

## Teachers' Expectations from In-Service Training and the Project "No Limit to Teach(er)"

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### Suggested Citation:

Akçadag T. (2012). Teachers' expectations from in-service training and the project "no limit to teach(er) *Eğitim Arastirmalari - Eurasian Journal of Educational Research*, 48, 193-212.

### Abstract

*Problem Statement:* Training qualified teachers is possible through pre-service and in-service training programs. The in-service training of teachers in Turkey is primarily planned and delivered by the Directorate of In-Service Office at the Ministry of National Education (MoNE). In addition to this, some Non Governmental Organizations (NGO) collaborate with MoNE taking the initiatives to enhance the quality of education in Turkey. One such initiative is the project "No Limit to Teach(er)", which is run by the Teachers Academy Foundation. The objective of this project is to deliver in-service training to 100,000 teachers by the end of 2014, focusing on teachers' communication skills, classroom management, and measurement and evaluation. By the end of 2011, a total of 48.250 teachers from almost every city in Turkey were given this training.

*Purpose of Study:* The purpose of this study was to define teachers' justified expectations of these in-service training programs and to understand how these expectations developed based on their evaluations about the programs. It was also aimed to find out what other in-service training programs they need with reasons.

*Methods:* This study was conducted using qualitative methods. The results were obtained by qualitative analysis of the data obtained. To this end, 65 teachers randomly selected from different cities in Turkey were administrated a semi-structured questionnaire form with open ended questions. Teachers written evaluations about the in-service training program were analyzed using qualitative content analysis.

*Findings and Results:* The results showed that the teachers place special emphasis on the content and methodology of the training programs, and the expertise and positive attitudes of the trainers, and that they set these

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criteria as expectations. Among the subjects teachers recommended for other in-service training were—in the order of consistency—class management, communication skills, special education, learning games and drama, child psychology, parents' training, design and application of teaching materials, training school administrators, instructional methods and techniques, and some personal development issues.

*Conclusions and Recommendations:* Based on teachers' views, it was concluded that the in-service training is more effective when active participation of participants is ensured and when an exciting positive learning environment is created.

Based on these results, it can be suggested that specialized and enthusiastic trainers should be entrusted to create a learning environment where there is a moderate amount of sense of humor and active participation.

*Keywords:* In-service training, teacher education, teacher quality, teacher expectations.

What is expected from teachers as the major actors in terms of ensuring the sustainability of the education system is to achieve the objectives of the curricula. Teachers' success in that is measured based on achieving these objectives (Özdemir& Sönmez 2000). This requires significant amount of effort and responsibility by teachers. Thus, it is a must for teachers to know how to teach. It is argued that teacher training and accreditation has long been a neglected problem in Turkey and number of research to improve policies is not enough (Gürdal, Sağırılı & Üredi 2000).

Pre-service training of teachers in Turkey is provided by faculties of education at universities. Training programs for prospective teachers are developed by the Higher Education Council (YOK) and notified to universities. There are 78 education faculties in Turkey. In order to get a degree in primary education, a minimum of 144 credits is required. A pre-services training program includes professional knowledge courses, general culture courses, and courses on the subject field. Theoretical courses are supported with observations and teaching practices at school (Özer, 2004a). Considering the impact of teachers on constructing society, the importance of the activities at school can be better understood. One of the factors affecting the quality of work done at school is the pre-service training of teachers (Büyükkaragöz, Muşta, Yılmaz, & Pilten, 1998). In order to work as a teacher at schools in Turkey, one needs to have a special degree about his/her subject. The candidate teachers have been selected by MoNE based on the results of PPSE (Public Personnel Selection Examination).

After graduation teachers must take the PPSE to be employed as a teacher in MoNE. In other words, this is the final exam to work as a teacher (Ergun, 2005). It is believed that this exam cannot sufficiently measure the professional knowledge, subject field knowledge, and attitudinal behaviors regarding the teaching profession provided during teacher training in the faculty (Güdek, 2007; Yüksel, 2004). PPSE is the final stage of teacher employment. Therefore, this exam poses stress and high

levels of anxiety on prospective teachers, causing negative behaviors (Baştürk, 2007; Gündoğdu, Çimen & Turan, 2008; Karaca, 2011; Tümkaya, Aybek & Çelik, 2007). Teacher candidates reported that PPSE was not an appropriate examination to select a qualified teacher. Moreover, they said that this exam had adverse effects on their social relationships and artistic, cultural, and sporting activities (Sezgin & Duran, 2011).

On one hand, discussions and suggestions still continue, on the other hand new problems about the orientation and in-service training of the newly employed teachers occupy the agenda. Considering that those teachers employed long before also suffer professional improvement and development problems, in-service training seems to be a continuing need starting from the beginning of their career as teachers (Gül, 2000). Teachers' need for in-service training can be justified with the following reasons (Rendall (1998, Küçükahmet, 1998, Selimoğlu & Yılmaz, 2009):

- a. Teachers start their career with quite insufficient skills, or have outdated pre-service knowledge.
- b. Technological changes necessitate new job skills.
- c. A new curriculum or application requiring a technology, instructional method or approach not used before has been introduced.
- d. Following the changes and developments in education is too important to leave to the individuals.
- e. Teachers' motivations for personal and professional development.

For the teachers to meet their education needs seems possible with in-service training programs. In-service training is the education done to provide the staff already employed and currently working with relevant knowledge, skills, and attitudes (Kalkandelen, 1979; Yalın, 1997). In Pehlivan's (1997) words, in-service training is the learning and education of an individual for his profession from the beginning of his career to the last day. In-service training is believed to be one of the ways for teachers to gain professional knowledge and skills by ensuring direct experiences and informal interactions with colleagues (Hamilton & Richardson, 1995; Marker, 1999; Wight & Buston, 2003; Canman, 2000; Tortop, 2005). In-service teacher training courses can be regarded as unique opportunities by which teachers can develop their professional and individual capacities (Özen, 1997).

As per MoNE internal audit report (2010), the number of teachers that should be in the system according to present norm calculation criteria is 717,824. The current number of teachers is 587,507 indicating a need for 130,317 more teachers (MEB, 2010). If the current number of teachers and the high probability of the increase in this number are considered, not only their quantitative ascent but also their qualitative ascent, and its control and improvement are also subject to discussion. The idea that qualified teachers will raise qualified students gains importance, and therefore, attention is paid to the in-service training as the most important device to increase the quality of teachers. Teachers need training to adapt to the conditions of

the changing world, the advancements in science and technology, and their reflections on education (Yıldırım, 2001).

It is definitely difficult to organize the in-service training of over a half million teachers of different education stages in a centralized way and achieve the desired quality (Aydın, 2011). Therefore MoNE needs the cooperation of different institutions and organizations around the country, especially the universities and non-governmental organizations. Some governmental institutions carry out activities in co-operation with MoNE to help increase the quality of education. One such initiative is the “No Limit to Teacher” project undertaken by the Teacher Academy Foundation.

#### ***No Limit to Teacher Project (NLTP) and Teacher Academy Foundation (TAF)***

The goal of the project is to provide one hundred thousand primary school teachers in Turkey with in-service training in 5 years starting from the 2008-2009 school year. The project was launched as per a protocol signed between MoNE and Garanti Bank. Garanti Bank is the project sponsor and guaranteed the implementation of the project by granting 15 million TL (**Teachers Academy Foundation** [ÖRAV], 2011, n.d a.).

With this grant Garanti Bank founded TAF (Teacher Academy Foundation). TAF involves an academic unit holding 13 education specialists working under a general directorate. In addition to this unit, TAF has an Information Technologies (IT) unit established to support in-service training online and allow trainees’ online sharing, an operation unit established to ensure coordination and implementation of projects on site, a resource and project development unit, and measurement and development unit.

There is no approach to a systematic needs-analysis for in-service training in Turkey. MoNE has determined its in-service training needs based on in situ observations and administrator views (Budak & Demirel, 2003; Taymaz, 1992). Based on these needs analysis, the subjects of in-service training programs were decided to be communication skills, classroom management and measurement and evaluation, and the in-service training program draft was submitted to MoNE authorities (ÖRAV, n.d.a). Next, the pilot and actual implementations were executed as per the protocol.

In-service training programs were designed in accordance with the current constructivist curriculum. The training programs are held in the classrooms of applying schools with 20–30 teachers sitting clusters. Each class has two trainers at least. Training programs are planned and implemented in the order of creating curiosity, focusing to interest, learning experience and sharing experiences (ÖRAV, n.d.b).

Another condition for the viability of the projects nationwide was to determine and train the staff who would support the training programs. To this end, teachers with 5 years professional experience at least and preferentially having a post graduate degree were selected. These teachers were required to observe the training

on site at least three times following their 9-day basic training programs. Then they can gradually take the responsibility of lecturing one of the training programs. The number of these part-time trainers was 190 in 2011. These part time trainers are provided constant feedback by specialized trainers, thus their improvement was monitored.

The in-service training programs held with part-time and specialized trainers regarding the implementation of the project were done in trainee teachers' own schools based on voluntariness. Off the job training programs are classified as trainer-led, online, and blended programs (Aydm, 2011). In this respect, NLTP can be classified as a trainer-led training program. Typically, in instructor-led training, it is the trainer who is a true expert; he/she provides prepared materials to use them, and depending on the environment, some hands-on experience is gained and testing makes measured progress (Kadinger, 2009).

The purpose of this research was to determine how the in-service training, which has been realized and which continues to be realized under the "No Limit to Teacher(s)" project, was evaluated by teachers during training in 2009-2011 years, what the expectations of teachers are from an in-service training, and what other in-service training teachers need. The information obtained for this purpose is considered to be important in that it will help in determining *how* and *on what subjects* training should be organized for teachers.

## Method

### *Participants*

The study was conducted in NLTP. The number of teachers who participated in the training, as of September 2011, is 48,250; sixty-seven teachers were selected randomly from different courses in NLTP in different cities in Turkey. Participants enrolled in NLTP courses during the 2009-2011 years. Participants were determined at the end of the training programs in 27 cities from every region in which the researcher personally participated as trainer and observer. Data obtained from two participants were discarded from the analysis due to poor quality of data. Among 65 participants, 22 had professional experiences for 1-10 years, 22 for 11-20 years 28, 13 for 21-30 years, and 3 for 30 years or more. 47 of the participants were classroom teachers and 18 were subject teachers. Participants consisted of 22 male and 43 female teachers.

### *Data Collection*

To address the research questions, this study draws from the findings of a qualitative study. The data were collected using a semi-structured interview form with open ended questions. According to this approach, the interviewer is free to ask both prepared questions and additional questions to collect data about the research question (Yıldırım&Şimsek, 2011). Duration of the interviews was between 15 to 30 minutes. All interviews were audio taped.

*Data Analysis*

Obtained data were analyzed using content analysis. In this respect, similar data were collected together around certain concepts and themes. Next, these data were organized and interpreted. In organizing and interpreting the data, answers to the following questions were sought:

1. What are the features of NLTP programs teachers liked the most and the least?
2. What are the parts of NLTP programs teachers found the most useful and the least useful or useless?
3. What are the teachers' comments, opinions at NLTP, and suggested topics for other trainings?
4. How should in-service teacher training programs be based on the data obtained?

To test the intercoder reliability of the data analysis, another researcher working in NLTP as a senior trainer analyzed the data. The consistency between two cases of coding was estimated 96%, indicating a high level of trustworthiness.

## Results

*Research Questions 1: What are the features of NLTP programs teachers liked the most and the least?*

**Table 1**

*Most Liked and Least Liked Features*

Categories	Sub-categories	Sample quotations	f	%
Most Liked Situations	Application of the Training	— I liked the games most. It was good to have the training supported by games.	28	43%
		— It was also practical, not just theoretical, and the materials were ready.		
		— Group work, discussions, switching groups.		
	The trainers have a good command of subject, and they have a positive attitude.	— It was very useful that the trainers and we shared our experiences from our classrooms. — There was active participation; there was no reading from PowerPoint presentation.	21	32,3%
Least Liked Situations	The content of the training	— It is useful in classroom.	16	24,6%
		— It is different and successful at raising awareness.		
	Time Is Too Short	— More time could be allocated. — So many things to be covered in such little time.	48	73,8%
Least Liked Situations	Sessions are Too Long	— Whole-day training is tiring. — Breaks are short; sessions are long.	8	12,3%
		Application of the Training		
	Visual Materials	— There could be more slides, more videos could be shown, and the projector could have been used more.	4	6,1%

What teachers most liked in this in-service training are expressed as the method of implementation, the expertise, the positive attitude of the trainers, and finally, the content of the training. From these data it can be said that the participants did not like the training sessions in which the trainer was active and the participants were passive, and the PowerPoint presentation was the focus of the training. The expectation was that the subjects must be useful and meaningful. In addition to this the training must be delivered in an interesting and enjoyable manner. From these data, it can be said that teachers liked to have in-service training in which the trainers had a good command of the subject, they felt they were special, and they felt free to share their thoughts.

*Research Questions 2: What are the teachers' most useful and the most useless or unnecessary founded parts at the NLTP training?*

**Table 2**

*The Most and the Least Useful Parts of the Training According to Teachers*

<i>Categories</i>	<i>Sub-categories</i>	<i>Sample quotations</i>	<i>f</i>	<i>%</i>	
Most Useful Part	Classroom Management	—	Managing problem behavior.	32	49,2
		—	Managing resistance.		
		—	Use of reward as a means of reinforcement.		
		—	Leadership skills.		
		—	Learning and flow learning.		
	Communication Skills	—	Empathy.	22	33,8
Least Useful Part	Assessment	—	Measurement and evaluation as useful.	11	17,0
		—	I could not adopt the devices and the techniques in assessment and evaluation.	36	55,3
		—	Assessment and evaluation was not compatible with my subject.		
		—	Examples given were hard to implement.		

The participants enjoyed the training because what they learned helped them meet their needs and could be applied in real learning environments. One of the complaints received about the in-service training was that the information given was

highly theoretical and could hardly be applied in class. Furthermore, teachers often complained and said, "It is not the same in class as it's written in books." The purpose was to put theory and practice together scientifically. One reason why teachers liked the section of class management the most might be that they regarded class management as a necessity for their professional development. The fact that communication skills are in the second place might be due to the high rate of correct usage of the situations mentioned in the content. Teachers were often heard uttering sentences like "We were already doing them, but it was good to add them." Also they said that the information taken from their relations with their children, spouses, and friends could be used. One reason why assessment and evaluation was the last among the sections that are liked the most might be that the topic could not be handled properly because of insufficient time. In addition, assessment and evaluation topics include information that requires numerical technique. This section might be more boring for teachers when compared with other sections. Another reason is that, traditionally, there was a fixed system that entailed written and oral examinations and only the assessment process.

*Research Questions 3: What are the teachers' comments, opinions at NLTP, and suggested topics for other trainings?*

**Table 3**

*Comments and Opinions*

<i>Categories</i>	<i>Sub-categories</i>	<i>Sample quotations</i>	<i>F</i>	<i>%</i>
Comments and Opinions	The in-service program was a success	— I have seen that there are different techniques.	33	49,2
	Liked It	— It was not tedious like the other seminars.	18	27,6
	Feeling the Deficiencies	— I have found the opportunity to renew myself.	5	7,0
	Participants Are Active	— I think the relationship among the participants turned more positive.	4	6,0
	Sincere Environment	— I also find it democratic that principals and auditors also participated in the training with us.	3	4,0
	Negative Opinions	— It is very difficult to implement the recommended methods and techniques in crowded classes.	2	3,0

The reason teachers found the training successful might be that they encountered a training atmosphere that was different from the traditional result-oriented approach of the education and training that they had received before. Another reason might be that they had the opportunity to ask questions in almost all areas as participants. The “question park” technique (sticking on the wall the post-it note papers which students write questions during the lesson not directly about the subject but considered useful to be answered later on) for questions that required more time than the time planned for lessons and questions that were not totally related to the subject but that needed to be asked might be another reason the training was regarded as successful. Active participation of participants was one of the reasons they liked the training. This shows that the activities and the games planned to be held made the training more interesting.

**Table 4***Suggested Topics for Other Trainings*

<i>Categories</i>	<i>Sub-categories</i>	<i>Sample quotations</i>	<i>f</i>	<i>%</i>
Suggested Topics for Other Trainings	Classroom Management	— Managing problem behavior.	16	24,6
		— Reward and punishment.		
		— Counseling and guidance.		
		— Motivation.		
		— Leadership training.		
		— Efficient use of time in crowded classes.		
		— Discipline.		
		— Time management.		
	Communication Skills	— Violence in education.	10	15,3
		— The “I statements”.		
		— Empathy.		
	Special Education	— Positive statements.	8	12,3
		— Education for students with ADHD (attention deficit hyperactivity disorder).		
		— Education for students with learning difficulties		
		— Problematic students.		
	Drama and Educational Games	— Education of maladjusted children.	7	10,7
—				
— Drama is very important for education.				
		— What a pity! We don't know games for students.		

Table 4 continue

Child Psychology	—	Managing stress caused by exams.	6	9,2
Training of Parents	—	Managing violence.	6	9,2
	—	Relationship between student-teacher, teacher-parent, teacher-administration.	6	9,2
Material Preparing, Developing, and Using	—	Use of SMART Board.	4	6,1
Training of Principles	—	Training for principals and deans.	3	4,6
	—	Human relations in school administration.	3	4,6
Teaching Methods and Techniques	—	Individualized education program.	3	4,6
	—	Increase in student success.	3	4,6
Topics for other training programs	—	Writing projects.	2	3,0
	—	Managing stress.	2	3,0

One of the reasons for requiring training on these issues might be that teachers were not offered any satisfactory training during pre-service and in-service training programs because of the inadequate number of experts on these areas. Another suggestion by the teachers was “learning games and drama.” After the implementation of the new curriculum, the necessity and importance of learning with games and drama were highlighted. Therefore, teachers might feel the need to learn more about these issues. Under the category “suggested topics for other training programs,” “child psychology” is seen as a subcategory. Students might be psychologically affected and anxious if the teachers use the lecture as the only teaching method in order to prepare students for tests. Another subject that was under the category “suggested topics for other training programs” was parent education. At the training programs teachers complain thus: “We apply all these methods you are sharing here. However, when the child goes home, he or she sees a very different situation. The methods their parents are practicing are very different from ours. That is why the methods we use become ineffective.” The reason teachers need this topic could be that they want the practices at the schools to be understandable and sustainable at home.

During the training programs carried out within the frame of NLTP, it was emphasized that the activities to be carried out by teachers should be understood and supported by school administrators and auditors. One reason for teachers demanding this topic might be because they did not achieve sufficient support from

administrators in this area. Another reason might be due to negative relations between teachers and administrators.

*Research Question 4: How should in-service teacher training programs be based on the data obtained??*

Considering the findings above, it was deduced that following can be taken into consideration while arranging in-service training for teachers:

1. The content and implementation of the training program: Criteria for adult education should be taken into consideration while planning the in-service training programs, the subject of the lesson should be presented in an exciting and enjoyable way, and trainers specialized in their subject should be assigned. Trainees stated that they did not like the shortness of the time allotted to training in general and the long lesson duration (90 minutes) in particular; they also did not like some activities done and reading passages presented, and found that visual materials were used insufficiently. Another issue while arranging in-service training programs is to allocate the time according to the importance of the subjects, thus allowing the participants to fully comprehend. It is important to employ practical activities and visual materials which will let the trainees understand what to do actually. It is also important to provide the trainees with written documents about the lesson subjects. Using engaging dramatization games at the beginning of or during the lessons is useful, as long as the games are selected carefully. Trainees also expect to be informed about how to use theoretical knowledge in practice. Lesson plans should also involve creating curiosity, focusing to interest, learning experience, and sharing experience. The creating curiosity phase should include such activities as a game, a puzzle, brain storming activity relevant to the subject, or any other activity that will create curiosity among trainees. Focusing to interest phase should involve other activities or explanations about the objectives of the lesson and what goals will be achieved at the end of the lesson. In the sharing experiences phase, trainers should use tasks in which trainees can practically exhibit the behavioral gains aimed at the beginning. In the final phase, sharing experience, trainees tell how they achieved the desired behavioral goals through practical tasks. It is understood that such arrangement of lesson plans will be the strongest aspect of in-service training programs in meeting the trainees' expectations.
2. Trainers: It is suggested that teachers want the factors such as preference of experienced teachers and university faculty members for in-service training programs, and they expect to provide in-service training programs like professional issues and issues of in-service training. Therefore, it is most appropriate, in terms of meeting expectations, to assign trainers from universities who are specialized in their subjects. Trainers' stances towards trainees are important. It is this

stance that affects the formation of classroom climate and trainee satisfaction.

3. In-service training program subjects: A needs-analysis of teachers must be done before designing in-service training programs and then design training programs on topics related to class management, communication skills, special education, educational games and drama, child psychology, material design and use, teaching methods and techniques, and personal development. Besides these, it is obvious that parents and the administrative staff should also be given some training.

### **Discussion and Conclusions**

The finding of this study is supported by the findings of a study conducted by Seferoglu (2001) titled as "Elementary school teachers' opinions about their own professional development". In his study, Seferoglu concluded that in-service training activities which teachers believe were useful help them to improve their teaching skills. He also suggested that providing teachers an environment where they can share their knowledge and experiences offer opportunities to develop their skills. It is highly suggested that just like the project "No Limit to Teachers," the in-service training programs that will be organized in the future should follow the four steps of flow learning, which are as follows: awaken enthusiasm, focus attention, experience directly, and share inspiration.

The findings are in parallel with previous research findings. Lanier & Little (1989) and O'Sullivan (2000) suggested in their researches that if teachers are desired to actively participate to the in-service training programs and possibly transform what they learned in in-service programs in their actual classes, the training programs and their content must be in accordance with their learning needs and closely related with their actual classroom activities. Also, the finding that teachers find communication skills important is also supported by Özer (2004b). And Turanlı (2009), who found that teachers' social-emotional supportive behaviors increase student satisfactions and achievement. Trainees in this study also regarded these issues the most useful parts of the lesson.

In Budak and Demirel (2003), in-service training regarding measuring and evaluating student performance was considered quite important by 84% of the teachers who had in-service training before and by 78% of the teachers who did not have any. Akçadağ (2010) found that more than half of the participating teachers were generally in need of training about how to use a portfolio, checklist, project, performance assessment, analytic assessment technique, holistic assessment technique, assessment based on general impression, and how to assess affective behaviors and regulation skills. These findings suggest that teachers need training regarding measurement and evaluation, but such a training program should be arranged in accordance with their needs and expectations.

The information gained during the training might have led the teachers to feel the need to know more on how they can apply what is suggested in their own subjects. Madden (2003) found that principals and teachers thought that improvement is needed in the objectives, content, time, and duration of the in-service training programs, and the methods and techniques used while implementing the programs and assessing the success of the programs. When considering the views above, it can be said that Madden's findings are parallel to this study's findings..

Akçadağ (2010) found out that more than half of the participating teachers were in need of training about using "drama" technique. Moreover, teachers with 11 years and more experience were found to be in need of training about how to use "game" in education. These findings seem to be consistent with the findings in the present study about teachers' expectations of training about drama and game.

One of the topics discussed within the scope of the NLTP is the planning and realization of a lesson's engagement, focusing the interest, learning experience, and sharing of the experience stages. The need of teachers to touch upon this topic in more detail might have guided this suggestion. Another reason might have been the teachers' need for learning the methods and techniques mentioned in the 2005 program.

Kaçan (2004) found that primary school teachers generally want to be given in-service training for their professional development by education consultants to be assigned in their schools. Also, they want this training to involve primarily such subjects as classroom management, instruction according to individual differences, motivating students, knowing about students, discipline, communication, rhetoric, time management, personality, and skills improvement. These findings are consistent with the findings above. Considering the research findings, it was concluded that in-service teacher training programs can be better in meeting the expectations of teachers compared to the former ones. Thus, not as a goal but as a means, the training programs can lead to favorable behavioral gains among teachers.

The knowledge and skills teachers gain during in-service training should be used in practice. An important problem faced during in-service training is the dissatisfaction caused by overloading the teachers with pure theoretical knowledge teachers have generally had in their previous education. However, teachers are more concerned about how to apply this theoretical knowledge, which is another issue to be considered in in-service training. Akbaşlı (2010) found that primary school supervisors believe that teachers' theoretical knowledge about their subject field, general culture, and pedagogic formation is sufficient, but they are insufficient in terms of practice, that some of the teachers are aware of their insufficiency and struggling to improve, and supervisors think that activities to improve teachers should be prioritized over supervision. These findings are consistent with the present findings about how the objectives and functions of the in-service training should be.

Based on the research findings and results the researcher recommends that criteria for adult learning should be considered for the in-service training programs that will be designed in the future, criteria. In addition, experts should be employed

for the specific topics, and they should present the matter in such a manner that it will be fun and enjoyable for the learner to be a part of that learning environment. Considering the research findings, models regarding in-service teacher training programs should be studied.

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## Öğretmenlerin Hizmet İçi Eğitimlerden Beklentileri ve Öğretmenin

### Sınırı Yok Projesi

#### (Özet)

*Problem Durumu:* Nitelikli öğretmen yetiştirme, hizmet öncesi ve hizmet içi eğitimlerle olanaklı görünmektedir. Eğitim sisteminin arzu edilen biçimde işlemesi açısından sistemin vazgeçilmez ögesi öğretmenlerden beklenen, eğitim programlarında yer alan istendik davranışları öğrencilere kazandırmaktır. Öğretmenlerin başarı ya da başarısızlıkları bu alandaki yeterlikleriyle ölçülür. Bu durum öğretmenlere büyük bir iş yükü ve sorumluluk getirmektedir. Dolayısıyla, öğretmenlerin işlerini daha nasıl iyi yapacağını biliyor olması zorunlu hale gelmektedir. Bu bağlamda, nitelikli öğretmenlerin nasıl yetiştirilmesi gerektiği ayrı önem taşıyan bir konu olarak belirmektedir. Ülkemizde, öğretmen yetiştirme sistemi ve nitelik sorununun uzun yıllar ihmal edildiği ve öğretmen eğitimini iyileştirmede yapılacak olan değişikliklere temel teşkil etmek için yeterli bilimsel çalışmalara ihtiyaç olduğu bir gerçektir. Ülkede mevcut öğretmen sayısı ve bu mevcudun artma olasılığının kuvvetli oluşu dikkate alınacak olursa, öğretmenlerin sadece nicel olarak değil, onların niteliklerinin sağlanması, kontrol edilmesi ve artırılması da ele alınması gereken bir konudur. Nitelikli öğretmenlerin ancak nitelikli bireyler yetiştireceği sayıtlısı önem kazanmakta ve öğretmenlerin niteliklerinin artırılması konusunda en önemli araç olarak dikkatler hizmet içi eğitime çekilmektedir. Öğretmenlerin değişen dünya koşulları, bilim ve teknikteki ilerlemeler ve bunların eğitime yansımaları vb. birçok durumda kendilerini yenileyebilmeleri için eğitime ihtiyaçları vardır. Öğretmenlerin hizmet içi eğitimi öncelikle MEB'e bağlı birimlerce planlanmakta ve yürütülmektedir. Diğer yandan ülkedeki bazı sivil toplum kuruluşları, MEB ile işbirliği içinde eğitimin niteliğini artırmak amaçlı girişimlerde

bulunmaktadır. Bu girişimlerden biri Öğretmen Akademisi Vakfı (ÖRAV) tarafından gerçekleştirilmekte olan “Öğretmenin Sınırı Yok” projesidir. Projenin hedefi 2014 yılının sonuna kadar 100 bin öğretmenin, iletişim becerileri, sınıf yönetimi ve ölçme değerlendirme konularında hizmet içi eğitimlerinin gerçekleştirilmesidir. 2009-2012 yılları itibari ile Türkiye'nin hemen her bölgesindeki illerden toplam 48.260 öğretmenin hizmet içi eğitimleri yapılmıştır. Bu eğitimlerin öğretmenler tarafından nasıl değerlendirildiği, bir hizmet içi eğitimden öğretmenlerin beklentilerinin neler olduğu, öğretmenlerin başka hangi hizmet içi eğitimlere ihtiyaç duydukları ve bir hizmet içi eğitimi düzenlenirken dikkate alınması gereken durumların ortaya çıkarılması araştırmanın amacını oluşturmaktadır. Araştırma verileri, Türkiye'nin çeşitli illerinde eğitimlere katılan 65 öğretmenin, eğitimlerden sonra görüşmelerle alınan bilgilerinin, nitel yöntemlerle analiz edilmesiyle elde edilmiştir.

*Araştırmanın Amacı:* Bu çalışmanın amacı, “öğretmenin sınırı yok” projesi kapsamında, ilköğretimdeki öğretmenlere yönelik hizmet içi eğitimlerden hareketle, öğretmenlerin, MEB tarafından veya diğer yollarla gerçekleştirilen hizmet içi eğitimlere yönelik beklentilerini ortaya koymak ve uygulanacak olan hizmet içi eğitim etkinliklerinin etkililiğinin artırılmasına katkıda bulunmaktır. Bu amaçla öğretmenlerin almış oldukları eğitim süreci içerisinde en çok beğendikleri durumlar, en az beğendikleri durumlar, diğer hizmet içi eğitimler için önerdikleri eğitim konuları, almış oldukları bu eğitim için en yararlı buldukları bölümler, en yararsız/gereksiz buldukları bölümler, yukarıdaki düşüncelerinden başka yorumları, görüşleri önerileri ve tüm veriler dikkate alınarak, öğretmenlere yönelik hizmet içi eğitimlerde dikkat edilmesi gereken durumlar belirlenmeye çalışılmıştır.

*Yöntem:* Çalışmanın verileri, nitel araştırma yöntemlerinden içerik analizi kullanılarak analiz edilmiştir. Bu veriler, “öğretmenin sınırı yok” projesi kapsamında değişik illerden hizmet içi eğitime katılan toplam 65 öğretmen ile yapılan görüşmelerden elde edilmiştir. Katılımcılar, araştırmacının eğitimci ve gözlemci olarak bizzat katıldığı eğitimlerin sonunda belirlenmiştir. Katılımcıların çalışma yılı olarak dağılımları şöyledir: 1- 10 yıl 22, 11-20 yıl 28, 21-30 yıl 13 ve 30 yıl üzeri 3 kişi. Katılımcılardan 47'si sınıf, 18'i branş öğretmeni, 22'si erkek ve 43'ü kadındır. Veriler önce problemin yanıtını oluşturacak biçimde kategorilere ayrılmıştır. Görüşmelerdeki sorulara verilen yanıtlar, katılımcıların algısına göre yanıtlandığından, verileri oluşturma sırasında dağınık veriler, belirtilme yerlerine bakılmaksızın ilgili olduğu kategoriye göre değerlendirilerek, o kategorinin altında gruplandırılmıştır. Yanıtların içeriğinde değinilmek istenen kategorilerdeki alt kategoriler, sayısal yığılmalara bakılarak oluşturulmuştur. Çok az tekrar edilen, başka bir deyişle, özelden kalan temalar sonuçlara yansıtılmamıştır.

*Araştırmanın Bulguları:* Öğretmenlerin hizmet içi eğitimlerden, eğitimin uygulanışı, eğitimcilerin konuya hâkim oluşları ve olumlu tutumu ve eğitimin içeriğini önemsedikleri ve bu konuda bir beklenti içinde oldukları ortaya çıkmıştır. Öğretmenlerin geleneksel tarzda sunucunun aktif, katılımcıların pasif, bilgisayardaki yansının merkeze alındığı ve sunucunun bunu okuyarak gerçekleştirdiği biçimde genelleştirilebilecek eğitimleri beğenmedikleri ortaya çıkmaktadır. Yetişkin eğitimlerinde dikkat edilmesi gerekenler dikkate alınarak, aktarılmak istenen

konunun kullanışlı, anlaşılır, ilginç ve eğlenceli bir biçimde sunulması beklentiler arasında yer aldığı söylenebilir. Öğretmenler, hizmet içi eğitimlerde, kendilerine değer verildiğinin ve fikirlerinin açıklanmasına olanak tanıyan eğitimlerle çalışmaktan hoşlandıklarını özellikle belirttikleri görülmektedir. Eğitimin içeriğinin katılımcıların ihtiyaçlarına yönelik ve uygulamada kullanılabilir olması onların beğenilerini kazanmaktadır. Hizmet içi eğitimlerde karşımıza çıkan yakınlardan biri de verilen bilgilerin kuram ağırlıklı olması ve uygulamadan uzak olması yönündedir. Eğitim etkinlikleri için öğretmenler, “en az beğenilen durumlar” kategorisi içinde, planlanan ders saatlerinin uzun oluşu, eğitimin okuma bölümlerinin sıkıcı olması ve bazı oyun bölümlerinin sıkıcı olması ve görsel materyallerin daha fazla kullanılması gerektiği konularında olumsuz görüş bildirmişlerdir. Öğretmenler başka hizmet içi eğitimler için önerdikleri konular arasında, yoğunluk sırasına göre sınıf yönetimi ve iletişim becerileri konuları, özel eğitim, eğitici oyunlar ve drama, çocuk psikolojisi, veli eğitimi, materyal hazırlama ve kullanma, yöneticilerin eğitimi, öğretim yöntem ve teknikleri ve bazı kişisel gelişim konuları bulunmaktadır. Verilerden hareketle öğretmenlere yönelik düzenlenecek hizmet içi eğitimlerde dikkate alınması gereken özellikler şu biçimde özetlenebilir: öğretmenlerin eğitim sürecine katılımının sağlanması, onların ihtiyaçlarını karşılayacak konularda eğitimlerin düzenlenmesi, konunun uzmanı kişilerden eğitimlerin alınması, eğitim içeriklerinde oyunların, etkinliklerin ve görsel materyallerin yer alması, teorik bilgilerin uygulamayla eşleştirilmesi.

*Sonuçlar ve Öneriler:* İncelemeler sonucunda, öğretmenlerin ifadelerinden hizmet içi eğitimlerde, işlenen konulara aktif olarak katılımın olduğu ve eğlenerek ders işlendiği, samimi bir ders ortamı oluşturulduğu durumlarda eğitimin etkililiğinin daha fazla olduğu ve isteyerek katılımın gerçekleştiği sonucu ortaya çıkmıştır. Araştırma bulguları dikkate alınarak öğretmenlere yönelik hizmet içi eğitimler düzenlenebilir ve hizmet içi eğitim modelleri çalışılabilir.

*Anahtar Sözcükler:* Hizmet içi Eğitim, ÖRAV, “Öğretmenin Sınırı Yok” Projesi, Öğretmen Beklentileri