



World Conference on Educational Sciences 2009

Opinions of teachers on effectiveness of IST programs

^aTürkay N. Tok*, ^aŞükran Tok

^aUniversity of Pamukkale, Denizli, Turkey

Received September 25, 2008; revised November 3, 2008; accepted January 4, 2009

Abstract

The aim of this study is to determine the views and suggestions towards program and organizational of teachers who participate in the candidate training program. The population of this study consists of the candidate teachers working in the provincial of Hatay during the 2007-2008 academic year. The sample consisted of randomly selected 258 teachers. In the study, in order to collect data, a data collection tool consisting of 23 questions was used. This tool consisted of two dimensions: views about the program and organization and suggestions about solutions. According to the data obtained it can be seen that teachers have some expectations and needs about the candidate training. In order to solve the problems, make the courses more beneficial, and make them provide better service the Candidate Training Program and Organisation needs to be reconsidered.

© 2009 Elsevier Ltd. Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Keywords: In-service training; candidate training; teacher.

1. Introduction

Education is one of the important instrument that ensures the unity of a country, changes people, and trains necessary qualified and sufficient human power for development (Peker, 1989:2) In view of the education gaining increased importance day after day, teachers must work efficiently in their institutions, and keep on teaching and training processes in line with the technological developments of the age. Because of their duty of training the society and individuals who direct this society, teachers must receive a short or long in-service training, improve their occupational efficiency (Üstüner, et al. 2000; Kanlı et al. 2002), and bring themselves up to date (Erdem et al. 2002; Azar and Çepni, 1999). One of the instruments given this knowledge and skills to teachers is “in-service training (IST)” (Gül 2000).

* Türkay N. Tok. Tel.: +0 505 778 36 91.

E-mail address: tntok@pau.edu.tr.

IST is education for employees to help them develop their skills in a specific discipline or occupation (<http://www.sil.org>). IST “is systematical teaching to employees necessary knowledge, skills and behaviors during whole of their work life” (Can et al, 1995). IST is necessary because in many cases education of employees is unrelated and insufficient with their service, and initially sufficient knowledge loses its currency (Küçükahmet, 1992).

Based on its application stages, IST can be divided into four groups: Candidate Training for Beginners of the Job, Development Training for Working Personnel, Promotion Training for Personnel Appointed to Another Department in the Institution, Training for Changing Field for Personnel Promoted for senior positions. In this study, we got opinions of the candidate teachers that have participated in the Candidate Training for beginners. The aim of this training is to train the beginner of the occupation or newcomers of the institution for the institution, its policies, colleagues that he/she will work together, and to teach his/her powers and responsibilities, and to remove his/her pre-service training insufficiencies, if any. The limit of such training and obligations of the individual and institution is stated by regulations (Canman, 1995; Gül 2000).

Subject matter on training and promotion to permanent teaching staff for civil servants who are appointed candidates for services of the central and provincial services of the Ministry of National Education are also indicated in regulations (Anonym, 1995). According to this regulation, new teachers who begin their career should participate an in-service training by a team of teaching staff, elementary school inspectors and branch teachers. At the end of the training, they should take an examination for assessment of their knowledge. This study aims at exposing the opinions and proposals of teachers who were participated in the Candidate Training on the in-service training and organization.

2. Method

The population of the study was candidate teachers in primary and secondary schools in Hatay City in 2007-08 academic year. And sampling was 258 candidate teachers chosen randomly and attended to Candidate Training in the towns of Hatay. Of the sample group were 20, 9 % primary school teacher, 79, 1 % branch teacher and, 46.5 % female and 53, 5 % male.

In this study, we used a 23-question survey to determine the opinion and proposals of the teachers attended Candidate Training on the IST program and organization. The questions have been prepared by adaptation of Özyürek’s study (1981) called “Effectiveness of In-Service Training of Teachers.” For measuring the reliability of this survey, a pilot project has been done with 78 candidate teachers chosen from outside of the sample group. As a result of this study, we found that Cronbach Alpha coefficient of the survey e was .82. In order to fix the content validity of the survey, we benefited from experts views. In the first part of this instrument, questions were aimed at getting personal knowledge, and in the second part questions were about *opinions and solution proposals on the program and organization*. In the analysis of the data obtained form the study, we used percentage (%) and frequency based on SPSS (11.5) package program.

3. Findings and Discussion

In this part, we considered the opinions and proposals of candidate teachers on the program and organization gave the percentage of findings and discussed the conclusions.

3.1. Opinions and proposals of candidate teachers on the program and organization:

Teachers stated that the basic aim of the program they attended is “to teach the developments in their fields” (43%), “to remove deficiencies in other fields” (32%), “preparing for a senior position” (20%), and “other” (5%).

While more than half (51%) of the participants told some courses selected for the program were connected with each other, some were unconnected, 34% indicated that the courses were connected and complementary, and the rest (% 15) stated that the courses were unconnected with each other.

On the content of the program, 65% marked the choice “sometimes it gives new knowledge, sometimes not,” 19% “boring and gives nothing new,” 10% “it gives brand-new knowledge,” and 6% “other.” Rapid developments in science and technology change dynamics of individual and social life. IST programs could be rearranged in this way, but this was not the case. Accordingly, the teachers did not find the content of program much useful. The conclusions of studies by Özyürek (1980) and Kanlı (2001) were similar as well.

On the courses of program, candidates marked following choices: 59% “Courses were working out with classical methods (expression, question-answer, etc.); 28% “...sometimes with classical, sometimes with up-to-date methods;” 13% “with up-to-date methods. On the instruction methods, they found that these were “insufficient” (46%), “medium” (29%), and “sufficient” (25%). The trainers were not content with instruction methods because of classical methods used in these courses.

For the publication used during the course, they marked the following choices: “We could not get them easily because of a huge publication used” (36%); “we could get them easily” (%33); “often we took notes in the courses, because that did not cite bibliography,” (%31).

They marked the following choices on call the roll for attendances the courses: “Every lecturer called the roll” (76%); “One of the trainees called the roll” (18%); and “There was no regular call the roll” (6%). The candidates that marked the last choice must be usual latecomers. We can conclude that the officials had necessary care for attendance. A study by Kanlı (2001) also had reached similar conclusions.

For assessment of the program courses, the choices were following: “There was not any serious exam” (73%), “exams were not very serious” (27%).

And opinions of the subjects of this study can be summed as follows: More than half of the teachers (59%) told that the program organization was “average and good,” 15% told “very good,” and 26% told “insufficient.” Furthermore, on attitudes of trainer personnel toward solving the trainees’ problems, opinions were scattered as follows: “They immediately search for solutions” (52%); “Sometimes they paid attention, sometimes not” (39%), and “They never paid attention” (9%).

For the quality of the places where in-service training activities take place trainees choices were as follows: Most of them (51%) marked “It was unsuitable for the purpose of training;” 23% “noisy and boring place,” 14% “generally a good place,” and the rest (12%) “other choices.”

For sufficiency of the trainer team which included primary school inspectors and course teachers, the choices can be scattered as follows: “good (55%),” “medium (24%),” “very good (19%)” and “insufficient (8%). Relations between trainers and candidate teachers were assessed by these choices: respectively, “good (45%),” “medium (34%),” “very good (13%)” and “insufficient (8%).”

3.2. *Proposals of candidate teachers on the program and organization:*

For these teachers, basic aim of such in-service training activities were “make the teacher more productive” (62%), “adapting the teacher to new situations” (16%), and “informing about formal rights of teachers” (%22). Proposals of the teachers on selecting the content of the program were as follows: “It should be directed at removal of disconnection between theoretical knowledge and problems arisen from practice” (52%); “It should be directed at solving problems arisen from practice” (38%); and “There should be programs directed at field knowledge and teaching occupational information” (10%). While the study by Özyürek (1981) concluded that the content of the program should be directed at removal of disconnection between theoretical knowledge and problems arisen from practice, a study by Üstüner et al. (2000) found that teachers required IST with different levels and content.

Almost all teachers (97%) have proposed that up-to-date methods should be used in these courses. Studies by Özyürek (1981) and Taymaz and et al. also found similar results.

The proposals on daily course programs were as follows: “On weekdays there should be 6 lesson-hour only in the morning”(59%); “On weekdays there should be 6-lesson hour only in the morning, and there should be social and cultural activities in the afternoon” (34%); “Courses should be given on Friday and Saturday (12%); “other choices” (the rest 5%).

For classroom numbers, their views were: “Attendants number should be 15-29” (49%); “Attendant number should be 30-49” (39%); and “Attendant number should be 50 and over” (12%).

Their proposals on the assessment of courses in the program were: “At the end of the course there should be a common test for all courses” (57%); “A pretest and a posttest is necessary to understand how the participants benefited from the program” (26%); “They should give every participant who attended the courses regularly a course certificate without any exam” (17%).

We list the following opinions on the candidate training program: “The program should be prepared by a joint team of the Ministry and university (55%); “It should be prepared by in-service training departments of the Ministry (38%), and “It should be prepared by the provincial department of the Ministry (7%). According to teachers, training staff for such activities should be formed by primary school inspectors (42%), university teaching staff (46%), and experienced school directors and teachers (12%).

For participating in the programs, they marked the following choices: “Programs should be prepared and offered as to a definite certificate program at university level” (35%); “They should provide accommodation and dining to the participants” (31%); “Training place should have natural beauty” (26%), and “other choices” (the rest 8%). The study by Özyürek (1981) concluded that the program should be prepared and offered as to a definite certificate program.

Participants proposed that failing trainees should be called “to the same seminar next year” (50%), “to the same year’s compensation programs” (40%), and “retest in the fields they failed” (10%).

4. Conclusion and Proposals

Teachers’ opinions were in general negative about courses selected for the program they participated, content of the program, implementing form of these courses, instruction methods, published sources of the subjects, organization and the place of the program. However, they contended with attendance to courses, assessment of courses and attitude of trainers.

The data obtained from this study shows that teacher candidates have expectations and requirements from candidate training. To solve these problems, Candidate Training Program should be revised and the subjects should be updated based on a requirement analysis. So the training should be more productive and carry out its functions and reach its aims effectively.

4.1. In line with the findings of this study, we elaborated the following proposals:

1. Basic aim of the course should be making teachers more productive.
2. Up-to-date teaching methods and techniques should be used in presenting the courses of program.
3. Published sources of the subjects can be provided easily.
4. Organization of the course should be revised.
5. The training place should be quiet, spacious and suitable for its aim.
6. The content of the program should be directed at removing of disconnection between application and problems arisen from theoretical knowledge.
7. Daily course programs should be 6 hours in weekdays.
8. Classrooms should not be more than 30 trainees.
9. At the end of courses, a common test for all courses should be made.
10. Programs should be prepared by a team of the Ministry and university.
11. Training personnel of the courses should include university teaching staff and primary school inspectors.
12. Programs should be prepared and applied with a definite certificate program at university level.
13. Boarding and dining problems of participants should be solved.
14. Failing trainees should be called to the same seminar later that year.

References

- Anonim, (1995). Tebliğler Dergisi, 30.1.1995, Sayı: 2423.
- Azar, A & Çepni S. (1999). Yeni Öğretmenlerin İş Başında Gelişimini Destekleyen Modelleri. DEÜ Buca Eğitim Fakültesi Dergisi Özel Sayı, 39-45.
- Can, H., Akgün, A. & Kavuncubaşı, Ş. (1995). Kamu ve Özel Kesimde Personel Yönetimi. Ankara: Siyasal Kitapevi.
- Canman A. D.(1995). Çağdaş Personel Yönetimi, Ankara: TODAİE Yayınları.
- Erdem, A., Üstüner, I & Sancar M.(2000). Öğretmenlerin Fen-Fizik Eğitimi Konusundaki Görüşleri. www.fedu.metu.edu.tr/ufbmek-5/b_kitabi/PDF/OgretmenYetistirme/Bildiri/t289DA.pdf. Erişim tarihi: 8 Mayıs 2003.
- Gül, H. (2000). Türkiye’de Kamu Yönetiminde Hizmet İçi Eğitim, Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi. Cilt 2, Sayı:3. <http://www.sil.org/lingualinks/literacy/ReferenceMaterials/glossaryofliteracyterms/WhatIsInServiceTraining.htm>.
- Kanlı, U. (2001). Ortaöğretimde Görev Yapan Fizik Öğretmenleri İçin Düzenlenen Hizmet İçi Eğitim Programlarının Etkinliği. Gazi Üniversitesi. Yüksek Lisans Tezi. Ankara.
- Kanlı, U. & Yağbasan, R. (2002). 2000 yılında Ankara’da Fizik Öğretmenleri İçin Düzenlenen Hizmet İçi Eğitim Yaz Kursunun Etkinliği. Milli Eğitim Dergisi, 153-154.
- Küçükahmet, L. (1992). Hizmetiçi Eğitim (Teori ve Uygulamaları).Ankara.
- Özyürek, L. (1981). Öğretmenlere Yönelik Hizmetiçi Eğitim Programlarının Etkinliği. Ankara: Ankara Üniversitesi Basımevi.
- Peker Ö. (1989). Yönetici Eğitimi. Ankara: TODAİE Yayını.
- Taymaz, H. ve arkadaşları. (1997). Hizmetiçi Eğitimde Koordinasyon Sağlanması. Milli Eğitim Dergisi. 133, 12.
- Üstüner, I., Ersoy Y. & Sancar M. (2000). Fen ve Fizik Öğretmenlerinin Hizmetiçi Eğitimi ve Sempozyumlardan Beklentileri. HÜ Eğitim Fakültesi Dergisi. 311-316.