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A Qualitative Research on the Contribution of In-service Training to the Vocational Development of Teachers

Melike Cömert

Correspondence: Inonu University, Education Faculty, Department of Educational Administration, Malatya, Turkey.

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Abstract

The objective of the present study is to determine the teacher views on in-service training regarding its contribution to the vocational development of teachers. The sample of the study, which was designed as a case study from qualitative research methods, consisted of 35 field teachers from 7 middle schools in the Battalgazi district of Malatya province in Turkey. The data were collected by the researcher through a semi-structured interview form presented to the teachers. The data obtained in the present study were analyzed by content analysis method. In the present study, the contribution of in-service training on the vocational development of teachers, subjects that required training, and the individuals who were required to provide training, were determined as the three main themes.

It was identified that in-service training did not contribute to the vocational development of teachers due to the theoretical nature, superficial expression, lack of solutions, and exclusion of teachers as participants. According to these findings, it is possible to organize trainings that focus on solutions, different methods and techniques, focus, that are solution oriented and involve participants more. In addition, it was revealed that in-service training did not contribute to the vocational development of teachers since it was considered as a formality and is compulsory through signing participation documents. In this respect, it was determined that the proposals, which are frequently mentioned in scientific research, regarding the provision of in-service training to teachers appear to be invalid and fall short in terms of its goals. With respect to the finding that including the specialists, ministry experts, academicians, volunteers, experienced teachers and supervisors, who provide instruction in in-service training, within the process would be more efficient, thus a more active role could be assigned to these individuals.

Keywords: in-service training, teacher, vocational development

1. Introduction

Every organization, whether public or private, requires training for improvement. Since no organization could exist without the individuals to realize the objectives of that organization, training becomes the significant element that enhances the qualifications, skills, and competencies of the employees of an organization. The productivity and efficiency of that organization could be increased through the contribution of training. The pre-service training of individuals within the organization might not be enough when they started service. Needs of the developing and changing society and the technological innovations require the employees to be constantly informed. In-service training is necessitated during these phases.

In-service training is the organized training activities that increase the knowledge, skills, behavior and productivity of the workers during work life, besides being the initial vocational education and skill provided in order to increase efficiency, productivity and quality in production and service, to decrease errors and accidents that could occur during the production and consumption of products, to reduce costs, to provide qualitative and quantitative improvement in sales and service provision, to increase profits, to increase tax incomes and savings (Aytaç, 2000).

According to Harris (1989), in-service training could be defined diversely due to different views. In-service training encompasses all kinds of development for individuals within a professional environment. Training activities that are carried out with the intent to make the staff produce better work, develop, think, be content, be more productive, be prepared to a new or higher professional assignment are called as in-service training (cited by, Özdemir, 2010).

Rapid economic, social and technological changes in society force institutions to constantly re-examine their production processes and objectives and to make the necessary changes. It is not possible that any technological change could be successful without supporting the power of individuals by training. Such approach is one of the reasons that in-service training is necessitated (Pehlivan, 1995).

Generally, increasing productivity, motivating employees, providing vertical progress of the staff, minimizing the complaints due to the nature of the work and work environment, providing dynamism to the work environment and minimizing the supervision and task loads of managers are the intended outcomes of in-service training (Selimoğlu and Yılmaz, 2009). Once evaluated in terms of the teaching profession, the aim of in-service training could be defined as improving the teacher. Improving the teacher means to refine the teacher's skills related to a teaching activity, not to inform the teacher of the latest developments in teaching, but to alter the teacher as an individual. It is the different perception that the teacher gains regarding his/herself, his/her school, curriculum and students (Aydın, 1987).

In case of planning an in-service training, the first task is to determine the overall objectives. In terms of the staff, the aim is to provide necessary experiences to bring the individuals to a position that they perform better in their work, and in terms of the organization, the aim is to increase quality, decrease costs and achieve an increase in production through providing employees the information on how to perform tasks and how to work together. In this respect, the extent of the success of the training would be revealed through the quality of the service (Ünsal, Kaplan and Ertürkmen, 2012).

In-service training is one of the activities that render the organizational members more effective in supporting the organizational goals and also provide compliance of public institutions to changing conditions, i.e. provide organizational effectiveness (Canman, 1977). In-service training of the employees is crucial since circumstances change and time progresses, the proficiency of a full-time employee would decrease gradually. The changes that were experienced require new expertise and it could only be achieved through in-service training (Özdemir, 1998). According to Özoğlu (2010: 28), the reforms in education system are among the most significant issues that makes in-service training important. Education is a system of different components including the teacher. Since teachers have several active or passive influences on the other components of the education system, it is necessary to identify the new roles of teachers in case of any reform made on any component of the national education, and the teachers should be provided the opportunity to inform themselves based on these roles. Otherwise, it cannot be expected that the planned reform would succeed.

In Turkey, in-service training is implemented through the "In-Service Training Regulation", based on the Article 214 of the Civil Servants Law No. 657, the National Education Basic Law No. 1739, and the Law No. 3797 on the Organization and Duties of the Ministry of National Education. In this regulation, the objectives of in-service training for the staff appointed at every level of the Ministry were presented in accordance with the education objectives of the Civil Servants General Training and Development Plans, as follows (Ministry of National Education [MEB], 1994):

a) To provide the adaptation of the staff, who come from pre-service training, to the institution,

b) To provide a shared view for the staff regarding the comprehension and interpretation of the aims and principles of Turkish National Education in a holistic perspective and to provide unity in practice,

c) To make up for the deficiencies of pre-service training in terms of professional competence,

d) To deliver the knowledge, skills and attitudes that are required by the novelties and developments in the domain of education,

e) To develop the vocational proficiency and perception of the staff,

f) To facilitate the promotion of the aspired and competent staff,

g) To provide supplementary training that would facilitate the transfers of those who had a different education,

h) To provide a holistic approach in interpreting the Turkish National Education policy,

i) To provide unity in the application of the fundamental principles and techniques in education,

j) To support the development of the education system.

The Action Plan for the year 2018 within the In-service Training Plans was published by the Department for Promotion and Monitoring of Professional Development within the Directorate General for Teacher Training and Development. A large number of courses and seminars for teachers could be noticed in the in-service training plan for 2018 (MEB 2018).

It is possible to assert that in-service training offers various benefits both from the institutional point of view and from the individual point of view. Several benefits could be mentioned as the increase of services and quality of the products produced by the institution, the production and application of technology, the decrease of error rate, reduction of personnel complaints and easier resolution of problems, increase of productivity and improved adaptation of the institution to innovation and change. Considering the individual perspective, the benefits could be mentioned as professional self-improvement, proficiency, taking responsibility, institutional culture, development of a sense of belonging, and increased individual satisfaction (Ünsal et al., 2012).

In addition, experiencing the participation to well-organized educational programs is essential for individuals, in terms of acquiring observation on open and direct communication, learning about the views and expectations of other employees

in the organization, learning about the problems and conflicts experienced by others and how they are perceived and resolved, skills and attitudes of other employees (Pehlivan, 1997).

2. Methodology

2.1 The Study Model

This study employs a qualitative research design with the aim to determine the teacher views on in-service training regarding its contribution to the vocational development of teachers. Qualitative research as a sequence of interpretation activities does not consider a single methodological approach superior to other approaches. It is difficult to define qualitative research as a domain of discussion or discourse. It has no obvious theory or paradigm of its own. It has no distinctive method or practice of its own (Denzin and Lincoln, 2011: 6). Qualitative research does not try to produce generalizable outcomes, generalizations are not the important criterion in determining the importance and validity of qualitative research. However, qualitative research is significant in terms of revelaing several experiences or paradigms and could provide insight to individuals working in a field (Yıldırım and Şimşek, 2006).

In the present study, one of the qualitative research patterns, 'phenomenology' design, which focuses on the phenomenon that individuals are aware of but do not have an in-depth and detailed understanding, was utilized.

2.2 Sample

The sample of the study consisted of 35 field teachers from 7 middle schools in the Battalgazi district of Malatya province in Turkey. In sample selection, middle school teachers, who were considered to be convenient by the researcher, were preferred and it was considered that the teachers within the sample were already trained through in-service training. Convenience sampling method, within purposive sampling methods, was used for the present study. Convenience sampling is a method that sampling is based on ease of access and approach in terms of providing practicality and rapidity to research (Yildirim and Simsek, 2006).

2.3 Data Collection Tools

A semi-structured interview form developed by the researcher was used to collect the data for the present study. The use of the interview technique facilitates a clear distinction regarding what the intended data represents. The data in the qualitative research provides us with the information on the semantic world of the participants, how they interpret their experiences, feelings and thoughts, and therefore, the data obtained during the interview could be interpreted as 'deep', 'rich', 'detailed'.

Since structured questionnaires could be interpreted as imposing the researcher's own opinions in quantitative research, the qualitative interviews are less structured or semi-structured, and the questions are open ended (Kuş, 2003). The use of voice recorder for the interviews was not accepted by the teachers, therefore the interviews were conducted by the researcher through taking notes. The interview form consists of two parts, the first part included independent variables related to the teachers participating in the study and the second part included three research questions. Information on the first part are provided below.

Table 1. Independent variables related to the teachers participating in the study

Branches	***f***	**Seniority**	***f***	**Sex**	***f***
Technology and Design	3	1-5 years	11	Female	21
Culture of Religion and Knowledge of Ethics	1	6-10 years	5	Male	14
Elementary School Mathematics	5	11-15 years	6		
Turkish	3	>15 years	13		
Music	1				
Social Studies	4				
Science and Technology	4				
Pre-school	2				
Psychological Counseling and Guidance	1				
Visual Arts	1				
English	8				
Information Technologies	1				
Physical Training	1				

2.4 Analysis of the Data

In analyzing the data, content analysis was conducted. The main objective of content analysis is to reach the concepts and associations that could explain the obtained data. Qualitative research data is analyzed in four stages: 1. Encoding of data, 2. Determining the themes attributed to the encoded data, 3. Organizing codes and themes, 4. Identifying and interpreting the findings (Yıldırım and Şimşek, 2006). In the analysis process, initially the written forms were decrypted and analyzed.

For the analysis, the teachers' views were grouped according to the similarity of expressions. In the analyzes, the teachers

who were interviewed were assigned a code number (T1, T2 ...) and relevant interpretations were made under these codes. Similar items in the data obtained through the interviews were grouped and the groups were attributed with appropriate themes.

3. Findings and Discussion

3.1 Findings on the First Research Question

"How do you think in-service training contributes to your vocational development? Why?" was the first question in the interview form. For the content analysis of this question, the theme was determined as *"The contribution of in-service training to the vocational development of teachers"* and the expressions *"there is contribution"* and *"there is no contribution"* were separately grouped.

Teachers who considered that in-service training contributed to their vocational development used the expressions "participation according to need", "the experience of the trainers", "differentiation from other teachers", "close follow-up of developments", "guidance for solutions", and "attracting attention". The table presenting the frequencies of how many participants used these expressions could be seen below.

Table 2. The frequency table of teachers who considered that in-service training contributed to their vocational development

The expressions used by the teachers who considered that in-service training contributed to their vocational development	***f***
Participation according to need	2
Differentations from other teachers	1
Close follow-up of developments	1
Guidance for solutions	2
Attracting attention	1

It could be observed that one of the most emphasized expressions of the teachers, who think that in-service training contributes to their vocational development, was "participation according to need" (f = 2). It was stated that in-service training could contribute when the teachers could participate in the subjects that they required.

T12. *Of course, it had a contribution. I participated in-service training in areas I felt inadequate and I was keener knowing that I needed it.*

T13. *You learn that you don't know. If you participate according to your needs the level of contribution is higher. It means that it contributed me.*

The other mostly emphasized expressions of the teachers, who think that in-service training contributes to their vocational development, was "guidance for solutions" (f = 2). They emphasized that the training they attended to indicated means of solutions to the problems they faced in their profession.

T4. *We used what we learnt there in our courses and practices. The things several trainers told were very useful for solving the problems we will face in our lives.*

T24. *I think that in-service training contributes positively to my professional life. I think we have a hard time in solving some of the problems we face in professional areas. I can learn the solution ways for these problems in in-service trainings.*

It was also expressed that "differentiation from other teachers" could be experienced due to the knowledge gained during in-service training (f=1).

T2. *I think it contributes at a high level. I think that it differentiated me in terms of classroom control, in terms of my relationship with students. I think it differentiated me from the other teachers.*

Having the chance for a "Close follow-up of developments" was another expression emphasized with respect to in-service training (f=1).

T27. *I think it is absolutely useful. Training methods and techniques are developing every day, so it is useful to follow these developments closely.*

Another issue that the teachers, who think that in-service training contributes to their vocational development, was "attracting attention" (f=1).

T35. *It contributed because until now, I have been participating the trainings in my own field. They were topics that attracted my attention.*

Teachers, who considered that in-service training did not contribute to their vocational development, used the expressions "formality, in exchange for a signature", "superficial narration and being theoretical", ineffectiveness", "not attracting

attention", "inefficiency", "being the repetition of the already known" "knowledge in university education", "compulsory/in exchange for signature", "not being a participant", "knowledge levels of the trainers", "not appropriate conduction", "no guidance for solutions". The table presenting the frequencies of how many participants used these expressions could be seen below.

Table 3. The frequency table of teachers who considered that in-service training did not contribute to their vocational development

The expressions used by the teachers who considered that in-service training does not contributed to their vocational development	***f***
Formality, for a signature	8
Superficial narration and being theoretical	6
Ineffectiveness	5
Not attracting attention	4
Inefficiency	4
Repeat of already known	4
Not conducted appropriately	3
Knowledge levels of the trainers	1
Not being a participatiant	1
No guidance for solutions	1

The expressions of teachers, who considered that in-service training did not contribute to their vocational development because of being "formality, in exchange for signature" (f=8) are as follows:

T3. *I do not think it contributes at all. They are conducted in exchange for signature, made in a way that doesn't serve its purpose. I think that they are conducted so that the trainers could receive additional course payments.*

T5. *I do not think it has any contributions. While the in-service trainings of other civil servants are made in modern places like Antalya, teacher trainings are held in closed and stuffy areas. And it's forced in exchange for signature.*

T22*. I think that the in-service training programs prepared by the Ministry of National Education are given only for the sake of conducting training. For this reason, there is no contribution.*

T26*. I do not think it has contribution. Because in-service training is only made to be made. The periods are not adjusted, and a systematic work can't be done in accordance with the purpose.*

T34. *It did not make much contribution. Because the trainings were compulsory and very boring. The trainers were not able to express well.*

The subjects in in-service training were evaluated to have a "superficial narration and being theoretical" (f=6), therefore they were emphasized as one of the reasons for in-service training to have no contribution on the vocational development.

T10. *I do not think it has any contribution. Because it was so superficial. There was a narration, but the practice was missing.*

T19. *I think it didn't contribute. Because it did not respond our expectations and they told the information we can learn from everywhere in a very superficial manner. They didn't narrate it by including us.*

T25. *The trainings are given theoretically and there is not much work on practice. It does not provide much benefit because the solutions to the problems that may be encountered during practice are not known.*

"Ineffectiveness" (f=5) was the most emphasized expression regarding the reasons that in-service training did not contribute to the vocational development of teachers.

T9. *I do not think it had a contribution. I have received end-of-year and start-of-year seminars and candidacy training. These also didn't provide an effective training.*

T11. *There was no contribution. It was not as effective as my university education.*

T15. *I do not think it had much to contribute to me. It was not effective because it was the subjects that I already had the knowledge.*

The expressions of teachers who relate the lack of contribution of in-service training to vocational development with the "not attracting attention" (f=4) condition are as follows:

T16. *It did not make much contribution, but I liked it because I was only interested in one of them.*

T19. *I think it didn't contribute. Because it did not respond our expectations and they told the information we can learn from everywhere in a very superficial manner. They didn't narrate it by including us.*

T32. *I do not believe that current courses are making too much contribution. Unfortunately, there is no training on interesting topics. The same issues are repeated all the time.*

The expression "inefficiency" (f=4) was also mentioned as one of the reasons for the lack of contribution of in-service training to vocational development.

T8. *The in-service training activity I attended was a formality and it was conducted negligently. So, it did not have anything to contribute to me. It was very boring and inefficient.*

T17. *It did not make much contribution. I could not attend to those outside the province. The local ones were not very efficient either.*

T28. *I do not it had any contribution at all. There is no efficiency because there is no fully available feasibility and scope.*

The teacher expressions associating the reason that in-service training did not contribute to the vocational development with "being the repetition of the already known" (f=4) are as follows:

T7. *I have not received any contribution from any training I have attended until now. Because what was told was a repetition of what I know.*

T20. *I did not get enough training to get a professional development, but what I got was what I already knew and there was no contribution. The trainers were also not very knowledgeable.*

It was also expressed that in-service training did not contribute the vocational development since they were not "conducted appropriately" (f=3).

T23*. When in-service trainings are done appropriately, their contribution to our professional development is great, but generally they are not conducted properly.*

T29. *I don't think there is any contribution since the training time is wasted.*

T30. *No, there is never a serious study and generally the training time is wasted.*

It was indicated that in-service training did not contribute the vocational development and it was related to the "knowledge level of the trainers" (f=1).

T20. *I did not get enough training to get a professional development, but what I got was what I already knew and there was no contribution. The trainers were also not very knowledgeable.*

It was emphasized that in-service training did not contribute the vocational due to the cause of "not being a participant" (f=1).

T19. *I think it didn't contribute. Because it did not respond our expectations and they told the information we can learn from everywhere in a very superficial manner. They didn't narrate it by including us.*

"No guidance for solutions" (f=1) was also mentioned by the teachers, who considered that in-service training did not contribute to their vocational development, as one of the reasons.

T25. *The trainings are given theoretically and there is not much work on practice. It does not provide much benefit because the solutions to the problems that may be encountered during practice are not known.*

Once the responses to the interview question, "How do you think in-service training contributes to your vocational development? Why?" was scrutinized in terms of **gender**, following findings were obtained:

Table 4. Frequency table of gender variable related to vocational development contribution of in-service training

Female		**Male**	
Contributed to vocational development	Not-contributed to vocational development	Contributed to vocational development	Not-contributed to vocational development
3	18	6	8

It was found that the female teachers, who participated the study (*T1, T7, T8, T9, T10, T11, T14, T15, T16, T18, T19, T20, T22, T25, T26, T28, T29, T31*), stated that in-service training did not contribute to their vocational development, that the male teachers who stated that there was a contribution (*T2, T4, T6, T12, T24, T35*) and who stated that there was no contribution (*T3, T5, T17, T23, T30, T32, T33, T34*) were close in count. Accordingly, it is possible to assert that the male and female teachers who participated in the research think that the in-service training does not contribute them vocationally due to the reasons mentioned earlier.

When the responses to the interview question, "How do you think in-service training contributes to your vocational development? Why?" was scrutinized in terms of **seniority**, following findings were obtained:

Table 5. Frequency table of seniority variable related to vocational development contribution of in-service training

Seniority	**1-5 years**		**6-10 years**		**11-15 years**		**>15 years**	
	Yes	No	Yes	No	Yes	No	Yes	No
Contribution to vocational development	1	10	1	4	1	5	6	7

When the variable **seniority** was examined, it was found that there was a close count of views that a contribution existed and a contribution did not exist for the teachers who worked for 15 years or more (T1, T4, T5, T10, T11, T12, T13, T19, T24, T27, T30, T33, T35), however those who worked between 1 and 5 years (T8, T9, T14, T15, T20, T21, T22, T25, T28, T29, T31), between 6 and 10 years (T6, T16, T17, T18, T26) and between 11 and 15 years (T2, T3, T7, T23, T32, T34) stated that in-service training did not have a contribution to their vocational development. It could be argued that the participants, who were new in their teaching career, could be considering the in-service training they received did not contribute to their vocational development, since their expectations for in-service training could be high. It could as well be interpreted that the other teachers were not content with the training they received.

Once the responses to the interview question, "How do you think in-service training contributes to your vocational development? Why?" was scrutinized in terms of **branches**, the following conclusions were reached: 9 out of 13 **branches**, *Technology and Design (f = 3), Elementary School Mathematics (f = 4), Music (f = 1), Pre-School (f = 2), Science and Technology (f=4), Psychological Counseling and Guidance (f = 1), English (f = 6), Information Technologies (f = 1), Visual Arts (f = 1)* considered that in-service training did not contribute on the vocational development of teachers and the remaining 4, *Culture of Religion and Knowledge of Ethics (f = 1), Turkish (f = 2), Physical Training (f = 1), Social Studies (f = 3),* stated that in-service training contributed on the vocational development of teachers.

Table 6. Frequency table of branch variable related to vocational development contribution of in-service training

Branch	**Contributed to Vocational Development**	**Not-contributed to Vocational Development**
Technology and Design	-	3
Religion Culture and Knowledge of Ethics	1	-
Turkish	2	1
Elementary School Mathematics	1	4
Music	-	1
Physical Training	1	-
Social Sciences	3	1
Pre-school	-	2
Science and Technology	-	4
Psychological Counseling and Guidance	-	1
English	2	6
Information Technologies	-	1
Visual Arts	-	1

3.2 Findings on the Second Research Question

"On which subjects do you think in-service training should be given?" was the second question in the interview form. For the content analysis of this question, the theme was determined as *"The Subjects Required to Be Provided in In-Service Training"* and these subjects were expressed as follows:

The teachers indicated that in-service training should be provided on "teacher-student relationship", "teaching methods and techniques", "classroom management", "student guidance", "personal development", "communication", "technological training", "pedagogical formation", "socio-cultural structure of the work region", "student behaviors", "environment-school relationship", "relationship with parents", "special education", "fast reading techniques", "diction", "general knowledge", "field information", "information on current issues", "innovation in education", "teaching English to children", "inter-school activities", "projects abroad", "time management", in-school activities", "body language", "project preparation techniques", "education management", and "educational psychology". The frequency table for these subjects is presented below:

Table 7. Frequency of subjects required for in-service training

Subjects	*f*
Classroom Management	8
Field Information	8
Teaching Methods and Techniques	7
Personal DeVelopment	6
Student Guidance	5
Technological Education	4
Updated Information	3
Pedagogic Formation	2
Student BehaViors	2
Educational InnoVations	2
Parent Relations	2
Special Education	2
Teacher-Student Relationship	2
Communication	2
General Culture	1
Socio-Cultural Structure of the Working Zone	1
Environment-School Relations	1
Speed Reading Techniques	1
Diction	1
Teaching English to Children	1
School-to-School Interaction	1
Abroad Projects	1
Time Management	1
In-school activities	1
Body Language	1
Project Preparation Techniques	1
Education Management	1
Education Psychology	1

Besides these subjects, one of the remarkable points was made by a teacher participated in the research (T26), who stated that teachers should attend in-service training on the topics they think they are inadequate:

T26. It can be given on the changing technology. Or it can be given due to the teacher views on the subjects that the teachers feel the lack of.

Once the subjects required to be given through in-service training were scrutinized it was noticed that the most preferred subjects were "teaching methods and techniques" (T1, T6, T8, T9, T12, T20, T21), "classroom management" (T1, T6, T7, *T9, T14, T20, T21, T24*), "student guidance" (*T2, T17, T19, T30, T33*), "personal development" (*T2, T8, T9, T16, T34, T35*) and "field information" (*T4, T10, T11, T15, T16, T18, T22, T25*).

When subject preference was evaluated according to the gender variable, following findings presented in the table were obtained:

Table 8. The frequency table of the gender variable related to the subjects that required for in-service training

Subjects that required for in-service training	Female	Male
Class-room Management	7	1
Field Information	6	1
Teaching Methods and Techniques	4	2
Personal Development	3	3
Student Guidance	2	6

It was evident that female teachers preferred more to receive training on the subjects "teaching methods and techniques" (*T1, T8, T20, T21*), "classroom management" (*T1, T7, T9, T14, T20, T21, T25*) and "field information" (*T10, T11, T15, T16, T18, T22*), while male teachers preferred in-service training more on the subjects "student guidance" (*T2, T5, T17, T30, T33, T34*) and "personal development" (*T2, T34, T35*). As a result of this outcome, it is possible to assert that female teachers who participated in the research felt inadequate in classroom management and the male teachers felt inadequate in student guidance, thus wanted to receive in-service training on this subject.

Subject preference evaluated according to the seniority variable provided the following findings presented in the table:

Table 9. The frequency table of the seniority variable related to the subjects that required for in-service training

	Seniority			
Subjects that required for in-service training	**1-5 years**	**6-10 years**	**11-15 years**	**>15 years**
Classroom Management	5	-	1	2
Field Information	3	1	-	2
Teaching Methods and Techniques	2	2	-	3
Personal De**v**elopment	2	1	2	1
Student Guidance	-	1	3	4

The subjects "teaching methods and techniques" (T8, T20, T21) and "classroom management" (T9, T14, T20, T21, T25) were preferred by the teachers who worked between 1 and 5 years, on the subject "field information" there was almost an equality between the teachers who worked between 1 and 5 years (*T15, T22*), between 6 and 10 years (*T16, T18*) and more than 15 years (*T4, T10, T11*), and on the subject "personal development" there was an equality between the teachers who worked between 1 and 5 years (*T8, T9*) and the teachers who worked between 11 and 15 years (*T2, T34*). It is possible to assert that the among the participant teachers, those are new in duty felt inadequare in class management and therefore required in-service training on this subject.

Subject preference evaluated according to the **branch** variable provided the following findings presented in the table:

Table 10. The frequency table of the branch variable related to the subjects that required for in-service training

Subjects that required for in-service training	**Branch**
Teaching Methods and Techniques	Technology and Design, Elementary School Mathematics (f=2), English (f=3)
Classroom Management	Technology and Design, Science and Technology, English (f=5), Social Sciences
Student Guidance	Religion Culture and Knowledge of Ethics, Science and Technology (f=2), Psychological Counseling and Guidance, Elementary School Mathematics, Social Sciences, Turkish, Visual Arts
Personal De**v**elopment	Religion Culture and Ethics, Elementary School Mathematics, English, Pre-School, Visual Arts, Physical Education
Field Information	Social Sciences, Music, Pre-school (f=2), English, Information Technologies, Science and Technology

According to the data in Table 10, the subject "teaching methods and techniques" was mostly preferred by English teachers (*T6, T20, T21*) and Elementary Mathematics teachers (*T8, T12*), "classroom management" was mostly preferred by English teachers (*T9, T14, T20, T21, T25*), the subject "student guidance" was mostly preferred by Science and Technology teachers (*T5, T7*) and "field information" subject was mostly preferred by Pre-School teachers (*T11, T16*).

3.3 Findings on the Third Research Question

The third research question on the interview form was 'Who would be more effective in giving the in-service training? Why?" The content analysis conducted on the responses to this question revealed the theme "Individuals who Could Provide Efficient Training", and the responses regarding the individuals who should provide training were obtained as "experts in the field", "Ministry experts", "academics", "volunteers", "experienced teachers", "inspectors" and "psychologists and sociologists". The frequency table for the preferred individuals is as follows:

Table 11. The frequency table of the preferred individuals

Preffered Individuals	***f***
Experts in the field	20
Academics	11
Experienced Teachers	4
Ministry Experts	3
Voluenteers	1
Inspectors	1
Psychologists and Sociologists	1

Once Table 11 was scrutinized, it could be noticed that "experts in the field" and "academics" were the most preferred to provide in-service training. The reasons for preferring these individuals were stated in detail below.

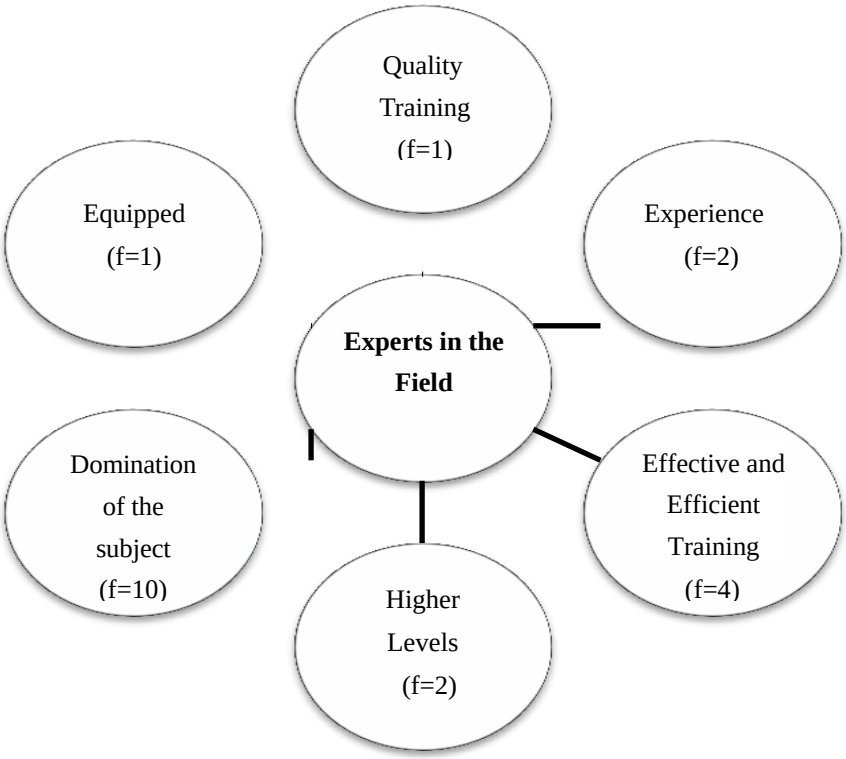

Figure 1. The Reasons for Preffering the Experts in the Field

The expressions of the teachers who considered that in-service training should be provided by "experts in the field" were as follows:

T8. *It should be given by people who are experts in the field and who have the ability to effectively present the subject. Because I believe that this is necessary for the in-service training to be effective and productive and to achieve its purpose.*

T9. *It should be given by the experts in the field. Because if you are training teachers, the training should be given by people who have higher levels than the teachers.*

T19. *Experts should give the training. Because they have reached to a certain level of education. They are also taken seriously.*

The expressions of the teachers who considered that in-service training should be provided by "Ministry experts" were as follows:

T2. *It will be more effective that the training is given by the Ministry members who are specialized in their field. For the training to be more efficient and effective.*

T17. *It should be given by experts in the field sent by the Ministry. Local people are not much taken into account during training. When there is a familiarity, the trainings pass with conversations.*

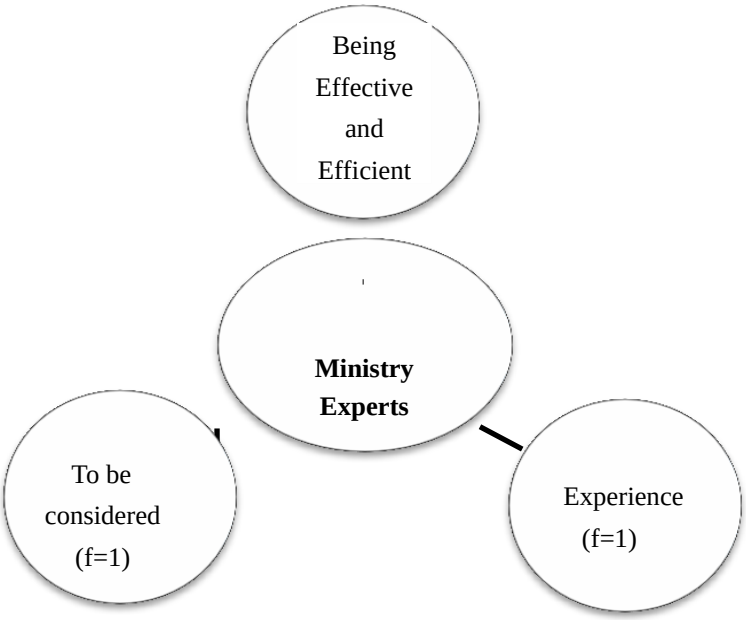

Figure 2. Preference Reasons of Ministry Experts

The expressions of the teachers who considered that in-service training should be provided by "academics" were as follows:

T4. *It will be more effective if the academics in the university in the region cooperates with the National Education Directorates and provide these trainings. I think this because universities follow up-to-date developments more and better. The universities should always be in contact with the Ministry.*

T20. *It should be given by academics because those who have given their years to this work will master the subject and teach better.*

T34. *It will be better if the academics give the trainings. Because they have given their years to their fields and have done a lot of work. I think they will master the subject better.*

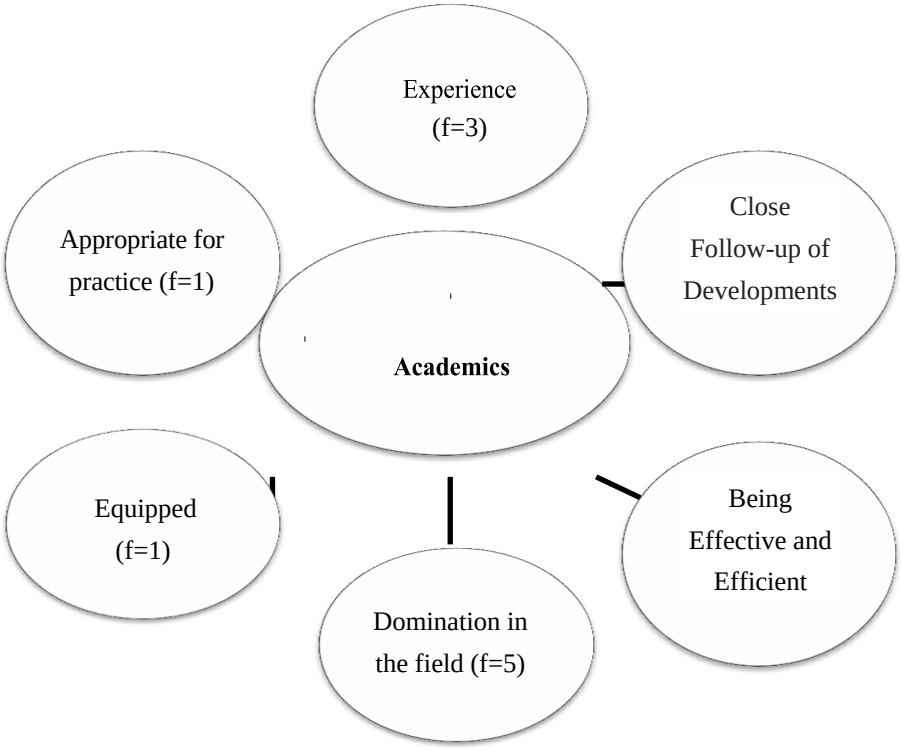

Figure 3. Preference Reasons of Academics

A participant teacher, who considered that in-service training should be provided by "volunteers", emphasized thoughts as follows:

Figure 4. Preference Reasons of Volunteers

T5. *The training should be given by individuals who experienced the events individually, who do not use only book information, who do not have any additional payment expectations, and who place importance on volunteerism. Because such people give information which is more realistic and more relevant about life.*

The expressions of the teachers who considered that in-service training would be more effective when given by "experienced teachers" were as follows:

T31. *Experienced teachers should provide in-service training for more realistic training.*

T32. *It should be given by field specialists and colleagues who are still active in the field. They should participate in this process as they have sufficient information.*

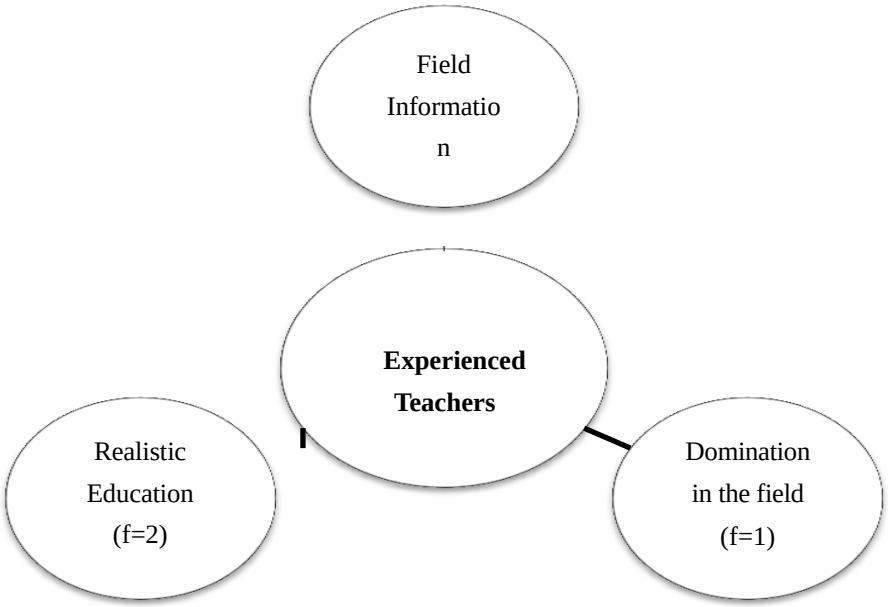

Figure 5. Preference Reasons of Experienced Teachers

A participant teacher, who considered that in-service training should be provided by "inspectors", stated thoughts as the following:

T25. *The training should be given by the teachers or inspectors who have already worked on the subject. Because they master the subject better.*

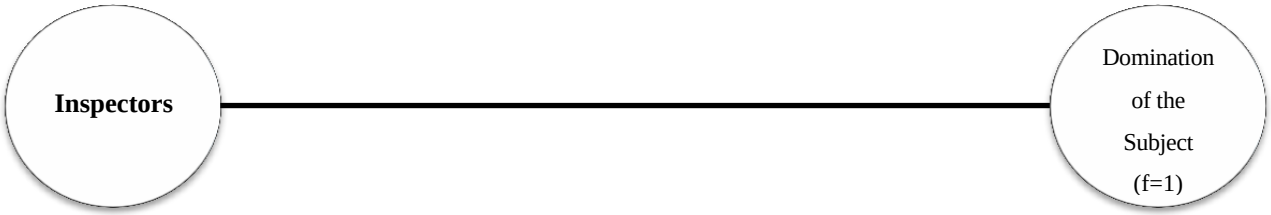

Figure 6. Preference Reasons of Inspectors

Another participant teacher considered that "psychologists and sociologists" would provide a more effective in-service training and expressed that:

T30. *It should be given mainly by psychologists and sociologists. Because they understand people's psychology and give better and more effective education.*

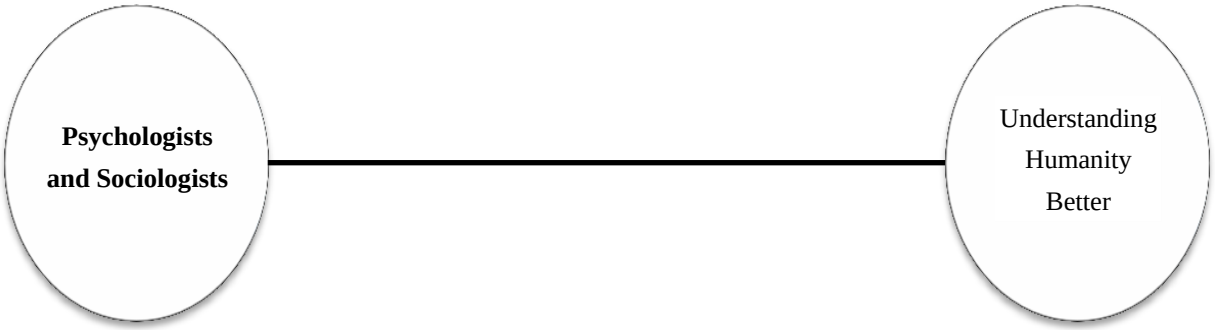

Figure 7. Preference Reasons of Psychologists and Sociologists

Several teachers who participated in the research indicated more than one preference as the individual or individuals who should be providing in-service training. Of the participant teachers, **T3** preferred *academics* and *experts in the field*, T6 preferred *academics* and *Ministry experts*, **T16** preferred *academics* and *experts in the field*, **T24** preferred *academics* and *experts in the field*, and **T32** preferred *academics* and *experienced teachers.*

Teachers who considered that more than one type of individuals should provide in-service training expressed their views as follows:

T3. *It should be given by academics and experts of the subject; official status should not be important. Because the experience of the trainers is more important.*

T6. *It will be more effective if it is given by academic members. It can also be given by the experienced staff in the Ministry. Because I think the experts who have the authority and experience in their field will be more effective and productive.*

T16. *It should be given by academics and experts in their field. People who master their fields teach better.*

T24. *Academics and experts. I think academics and experts have different views on problems and solutions.*

The findings obtained due to the evaluation of the individuals who were preferred to provide in-service training according to the **gender** variable are presented below:

Table 12. Frequency table of gender variable related to individuals who are preferred to provide in-service training

People who are preffered to train	Female	Male
Experts in the field	14	6
Academics	5	6
Experienced Teachers	3	1
Ministry Experts	1	-
Voluenteers	-	3
Inspectors	-	1
Psychologists and Sociologists	-	1

It was found that the female teachers preferred most the "experts in the field" (*T1, T8, T9, T10, T13, T14, T15, T16, T18,*

T19, T26, T27, T28, T29) and "academics" (*T7, T11, T16, T20, T22*) as the individuals who should provide in-service training. It could also be noticed that, different from the male teachers, female teachers also preferred "inspectors" (*T25*). Male teachers also preferred the "experts in the field" (*T3, T12, T24, T32, T33, T35*) and "academics" (*T3, T4, T6, T23, T24, T34*) as the individuals who should provide in-service training. Different than the female teachers, male teachers also preferred "Ministry experts" (*T2, T6, T17*), volunteers (*T5*), and "psychologists and sociologists" (*T30*).

The findings obtained through the evaluation of the individuals who were preferred to give in-service training according to seniority variable are presented below:

Table 13. Frequency table for seniority variable of persons who are requested to provide in-service training

People who are requested to train	Seniority			
	1-5 years	6-10 years	11-15 years	>15 years
Experts in the field	6	3	2	9
Academics	3	-	1	-
Experienced Teachers	2	2	4	3
Ministry Experts	1	-	-	-
Voluenteers	-	2	1	-
Inspectors	-	-	-	1
Psychologists and Sociologists	-	-	-	1

It was determined that the teachers who considered that "experts in the field" should provide in-service training were mostly the teachers who worked between 1 and 5 years (*T8, T9, T14, T15, T28, T29*) and those who worked more than 15 years (*T1, T10, T12, T13, T19, T24, T27, T33, T35*). It could be noticed that the teachers who thought that "Ministry experts" should provide in-service training were mostly the teachers who worked between 6 and 10 years (*T6, T17*) and the teachers who preferred "academics" were mostly those worked between 11 and 15 years (*T3, T7, T23, T34*). "Volunteers" were only preferred by one teacher who worked more than 15 years (*T5*) and the "experienced teachers" were preferred by the teachers who worked between 1 and 5 years (*T21, T25, T31*). "Inspectors" were only preferred by one teacher who worked between 1 and 5 years (*T25*) and "psychologists and sociologists" were preferred by one teacher who worked for more than 15 years (*T30*).

4. Conclusion and Suggestions

As a result of the present study, conducted to determine the contribution of in-service training to the vocational development of teachers, it was revealed that majority of the teachers who participated in the research considered that in-service training did not contribute to their vocational development. The participant teachers also clearly stated the subjects that should be given in in-service training and the individuals who should provide the in-service training and the reasons to include these individuals in the process of in-service training.

With respect to the findings that the teachers considered in-service training theoretical, superficial, lacking means of solutions, and could not be participated in and therefore considered that it did not contribute to their vocational development, it would be possible to suggest that trainings that are more oriented towards practice, that includes different methods and techniques, that are solution-oriented and that includes teachers as active participants in the process could be organized.

With respect to the findings that the teachers considered in-service training as a formality and found it compulsory in exchange for signature, therefore regarded that it did not contribute to their vocational development, it was concluded that in-service training, highly utilized in scientific research, did not have the expected validity in practice and could not achieve its purpose.

With respect to the findings that the inclusion of experts in the field, Ministry experts, academics, volunteers, experienced teachers and inspectors in the process as those who would provide in-service training would be more effective, it could be ensured that these individuals are attributed a more active role in in-service training.

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Supplement 1: Data Collection Tool

A qualitative research is planned to determine the teacher views on in-service training regarding its contribution to the vocational development of teachers. Your opinions will be used in a scientific investigation and will not take place in any other place.

A) Personal Information

Sex: Female ☐ Male ☐

Seniorty: 1-5 yrs ☐ 6-10 yrs ☐ 11-15 yrs ☐ >15 yrs ☐

Branch: _____

In-service training participation status Yes ☐ No ☐

B) Research Questions

1. "How do you think in-service training contributes to your vocational development?

Why?" ……

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2. "On which subjects do you think in-service training should be given?" ……

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3. "Who would be more effective in giving the in-service training?

Why?"……

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