effective to compare and successfully analyze large amounts of data (Meyer & Avery, 2009).

### **Validity and Trustworthiness**

To achieve validity and trustworthiness, the researcher utilized peer debriefing which “is the review of the data and research process by someone who is familiar with the research or the phenomenon being explored... This procedure is best used over time during the process of an entire study” (Creswell & Miller, 2000, p. 129). Two coders analyzed the data, and percent agreement was calculated to reach inter-rater reliability. The coders agreed on 93% of the themes for the first and 89% of the themes for the second question. After having discussions on their results, the coders need to change some themes and they agreed on the final version of the codes and themes.

## FINDINGS

Findings of the study are presented under each research question.

**RQ1.** What are the most important factors affecting the implementation process of educational change in the views of English teachers?

After analysing the English teachers’ views on the most important factors affecting the implementation process of an educational change, 107 themes emerged. The themes were categorized under 5 main codes. The following table shows the results of the first research question.

**Table 1.** Factors affecting the implementation process of an educational change

Important Factors	<i>f</i>	%
Leaders	41	38.31
Teachers	29	27.11
Other factors	19	17.75
Students	12	11.22
Parents	6	5.61
Total (Overlapping within 84)	107	100

### Leaders

Among 107 themes, 41 of them were about the leaders. The leaders were the minister of National Education, policy makers, provincial directors, school principals and group leaders. Of all leaders, school principals are the most important factor affecting the process of educational change in the opinions of the participant teachers. 22 of the English teachers believe that school principals should support teachers both psychologically and with resources, create collaborative work atmosphere and climate, interact with the teachers, etc. For example, Participant 62 complains that “*whenever I plan to do something new, my school principal does not allow me to do it. Thus, the principals should be open to change. It is the most important factor for me*”. Another teacher replies “*I have an English classroom which no other English teachers have in our district. Our school principal supported me with lots of resources and he respects all of us... We are all doing our best for our students...*” (P23). Ten of the participants attached importance to the contributions of policy makers. As an example, a teacher claims “*policy makers are the most important factor. They need to set group*

*goals and shape the necessary conditions for success” (P12). Six of the participants believe that minister of national education should understand the teachers’ concern and needs, and provide active support to the teachers. To illustrate, a teacher admits that “the minister of national education is now working hard to reach as many teachers as he can. He organizes conferences, activities and rewards the teachers who are carrying out projects. Therefore, his attitude and passion really motivates teachers” (P44). Two of the participants believed that provincial directors affect the change process in that they always ask the teachers to get permissions for each change they plan. Finally, a teacher points out that “our group leader (head of the English teachers) is not willing to do anything new. I cannot persuade her to do anything new. I believe she is afraid of working” (P34).*

### **Teachers**

27.11% of the themes ( $f=29$ ) were about teachers. These participants claim that teachers are the most important factors and successful educational change necessitates motivated, open-minded, effective, and committed teachers. To them, *“the teachers should join in professional learning communities. They need to participate in skill-training workshops. Those teachers are more willing for changes” (P25). In the idea of another participant, “successful educational change is only possible with teachers who are committed and open to improvement. We as teachers must feel the need for change first” (P78). Another English teacher emphasizes the importance of teachers as “if we have a say in decision making process, we will be the most powerful tool for change... we just need to be certain of our potentials” (P6). Teachers who are “building productive relations with parents” (P18) and “encouraging the engagement of students and their parents” (P27) are also important factors for successful educational change. Moreover, most of the participants are of the opinion that motivated and satisfied teachers contribute to successful change; however, lack of motivation and job satisfaction are among the problems teachers face during the implementation stage of educational changes.*

### **Other Factors**

19 out of 107 themes were about other factors such as facilities, educational system, capacity, and physical conditions. Lack of capacity and physical conditions were also mentioned as problems faced during the implementation process of educational change. An English teacher notes that *“the curriculum, the lesson hours, the exams, and many other factors; in short, the educational system should change first” (P3). Also, another participant argues that “...without necessary facilities and conditions, it is impossible to change anything...” (P38). All in all, participants are of the opinion that there are some other factors besides leaders and teachers for successful change.*

### **Students**

Another important factor was students in the opinions of 12 participants. A teacher emphasizes *“...motivated, engaged students are building blocks of school improvement” (P76). Most of the*

teachers acknowledge that they cannot make any change possible without students' motivation, engagement, and active participation. To illustrate, a participant states "...whatever I try to do is a big nonsense. You cannot teach anything to someone who doesn't want to learn even if you are the best teacher of all time" (P49). Another participant verifies this by saying "it is not the teachers who cannot teach English. It is the students who does not take any responsibilities to learn English; thus, in turn they cannot learn it" (P82). All in all, nearly 11% of the participants agree that when students are motivated to learn new things, they can be important contributors of educational changes.

### Parents

Finally, another important factor for English teachers was parents and their active involvement in the process of teaching and learning. A teacher underlines that "...also parents should have positive attitude towards change, innovation and improvement. Education starts and goes on at home. Without their support, our efforts will be useless" (P68). Few of them complain that uninterested and disrespectful parents cause them to lose their motivation.

**RQ2.** What are the most common problems faced during the implementation process of educational change in the views of English teachers?

After analyzing the English teachers' responses, five main codes emerged. The following table displays the frequency distribution of the main problems faced by English teachers.

**Table 2.** The problems faced by the teachers during the implementation process of educational change

Problems they face	<i>f</i>	%
Lack of capacity building	34	33.33
Lack of cooperation	28	27.45
Attitudes, beliefs, and resistance to change	18	17.65
Lack of job satisfaction and motivation	12	11.76
Inconvenience of schools' physical conditions	10	9.81
Total (Overlapping within 84)	102	100

### Lack of capacity building

The most frequently stated problem ( $f=34$ ) by the teachers is the lack of capacity building practices. From the point of a teacher, "most of the teachers working in Turkey are not open to any change or innovation related to their profession; hence, they rarely aim to develop themselves in terms of recent methods and techniques, technology advancements, materials or classroom management techniques" (P14). Moreover, they rarely participate in workshops, seminars or conferences; and read about their profession (P29, P55, P63) according to participant teachers' responses. Participant teachers also criticized their colleagues for not being self-confident and for not believing in the power of change. Unfortunately, "teachers are uncertain about the benefits and content of change, therefore; they are underestimating their power in change" (P42). Furthermore, "teachers need organisational



*skills, crisis management skills, creativity and technological skills as well as their professional development” (P73).*

Consequently, participants comment that for a successful change, teachers’ knowledge, skills and willingness to adapt himself or herself to reforms is essential for the implementation of educational changes. Accordingly, teachers should be open to develop themselves, analyse and keep up with the recent changes, point out the problems and make critics about their performance during change. For this aim, capacity building practices should be extended which will automatically increase their motivation as well. They conclude that most of the problems they face are due to the lack of capacity building practices.

### **Lack of cooperation**

The majority of the teachers’ responses ( $f=28$ ) have complaints about the lack of cooperation between teachers, teachers-principals, teachers-parents and students during the change implementations. Regarding the interaction and collaboration between teachers and the administrators, a teacher suggests that *“a successful educational reform is the shared result of teachers and principals working together cooperatively; otherwise, it would not be possible to reach the expected outcome”* (P36). Four of the teachers claim that they are not supported by the leaders, which gives them a sense of loneliness and insecurity. Apart from that, one of the teachers stated that *“teachers are to work with parents in a harmony and parents’ involvement should be appreciated by teachers, and school administrators and parents’ interaction should be increased”* (P70). Moreover, they consider that the students’ contribution to change should be encouraged by the teachers, since change is to be student-centred and students’ ideas, opinions should form the basis of change. From another angle, one of the teachers working in a rural part of Turkey and focusing on the teacher and school collaboration suggested that *“teachers are to be the intellectuals of the school district. They would act like a pair of compasses; one pin should represent the school district and the other should represent global values and norm”* (P2). Teachers standing as global citizens should also hold the local values and should work for the sake of social change.

### **Attitudes, beliefs, and resistance to change**

As 18 of the teachers suggest, one of the most challenging stage for the educational reform is changing the traditional beliefs and attitudes of teachers, principals, parents and students. Especially, participants express that experienced teachers tend to resist change and continue with their traditional way of teaching rather than implementing educational reforms. Teachers and principals, if they are stick to their old methods and techniques, may feel afraid of facing the new demanding station, therefore, they tend to resist change. From another point of view, in terms of teacher beliefs, another teacher claims that *“the educational changes are not for the sake of education, they hold an*

*ideological purpose which results in failure” (P43). Also, he points out that “educational changes should be objective and for the sake of education itself”.*

### **Lack of job satisfaction and motivation**

Job satisfaction and motivation of teachers are crucial for successful educational innovations. Four of the participants are of the opinion that as teachers are not satisfied with their jobs, they lack motivation; and thus are not effective in the change process. A participant teacher claims that *“teachers are respected neither by parents nor by students which lessen the esteem of their profession; also, teachers’ work is not appreciated enough neither by the principal nor by the parents” (P50). Another participant teacher says “if the teachers work where they feel psychologically and physiologically safe and see respect from the others, they tend to be more successful” (P13). Principals and parents interrupting and disturbing teachers’ motivation may result in their losing concentration and failure.*

Participant teachers believe that they never receive the right amount of appreciation from parents, students and principals. Their ideas and opinions related to change are ignored and most of the time the rule and change process have been as top-down. A teacher emphasises *“teachers should take an active role, be asked about the change and have a say in the need analysis and assessment processes” (P17). Therefore, they propose that Ministry of National Education and change planers focus on the perceptions of teachers for change.*

### **Inconvenience of schools’ physical conditions**

School’s condition is another important factor for the change and some of the teachers complain about the classroom being too crowded, materials being insufficient, technological resources being impossible to reach. Especially, in rural school districts, teachers are having difficulties that hamper them from implementing educational change. One of the other problems related to this title is the lack of budget. Three of the teachers in the study claim that educational changes in Turkey are prepared without being realistic for Turkish educational system and they are utopias when considered in Turkish classrooms. The change planners are inspired by the changes from the ones done by other countries. However, the participant teachers believe that they are not convenient for Turkish context. They insist that need analysis should be done with a careful planning and cooperation before implementing educational changes.

## **CONCLUSION, DISCUSSION AND SUGGESTIONS**

In conclusion, the results of the study underlined the key role of leaders, teachers, other factors, students and parents for the effectiveness of implementation of educational changes. Teachers’ perceptions are to be regarded as the most precious source for educational reforms. Teachers prefer leaders that focus on an environment where there is interaction, support, understanding and trust.

Additionally, Glickman, Allen, and Lunsford (1994) hope teachers have principals who encourage authentic collaboration by establishing readiness and common goals, and by modelling professional behaviour, especially by exhibiting caring, optimism, honesty, friendliness, and enthusiasm.

The study also reveals the importance of teachers and administrators' involvement in the successful implementation process of educational change. Campbell (1985) focusing on the importance of increasing professional accountability suggests greater involvement leading to greater ownership and commitment to decision making which also results in successful implementation of change. Teachers should foster cooperation among the principals, parents, students and the society. Before changing something, one must change the attitudes and beliefs towards change which is the most difficult one to do. Gustavson (1955) argues people are afraid of drastic innovations, partly because they prefer the familiar. From a different point of view, Fink and Stoll (1998) explain the reason why teacher resist change by suggesting the resistance is not stemming from their characteristics. However, they believe it stems from the pressure on the teachers caused by limited time and resources which has been found in the study to be another problem faced in the implementation process of change. Teachers appreciate interaction, support and collaboration. During the implementation stage, teachers' receiving enough support from their colleagues, institutional leaders, and the local planner as well as parent and students help them to minimize any negative behaviour (Wedell, 2009). Little (1981) emphasised the importance of teachers and principals working collaboratively. He explains that the school improvement is achieved through teachers and administrators' observing each other, and providing each other with useful feedback. Similarly, Berman and McLaughlin (1977) point out that projects having the active support of the principal were the most likely to sustain success. In the opinion of Gunter (2001), a leader is to be able to empower people, release their creativity, find ways to bring them together and solve the problems effectively. As Kanter (2004, p.87) suggests "the fundamental task of leaders is to develop confidence in advance of victory, in order to attract the investments that make victory possible - money, talent, support, empathy, attention, effort, or people's best thinking". Thus, the principals should be armed with organizational skills for being good leaders and cooperate with the teachers effectively.

Teachers also prefer parent involvement in educational reforms as well as their students. The results show that parents and students' joint learning should be valued; and motivated and engaged students are central to lasting school improvement. Aksit (2007) verifies the findings in that educational change requires sustained support from learners so that the difference between intended and implemented change can be reduced. In relation to this, Sanders and Epstein (2005) point out the benefits of parents' involvement in educational change and school improvement, and suggest that students' school programs should encourage cooperation and interaction between parents and their children to enhance their learning and development as well.

As for other factors affecting the implementation process of educational changes, teachers listed facilities, educational system, capacity, and physical conditions. Rather than their existence, teachers focused more on the lack of these factors when they were responding the second question which is about the problems they faced during the implementation process of an educational change.

This study also makes it clear that there can be some problems to be solved before implementing a new change in education. First of all, we should build capacity. The importance of capacity building both for pre-service and in-service teachers needs to be emphasised for successful educational changes. For the purpose of capacity building, the number of in-service training practices for teacher development should be increased and the quality of them should be improved (Keleş, Bakar & Koçakoğlu, 2009). Similarly, Newton and Tarrant (1992) see in-service training essential for teacher development in terms of the skills, confidence, knowledge, performance and attitudes of existing practitioners and they point out that in-service training practices are good opportunities for them to develop their skills and to come together to explore ideas so that their problems can be solved. Once capacity building is achieved; other problems like lack of cooperation, attitudes, beliefs, and resistance to change, lack of job satisfaction and motivation, and inconvenience of schools' physical conditions will be solved. Inconvenience of school's physical conditions should not be underestimated. Consistent with the results of Duru and Korkmaz (2010), and Bulut's (2007) studies, teachers have difficulties in implementing educational changes due to the crowded classes, and inadequate resources.

As for the suggestions, Change planners and policy makers should take classroom teachers' needs and expectations into consideration before determining educational changes. At the preparation stage, need analysis should be carefully done and the weak or strong parts of the implementation process of change should be identified from the perspectives of teachers who are applying it in the classroom (Bulut, 2007; Eraslan, 2013). Teachers' levels of skills, knowledge and motivation should be measured beforehand and enough support should be provided to the teachers with adequate cooperation and collaboration. Teachers' ideas should be appreciated. They need to work in a positive atmosphere where they collaborate with the colleagues and principals, and express their opinions about implementation process of change. When the teachers believe that change is fundamental, they will willingly implement it and give positive outcomes. Change is a very long journey which requires utmost motivation. For this reason, problems that teachers face during the change process should be analyzed in detail, and everybody who is affecting and affected by change should share responsibilities and improve the current situation of educational system of Turkey. If the change in theory is the same with or similar to the change in practice, successful implementation of the change process is only possible then. All in all, to be successful in a change process, the change should be practical and meet

not only the needs of the teachers, but also of all the participants who actively participate in the process.

Though the study provides important results and suggestions, it has some limitations. First of all, the number of teachers was not enough to make generalisations for the all English teachers in Turkey. Since the selection of the sample did not base on simple random sampling (Fraenkel & Wallen, 2006), the participants may not represent the target population. The honesty and sincerity of the responses of the participants may influence the results. It was assumed that the participants would provide sincere responses to the questions and participate willingly. Finally, the last limitation of the study is that Google Form document is the only data collection instrument.

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