

Full Length Research Paper

Perception of classroom and branch teachers working in primary schools towards in-service education

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The need for in-service education for teachers is recognized by all who are concerned with improvement of school practice. A successful in-service education involves many different kinds of activities. This study aims to determine the perceptions of classroom and branch (social studies, science and technology, foreign language, physical education etc) teachers working in primary schools in Çanakkale, Turkey towards in-service education. Accordingly, out of 189 teachers attending in-service education held by Ministry of Education, 92 teachers were presented a scale which consisted of 12 problems and were required to choose 4 of them which they believed were the most annoying ones. In this way, 368 problems were designated by teachers. When the most frequent problems were analyzed, the top-three problems were: “there are no attractive activities”, “people in charge do not have necessary qualifications” and “In-service education activities are impractical”. On the other hand, when the least frequent problems were analyzed, the period between the application and implementation of the in-service education is too long, and the refusal of the application by the higher authorities due to various reasons (planlessness, fairness, negligence etc) were designated as the least discomforting problems by the teachers. Furthermore, a significant correlation was not obtained among the teachers due to gender, experience and branches.

Key words: Classroom teacher, branch teacher, in-service training, problems of teachers.

INTRODUCTION

In the late twentieth century, new emphasis was placed on the role of teachers. This new perspective requires teachers to be active, to explore and reflect on their teaching and their students' learning. They are expected to be autonomous practitioners who combine knowledge and skills to make decisions. This can be best achieved by teacher education, which can be defined as the general term that includes both teachers' development and teachers training. The new role of teachers necessitated teacher education to be crucial part of teachers' development (Gültekin, 2007). Teacher education refers to both pre-service and in-service programmes which adopt both formal and/or non-formal approaches. It is a continuing process which focuses on teacher career development.

The changes in teachers' role are caused by the developments in educational sciences, the great expectations of parents and students, and growing awareness of the dynamic structure of teaching and learning, and the demand that teachers renew

themselves (Duzan, 2006). Teachers need professional development to cope with all these dynamic processes.

One component of professional development is teachers' development. Ur (1996) defines it as the means by which teachers learn, by reflecting on their own current classroom experiences. Eraut (1977) defines teachers' development as the natural process of professional growth in which a teacher gradually acquires confidence, gains new perspectives, increases in knowledge, discovers new methods, and takes on new roles.

Wallace (1991) proposes that there is a distinction between teacher education and teacher development. Teacher education is directed by others, and it is power-coercive and rational-empirical in focus; whereas teacher development is managed by oneself, and hence, the normative re-educative change strategy is encouraged. Richards and Nunan (1990) focus on the changes that happen in teachers; and they point out that intellectual, experiential and attitudinal changes in teacher behavior

may occur as a result of teacher development through professional in-service programs.

Tetenbaum and Mulkeen (1986) propose a continuing, integrated model of teacher development. Such a teacher development program should be field based, problem-focused, technology-driven, based on experimental sharing, competency-based, expertly-staffed, and open-ended, namely never ending. They claim that a continuing, integrated teacher development program can bring success to the teacher and the institution.

Teacher education and teacher development have distinct characteristics, in the sense that teacher education, which is neither managed by teachers nor problem-driven, does not trigger intrinsic motivation of teachers. Teacher development, on the other hand, facilitates teachers' adaptation process by providing them with opportunities for hands-on experience (Gültekin, 2007).

In today's world, it is known that teacher's role is crucial in educational improvement. Qualified man power is primarily required for the development of any community. Qualified man power can be provided by well developed schools. The quality of a school, in other words the value of the students' training depends on the quality of the training given by the teachers. The characteristics of the training provided by the teachers is directly related with pre-service education and professional development gained in in-service education (Seferoğlu, 2001).

In-service education

Teaching has gained great importance in the last two decades; and thus, it is of great importance for teachers, educators and educational authorities to discover effective ways of teaching. That is one of the main underlying reasons for in-service education programs (Gültekin, 2007).

In Turkey, teacher education is a process that consists of two stages. The first one is the pre-service education that involves four years undergraduate study and the other one is in-service education. In-service education is not only for solving the problems encountered by the teachers but it also assists teachers' professional development and their self realization (Erkul, 1997:33). In-service education, which is planned for teachers' professional and cultural development, overcoming their educational deficiencies and catering for their individual needs, has been held by In-Service Education Department in Turkey since 1960 with specific purposes. Gül (2008) cited in Cilga (2007) summarizes these purposes as follows:

- Orientation of novice teachers,
- Provide supplementary education to the staff in various subjects for lateral and vertical transfer of them and provide the staff requirement from the existing personnel

- by training the staff for executive positions,
- Adaptation of the staff to the improvements and innovations in science, technology, economy and professional life and upgrading approaches and strategies,
- Improving the quality, quantity and productivity of the organization,
- Restructuring the organization as being flexible to the external changes, bringing dynamism and respect, reducing the work load and supervision of the administrators,
- Skills which assist to apprehend the organization's aims, principles and policies are taught to the staff, and the motivation of the staff is increased via improved performance,
- In addition to the acquisition of basic occupational skills, to complete the educational deficiencies.

In today's world, social life, economical conditions, human and job relationship can be altered with the effect of technological innovations. Self-perpetuation of the education system in relation to the fast-growing technology can be possible with the adaptation of the teachers to the lifelong learning. The knowledge and skills required by this process can be provided by in-service education to the department staff. Each year Ministry of Education has been organizing many in-service education programs to train lifelong education. Therefore, it is crucial to assess the implementation of these programs. According to Özdemir (2002), a great deal of energy is expended in the preparation and delivery of in-service activity in Turkey. The scope of this activity may be indicated by the huge sums of money spent on it. Estimates range up to one trillion liras annually on in-service education activities for educational personnel.

According to Duzan (2006), INSET is a program which provides teachers with a variety of activities and practice sessions for the purpose of helping them develop professionally by broadening their knowledge, improving their teaching skills and increasing their self-awareness and reflective abilities. Teachers participate in INSET programs after their initial education to enhance their effectiveness in teaching. It is clear from the definitions that there is a close link between INSET programs and professional development. INSET programs are also an essential means to becoming effective teachers. For experienced teachers, they are a way to overcome, or at least minimize, teachers' burn-out.

Koc (1992) states that in-service training is creating a caring and sharing atmosphere where teachers share and exchange their experience in teaching. They discuss their problems and find practical solutions to their problems with academic help from educators. This help is aimed at improving their skills in applying recent methodology, approaches, and classroom management strategies, and at gaining experience in developing and

applying an effective curriculum. In addition, they evaluate the effectiveness of their teaching, as well as their students' performance in courses they teach; and according to the feedback they get, they make necessary changes in their teaching style and suggest new ways of reorganizing the contents of the book they are teaching from, in accordance with the new developments in their specific fields of study and in line with advances in technology.

According to England (1998), the motivation of some teachers to take part in in-service training programs is related to their personal satisfaction with the occupation. She is of the idea that most teachers intrinsically want and need to participate in ongoing development to better understand the complexity of their task and to minimize burn-out.

In terms of the content of INSET programs, Veenman, as cited in Capel (1998), identifies eight problems encountered most often by new teachers: classroom discipline, motivating pupils, dealing with individual differences, assessing pupils' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with the problems of individual pupils. He proposes that these issues should be considered in the design of the programs.

Contrary to expectations, INSET programs do not always prove to be successful in achieving their aims, due to several reasons. In general, researchers attribute INSET programs' lack of effectiveness to: lack of feedback, discrepancy between theory and practice, short duration, insufficient opportunities for practical teaching, distance from classroom realities, and lack of a language improvement component (Gültekin, 2007). Teacher development and in-service education of the elementary school teachers have been acknowledged to be an increasingly important focus in the era of education reform. Nevertheless, although policymakers are mostly aware that teacher education significantly influences teacher's effectiveness, there is often a lack of systematic professional development for teachers (Baştürk, 2012).

In-service education problems

There are many obstacles in the decision and application process of the in-service education programs among organizations. It is designated that in-service education facilities meet with obstacles regarding organizational, administrative and financial aspects.

Various obstacles can be met in in-service education programs arising from different issues. These issues can be generally listed as follows (Uçar, 2005; Gökbulut, 2006). The expectation of the organizational realization immediately, higher authorities' lack of interest to the in-service education, the expectations from the in-service education do not correspond with realities, incompre-

hension of the in-service education as it is not formal education, disbelief in the benefit of in-service education and lack of interest, perception of in-service education as a holiday, judgment of trainers as inadequate, non-existence of an organization following the educational changes regarding in-service education, inconsideration of the in-service education facilities, not overcoming the deficiencies of in-service education, not assigning trainers to the in-service education due to the lack of personnel, unemployment of the trained personnel in related field, deficiency of the laws, constitution and regulations regarding in-service education, non-existence of a well-defined education policy of the in-service educational organizations, insufficiency of the buildings and equipment used for in-service education, problem of providing accommodation and food for the staff who attend the organization from other cities, the inadequacy of the building in which the in-service education is planned as it is not built for this purpose, inadequacy of the required equipment, deficiency of the budget allocated for in-service education, the exceeding number of bureaucratic procedure, the loss of the trained staff in in-service education, assigning the personnel to the in-service education program as it is just mandatory, unemployment of the scientific methods in determining the in-service educational needs, inadequate number of research in the field, inadequacy of the support provided by the necessary organizations, not facilitating the coordination, the staff attending the in-service education program cannot apply the knowledge gained in the organization, the staff attending the organization are considered inadequate, insufficiency of the budget, non-release of the funds to the in-service education in time, discontinuity of the in-service education programs, inadequacy of the trained staff for the in-service education programs, conferment to the successful applicants, and non-use of the participants' certificates for placement and appointment.

In-service education is crucially important to overcome the deficiencies of skills and knowledge caused by pre-service education, and adaptation to the technologic, professional and social changes. Relevant literature states that there have been adequate research studies on the topic in Turkey; however, in this study the question of what the perception of classroom and branch teachers towards in-service training is addressed as a problem due to the importance of the subject regarding the educational changes done frequently and the change in diversity of the problems.

METHODOLOGY

The study was designed as a descriptive survey model. Namely, it was aimed to reveal the perception of classroom and branch teachers (social studies, science and technology, foreign language, physical education

Table 1. The distribution of teachers regarding gender, seniority and branch variables.

| Variable | | f | % |
|-----------|-------------------|----|-------|
| Gender | F | 62 | 67.4 |
| | M | 30 | 32.6 |
| | Total | 92 | 100.0 |
| Seniority | 0-10 years | 14 | 15.2 |
| | 11-20 years | 24 | 26.1 |
| | 21-30 years | 36 | 39.1 |
| | 31 years and over | 18 | 19.6 |
| | Total | 92 | 100.0 |
| Branch | Classroom teacher | 48 | 52.2 |
| | Branch Teacher | 44 | 47.8 |
| | Total | 92 | 100.0 |

etc.) working in primary schools towards in-service training by employing a scale.

Sampling

The setting of the study consisted of 189 teachers who attended the in-service education program organized by Çanakkale Provincial Directorate for National Education. The sample included 92 randomly selected teachers. In Table 1, the demographic information of the participants was reported.

When Table 1 is examined regarding gender, it is observed that approximately two-thirds of the participants are females and with just one male. In relation to seniority, about 40% of the participants have 21 to 30 years seniority, almost one-third of them have 11 to 20 years seniority, 15.2% of them have 0 to 10 years seniority and 19.6% of them have 31 years and over seniority. With regard to the branches, almost half of them are classroom teachers and the others are branch teachers such as social studies, science and technology, foreign language, physical education etc.

As for the overall consideration, the striking points are that 67.4% of them are females, 39.1% of them have 21 to 30 years seniority and 52.2% of them are classroom teachers.

Instrument and data analysis

In the study, a researcher designed scale was employed. By reviewing the related literature, a draft scale consisting of 12 teacher problems was formed. The draft scale was presented to the two academicians who con-

ducted related studies to have expert opinion. Within the light of these expert opinions, some necessary changes were performed and the final version of the scale was completed.

The data obtained by the implementation of the scale designed to assess the perception of classroom and branch teachers working in primary schools towards in-service education were analyzed by employing frequency and percentage. 368 perception preferences designated through selection of 4 items out of 12 items by 92 teachers were analyzed by considering various frequency distributions such as the ones with more than 50, the ones between the range of 41 to 50, the ones between the range of 31 to 40, the ones between the range of 16-30 and the ones between the range of 0 to 15. Furthermore, chi square was employed to detect correlation in teachers' perception among variables of gender, seniority and branch by using SPSS 15.0.

FINDINGS

The obtained perception preferences of the 92 teachers who participated in the study are tabulated with reference to the frequency distribution.

In Table 2, the preferences which have 50 and over frequency value was reported. It is apparent that the item "There are no attractive activities" is considered as the most obvious problem by the classroom and branch teachers working in primary schools towards in-service education. The item ranked in the first four preferences of approximately 61% of the teachers (56 teachers out of 92) constitutes 15.2% of the selected problems.

In a study, teachers' views are asked with reference to the in-service education offered for classroom teachers. Teachers complain that the organizations are not held in appropriate time periods; their opinions are not questioned; content of the organization is inadequate; and the methods and techniques presented in these organizations are ineffective in real classrooms. Furthermore, teachers claim that the topics assisting their personal development should be taught rather than professional topics, teachers' views should be inquired after the organization, various materials should be used in the implementations in line with the methods and techniques, the trainers should be more qualified and should have efficient communication skills (Durmuş, 2003). According to Arslan (2000)'s study, 37% of the teachers have difficulty in preparation and implementation period of in-service education, 38% of them have trouble with in-service education programs. Hamdan (2003) reveals that 43% of the teachers claim more attractive content for in-service education programs.

In Table 3, the preferences between the ranges of 41 to 50 frequency value were reported. The classroom and branch teachers' preferences regarding in-service educa-

Table 2. The preferences which have 50 and over frequency value.

| Item number | Item | f | According to the selected problems (%) | According to the teachers who selected these items (%) |
|-------------|------------------------------------|----|--|--|
| 2 | There are no attractive activities | 56 | 15.2 | 60.8 |

Table 3. The preferences between the ranges of 41 to 50 frequency value.

| Item number | Item | f | According to the selected problems (%) | According to the teachers who selected these items (%) |
|-------------|---|----|--|--|
| 7 | People in charge do not have necessary qualifications | 47 | 12.8 | 51.0 |
| 10 | In-service training activities are impractical | 47 | 12.8 | 51.0 |

Table 4. The preferences between the ranges of 31 to 40 frequency value.

| Item number | Item | f | According to the selected problems (%) | According to the teachers who selected these items (%) |
|-------------|--|----|--|--|
| 1 | Non- update of the in-service education programs | 40 | 10.9 | 43.5 |
| 4 | In-service education programs remain limited at the local level | 32 | 8.7 | 34.8 |
| 8 | Not organizing the in-service education programs regarding the regional socio-economical and cultural features | 32 | 8.7 | 34.8 |

tion frequency value between the ranges of 41 to 50 are "People in charge do not have necessary qualifications" and "In-service training activities are impractical". These items rank in the first four preferences of approximately 51% of the teachers (47 teachers out of 92) and they constitute 12.8% of the selected problems.

It is necessary to assign trainers who are qualified in both theory and practice in order to achieve success in these programs and improve the success level. It is beneficial to assess the performance of the trainers at the end of each topic taught and compare the trainer with other trainers at the end of the whole programs in order to determine the future trainers for the following in-service education programs. Trainers who improve themselves continuously are lions (Kalkandelen, 1979). Trainers should possess some qualifications such as technical competence, pedagogical formation, psychological mindedness, social competence, leadership and professional competence (Arslan, 2000). As stated by Hamdan (2003), 55% of the teachers express that trainers are experienced and 69% of them propose that trainers should be academicians. According to Arslan's

study (2000), 38% of the classroom teachers declare that they often have trouble due to the insufficiency of the trainers.

In Table 4, the preferences between the ranges of 31 to 40 frequency value were reported. The classroom and branch teachers' preferences regarding in-service education frequency value between the ranges of 31 to 40 are "Non-update of the in-service education programs", "In-service education programs remaining limited at the local level" and "Not organizing the in-service education programs regarding the regional socio-economical, cultural features". The item "Non- update of the in-service education programs" is ranked in the first four preferences of approximately 43.5% of the teachers (40 teachers out of 92) and it represents 12.8% of the selected problems. The other two items "In-service education programs remaining limited at the local level" and "Not organizing the in-service education programs regarding the regional socio-economical, cultural features" are preferred by 35% of the teachers (32 teachers out of 92).

The in-service education programs should not be

Table 5. The preferences between the ranges of 16 to 30 frequency value.

| Item number | Item | f | According to the selected problems (%) | According to the teachers who selected these items (%) |
|-------------|--|----|--|--|
| 9 | Distance In-service education organizations (teleconference etc) do not achieve their goals | 26 | 7.1 | 28.3 |
| 12 | Insufficiency of the buildings and equipments used for in-service education | 26 | 7.1 | 28.3 |
| 5 | The limited quota | 22 | 6.0 | 23.9 |
| 3 | The Schedule and time of some in-service education programs are not appropriate for the teachers | 16 | 4.3 | 17.4 |

implemented for years. Program is an activity which needs to be developed continuously. Once the analysis and design stages are carried out consistently with the rules, development of the program can continue renewing itself (Arslan, 2000). Hamdan (2003) also asserts that 52% of the teachers' expectations are not met by the education program, 43% of them express that the content should be more attractive and 60% of them state that there would not be standards to apply for the in-service education programs.

In Table 5, the preferences between the ranges of 16 to 30 frequency value were reported. The classroom and branch teachers' preferences regarding in-service education frequency value between the ranges of 16 to 30 are "Distance In-service education organizations (teleconference etc) do not achieve their goals", "Insufficiency of the buildings and equipment used for in-service education", "The limited quota", and "The schedule and time of some in-service education programs are not appropriate for the teachers". The items "Distance In-service education organizations (teleconference etc) do not achieve their goals", "Insufficiency of the buildings and equipment used for in-service education" are ranked in the first four preferences of relatively 28.3% of the teachers (26 teachers out of 92) and that represent almost 7% of the selected problem. Other item "The limited quota" is also placed in the first four preferences of the 24% of the teachers (22 teachers out of 92). The item "The schedule and time of some in-service education programs are not appropriate for the teachers" is classified in the first choices of 17% of the teachers (16 teachers out of 92).

In a study conducted by Uçar (2005), teachers and administrators report that in-service education organizations are not held in appropriate time and environments. Arslan (2000) presents that 43% of the classroom teachers have often problems with education centers and 38% of them have difficulty with course programs. In Hamdan's study (2003), 42% of the teachers state that the environment is chosen carefully in

all aspects, 85% of them are pleased about the time of the event, 46% of them assert that content is presented with traditional techniques and 36% of them affirm that in-service education organization should be held during summer holiday.

In general, the place chosen for educational activity should not cause trouble about transportation, the obstacles which are eye catchers or distracters, for example noise, traffic and striking pictures should be cleared away; the chairs should be comfortable but not comfortable as they feel sleepy. The rooms should be suitable for the number of the participants. For example, a hall with a capacity of 250 people is not suitable for a 15-people seminar (Kalkandelen, 1979). The schedule of the program should be designated in advance depending on the characteristics of the group. As the organization is expenditure for the department, education programs should be designed as short as possible in line with efficiency standards (Sabuncuoğlu, 2000). The time of the education program should be designated carefully as not to hinder other responsibilities of the department staff. Furthermore, a time period which improves participants' motivation is suitable for the organization. Departments' working hours and high times of the day should be chosen for the education program in order to increase the motivation of the participants as the production and service programs are available (Şencan and Erdoğan, 2001).

In Table 6, the preferences between the ranges of 0 to 15 frequency value were reported. In the classroom and branch teachers' preferences regarding in-service education the least frequent ones are "The period between the application and implementation of the in-service training is too long", and "The refusal of the application by the higher authorities due to various reasons (planlessness, farness, negligence etc.)". These items are ranked in the first four preferences of only 13% of the teachers (12 teachers out of 92) and these items are not considered as important as the others.

According to the results of Durmuş's study (2003),

Table 6. The preferences between the ranges of 0 to 15 frequency value.

| Item number | Item | f | According to the selected problems (%) | According to the teachers who selected these items (%) |
|-------------|--|----|--|--|
| 6 | The period between the application and implementation of the in-service training is too long | 12 | 3.3 | 13.0 |
| 11 | The refusal of the application by the higher authorities due to various reasons (planlessness, farness, negligence etc.) | 12 | 3.3 | 13.0 |

Table 7. Chi square test results for the difference regarding gender in the perception of classroom and branch teachers towards in-service education.

| Gender | | Items | | | | | | | | | | | | Total | Chi square |
|--------|---|-------|------|-----|-----|-----|-----|-----|------|------|------|-----|-----|-------|--------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Female | N | 6 | 6 | 6 | 6 | 1 | 2 | 6 | 11 | 8 | 5 | 3 | 2 | 62 | $X^2 = 11.89$ N = 92 |
| | % | 9.7 | 9.7 | 9.7 | 9.7 | 1.6 | 3.2 | 9.7 | 17.7 | 12.9 | 8.1 | 4.8 | 3.2 | 100 | |
| Male | N | 6 | 6 | 2 | 1 | 2 | 0 | 1 | 3 | 3 | 5 | 1 | 0 | 30 | df = 11 p = 0.395 p > 0.05 |
| | % | 20.0 | 20.0 | 6.7 | 3.3 | 6.7 | 0 | 3.3 | 10.0 | 10.0 | 16.7 | 3.3 | 0 | 100 | |

Table 8. Chi square test results for the difference regarding seniority in the perception of the classroom and branch teachers towards in-service education.

| "Seniority" (years) | | Item | | | | | | | | | | | | Total | Chi Square |
|---------------------|---|------|------|------|------|-----|-----|------|------|------|------|------|-----|-------|-------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| 0-10 | N | 1 | 0 | 0 | 1 | 1 | 0 | 3 | 3 | 4 | 1 | 0 | 0 | 14 | $X^2 = 33.40$ N = 92 |
| | % | 7.1 | 0 | 0 | 7.1 | 7.1 | 0 | 21.4 | 21.4 | 28.6 | 7.1 | 0 | 0 | 100 | |
| 11-20 | N | 4 | 5 | 4 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 0 | 1 | 24 | df = 33 p = 0.447 |
| | % | 16.7 | 20.8 | 16.7 | 4.2 | 4.2 | 4.2 | 4.2 | 16.7 | 4.2 | 4.2 | 0 | 4.2 | 100 | |
| 21-30 | N | 3 | 4 | 4 | 4 | 1 | 1 | 3 | 4 | 5 | 5 | 2 | 0 | 36 | p > 0.05 |
| | % | 8.3 | 11.1 | 11.1 | 11.1 | 2.8 | 2.8 | 8.3 | 11.1 | 13.9 | 13.9 | 5.6 | 0 | 100 | |
| 31 and above | N | 4 | 3 | 0 | 1 | 0 | 0 | 0 | 3 | 1 | 3 | 2 | 1 | 18 | |
| | % | 22.2 | 16.7 | 0 | 5.6 | 0 | 0 | 0 | 16.7 | 5.6 | 16.7 | 11.1 | 5.6 | 100 | |

classroom teachers report that the time, content, the methods and techniques and the environment of the in-service education programs are inadequate and they are hesitant about the competence of the trainers and the contribution of the in-service education programs to the practice.

In Table 7, Chi square test results for the difference regarding gender in the perception of the classroom and branch teachers towards in-service education were

reported. As it can be understood from the Table 7, there is no significant correlation at 0.05 level. In other words, there is no relation between the gender and the preferences of the classroom and branch teachers towards in-service education. Being a woman or a man cannot make a difference in their preferences. Aydinlalp (2008) confirms that gender factor causes no significant difference in the perception of teachers with respect to in-service education. In Table 8, Chi square test results for

Table 9. Chi square test results for the difference regarding teachers' branches in the perception of the classroom and branch teachers towards in-service education.

| Branch | Items | | | | | | | | | | | | Total | Chi square | |
|-------------------|-------|------|------|------|------|-----|-----|-----|------|------|------|-----|-------|------------|----------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| Classroom teacher | N | 6 | 6 | 3 | 5 | 1 | 0 | 4 | 5 | 6 | 7 | 4 | 1 | 48 | $\chi^2 = 10.94$ N = 92 |
| | % | 12.5 | 12.5 | 6.3 | 10.4 | 2.1 | 0 | 8.3 | 10.4 | 12.5 | 14.6 | 8.3 | 2.1 | 100 | |
| Branch teacher | N | 6 | 6 | 5 | 2 | 2 | 2 | 3 | 9 | 5 | 3 | 0 | 1 | 44 | df = 11 |
| | % | 13.6 | 13.6 | 11.4 | 4.5 | 4.5 | 4.5 | 6.8 | 20.5 | 11.4 | 6.8 | 0 | 2.3 | 100 | p = 0.448 p > 0.05 |

the difference regarding seniority in the perception of the classroom and branch teachers towards in-service education were reported.

Table 8 presents that there is no significant correlation at 0.05 level. It can be concluded that seniority cannot make a difference in the preference of the classroom and branch teachers and that having low levels of seniority of high levels of seniority cannot affect teachers' in-service education perceptions. There are not much research studies in the literature concerning seniority.

On the other hand, Aydinalp (2008) states that once the number of the participation in in-service education programs increases, teachers' ideas towards in-service education becomes more positive and the teachers with high levels of seniority have more positive views about in-service education than the ones with low levels of seniority.

Table 9 presents that there is no significant correlation at 0.05 level. In a sense, being a classroom teacher or a branch teacher cannot have an effect on the perception of teachers' perceptions towards in-service education. Both parties have similar perceptions regarding in-service education. Aydinalp's study (2008) reveals that there is no statistically significant correlation among the views of the branch teachers towards in-service education.

DISCUSSION AND CONCLUSION

In our age, as it is called information age, the information is doubled in every five years; therefore, certificates validity period of the 21st centuries teachers who have 4 years undergraduate education in Education Faculties can be limited to five years (Toptan, 2001). Consequently, the educational activities provided by in-service education is critical for teachers both updating their existing knowledge and being more effective in teaching the new generations. According to Aydin (1993), the purpose of the in-service education is not only to improve the professional skills of the teachers and to elucidate them about the professional developments but also to enable teachers to perceive themselves, their

school, educational program, students and environment differently.

Schools are attempting to cope with a number of significant educational changes: new curricula, new grading system, etc. These changes require new expertise, and that expertise must come from currently employed teachers. In Turkey, there have been many changes in educational structure and the level of education attained by individuals, beginning with the establishment of the modern Turkish Republic in 1923. In the last two decades in particular, school enrollment rates at all three levels—primary, secondary, and tertiary—have significantly increased. Some structural changes, such as increasing compulsory education from five to twelve years and changing the long-held national curricula were also initiated. The curricula according to the behaviouristic approach were dominant until 2005 in the Turkish educational system. The main characteristics of these curricula were that they were teacher centered, based on knowledge transfer, the teacher as absolute figure at school and in class. From 2005 to 2006 onwards, the constructivism was accepted as the main approach in the new curricula studies. According to this approach, the system changed from being teacher centered to student centered. The professional development of the teachers was stressed in the new approach (Taş-Mentiş, 2012). The successful implementation and sustaining of any new school curriculum depends to a large extent on how readily and rapidly teachers accept and adapt to it. To do this, teachers have to be retrained in both thinking and doing, or in the epistemology and methodology of the new curriculum.

According to Özdemir (2002), much of the literature makes reference to the general dissatisfaction of participants with in-service education activities in Turkey. From a survey of the literature one is able to glean a number of defects in in-service identified by a variety of researchers and observers. Some of them are as follows (Taymaz, 1981; Küçükahmet, 1985; Tezer, 1994): Poor planning and organization, courses focus on information dissemination rather than stressing the use of the infor-

mation or appropriate practice in the classroom, principles of adult learning are not used, activities are not related to the day to day problems of participants, inadequate needs assessment, unclear course objectives, the lack of follow-up in the job setting after training takes place, in-service education activities are not individualized and not related to learner interests and needs, staff responsibilities are not clear, a statewide focus, distant from the real (assessed) local needs of teachers and administrators in their schools, a decided lack of modeling, little follow through and follow-up evaluation and in-service trainers are not carefully selected.

The study which aimed to reveal the perception of classroom and branch teachers towards in-service education and participated by 92 teachers concludes that "there are no attractive activities", "people in charge do not have necessary qualifications" and In-service training activities are impractical" are designated as the most complained problems. In addition to this, it is revealed that teachers' preferences do not alter due to gender seniority and branch variables. The findings this study indicates that each teacher needs to develop him or herself in order to adjust to the existing changes.

In the light of these conclusions, the following recommendations can be proposed:

-The activities which attract the attention and address the needs of teachers should be emphasized in in-service education programs.

-The opportunity to assess the activities provided in the in-service education programs in every stage should be provided for teachers, and teachers should be required to assess both themselves and the effectiveness of the training activity.

-By using modern and effective learning techniques such as problem solving, collaborative learning, critical thinking, active learning, brain storming, dramatization, creative drama and small and large group discussions in the implementation of the activities, teachers are forced to be more active.

-The planning of the programs should be done in line with the needs of the teachers, therefore; teachers' opinions should be inquired and by providing many activities in the programs teachers should be offered options.

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