An Investigation on In-Service Trainings of the Ministry of National Education (MONE)

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Abstract

It is getting difficult day by day to comply with the sweeping changes in our age. In such an age, it is necessary that teachers being responsible for educating students, follow the developments, overcome the deficiencies and bring contemporary approaches into classrooms. And this could only be achieved via well-structured in-service trainings/professional development programs. Trainings about different topics in different durations are realized for the professional development of the principals, deputy principals, teachers and school staffs by contracted institutions under the heading of “in-service training”. Aim of this study is to analyze the in-service trainings being held for elementary and secondary school teachers. For this reason, these questions are searched for an answer: “Which topics are mostly covered in elementary and secondary school teachers’ in-service trainings held by MONE?”; “In which areas were the teachers’ knowledge/skills/attitudes intended to be developed in the last 10-year-period?”; “What is the satisfaction level of teachers about these trainings?” In the research, content analysis has been carried out and the trainings are classified under 8 main categories. The research results obtained from the Council of Higher Education - Thesis Center and EBSCO, which includes school teachers’ opinions about in-service training, introduced that the in-service training quality in Turkey doesn’t meet the expectations.

Keywords: In-Service Training, National Education, Teacher Training.

1. Introduction

It is getting difficult day by day to comply with the sweeping changes in our age. While we are still trying to transform into an information society, it is of significant importance that teachers, who are responsible for educating
students, are able to follow contemporary approaches, to remedy his/her deficiencies, to select the correct information and to use technology in an efficient way. Harmonizing school teachers with this changing world can be enabled via well planned in-service trainings developed under the leadership of Directorate General of Teacher Training and Development (OYGGM), a division of the Ministry of National Education. Even though it takes significant time and money to realize them, the success of in-service trainings affects both MONA and the school teachers’ efficiency. Hence, it is very important that the numerous agents, affecting the quality of these trainings are taken into consideration.

2. Aim of the Study

The aim of this study is to analyze and understand the in-service trainings being held for elementary and secondary school teachers. For this reason, the following questions are expected to be answered: “Which topics are mostly covered in elementary and secondary school teachers’ in-service trainings held by MONE?”, “In which areas were the teachers’ knowledge/skills/attitudes intended to be developed in the last 10-year-period?”, “What is the satisfaction level of teachers about these trainings?”

3. Method

Qualitative research methods were preferred to be adopted in analyzing the research and trainings of MONE, that took place between years 2003 – 2013. They were analyzed via content analysis. After careful reviewing of the literature and related in-service training programs, 8 main categories and 6 sub categories connected to 2 main categories are included in the study. “Sentence” was assigned as the context unit of the analysis. The designated categories were listed as follows: “1. Information Technologies, 2. Field Knowledge on School Teaching, 3. Occupational Knowledge on School Teaching, 3.1. Programme Development, Evaluation and Promotion, 3.2 Assessment and Evaluation in Education, 3.3 Pedagogic Formation Courses, 4. Special Training, 5. Project and Program Seminars that Took Place, 6. Training the Trainers (Instructor), 7. Special Field Trainings, 7.1 Personal (Teacher – Student) Development Seminars, 7.2 Social (Family and Social Surroundings) Development Seminars, 7.3 Seminars Aiming to Create Environmental Awareness, 8. Evaluating International and National Exam Results. Percentages and frequencies were calculated in accordance with the number of participants.

In order to make the study reliable, an annual training plan, chosen randomly from the working groups, was coded again by the researchers, in different times for all sub-categories. At the end of coding, the consensus rate was calculated as 92%. To declare a research reliable, it takes a consensus rate of at least 70% among all coders. (Yıldırım & Şimşek 2005: 233).

4. In-Service Training

Taymaz (1997: 4) defines in-service training as, trainings that are provided and that aims to build knowledge, skills and behaviors at the personnel who is recruited and working at a company which belongs to a natural person or a legal identity, in return for a salary or a defined fee. The Modern Dictionary of Turkish Linguistic Society defines this term as follows, “The training provided to the personnel during their working period, in order to make them develop vocational knowledge and skills, on – the job training.” (2005)

According to Pehlivan (1993), for a personnel, working effectively and being efficient is possible with updating knowledge and skills, in other words with continuous training. It is the only way for individuals to keep up with the changes within or outside their corporation. With each passing day, for the personnel whose previous education doesn’t fulfill the requirements and competencies of his/her profession the need for education with an in-service training becomes more and more important.

4.1. In-Service Training in MONE

The in-service training programs of Ministry of National Education are implemented by the Department of Vocational Development Support and Monitoring that works within the Directorate General of Teacher Training and
Development. It is the Directorate General’s duty to monitor and evaluate the national and international developments and to develop programs, to implement them and to take remedial measures considering the teachers’ vocational development training trends.

According to the Ministry of National Education In-Service Training Regulation (1995), the objectives of the in-service training aiming the Ministry personnel are as follows;

a) To make sure that the personnel who has pre-service education is made attuned to the institution,

b) To provide the personnel with a common and united approach in understanding and interpreting the aims and principles of Turkish National Education, as a whole and bring a united implementation model,

c) To overcome the deficiencies of pre-service education, within the context of vocational competence,

d) To give them necessary knowledge, skills and behaviors which are required by the recent innovations and developments in the education field,

e) To develop the personnel’s vocational understanding and competency,

f) To provide promotion to those who are willing and competent,

g) To provide supplementary training to those who had a different education background, in order to help them make lateral transfers,

h) To create unity in interpreting the Turkish National Education policies,

i) To create unity in implementing the basic principles and techniques,

i) To support the development of educational system.

Within the framework of these objectives, the in-service training programs of the past 11 years are studies under the Findings topic.

5. Findings

The past 11 years, (2003 – 2013) of in-service training plans of the Ministry of National Education, are analyzed and the trainings are classified as shown in Table 1.

Analysis of Table 1 indicates that trainings in the following categories were given priority to: in years 2003 (68.4%), 2004 (48%), 2005 (50.2%), 2006 (34.4%) and 2012 (23.5%) “Field Knowledge on School Teaching”; in years 2007 (31%) and 2008 (28%) “The Training of the Trainer”; in 2009 ‘Project and Program Trainings” (23.9%) and “The Training of the Trainer” (22.8%); in years 2010 (25.6%) and 2011 (25.5%) “Personal Development”; in 2013 ‘Special Training’ (42.8%). Taking the total sum number of in-service training during this 11 into consideration, it is determined that the “Field Knowledge on School Teaching” category (30%) is the most provided training category.

Table 1. Classification of Trainings

| Categories                               | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|------------------------------------------|------|------|------|------|------|------|
| 1. Information Technologies             | 50   | 6,6  | 20   | 0,1  | 147  | 0,8  |
| 2. Field Knowledge on School teaching    | 5565 | 68,4 | 8075 | 48,0 | 9776 | 50,2 |
| 3. Occupational Knowledge on School Teaching | 100  | 1,2  | 908  | 5,4  | 1430 | 7,3  |
| 3.1 Program Development,                 | 303  | 3,7  | 1500 | 8,9  | 2075 | 10,6 |
|                                          |      |      | 943  | 4,9  | 401  | 3,8  |
|                                          |      |      | 2127 | 17,3 |      |      |

When the “Field Knowledge on School Teaching” trainings in 2003 are analyzed, it is observed that the mostly provided seminars were: Turkish Language and Philology (3000 teachers), English Teaching Methods (677 teachers), German Teaching Methods (574 teachers), Building Health Awareness in Adolescents (380 school counselors), Determining the Teachers’ Special Field Competencies (233 teachers).

When the “Field Knowledge on School Teaching” trainings in 2004 are analyzed, it is observed that the mostly provided in-service trainings were: Turkish Language and Philology (6391), Building Health Awareness in Adolescents (220 all teachers), Science Teaching Course (200), Preventing Behavioral Disorders (140 school counselors), Teaching reading and writing for the first time (100), Teaching Social Sciences (100), Teaching Mathematics (100), Counseling and Guidance Courses (100), Counseling Courses (100).

When the “Field Knowledge on School Teaching” trainings in 2005 are analyzed, it is observed that the mostly provided seminars were: Turkish Language and Philology (7262), Building Health Awareness in Adolescents (300), Methods for Teaching Turkish (200), Methods for Teaching Social Sciences (200), Methods for Teaching Science (200), German Teaching Methods (144), English Teaching Methods (100), Methods for teaching reading and writing for the first time (100), Creative Drama (100).

When the “Field Knowledge on School Teaching” trainings in 2006 are analyzed, it is observed that the mostly provided seminars were: Turkish Language and Philology (2868), Teaching reading and writing (570), DynEd English Language Course (320), Teaching Methods for Religious Culture and Moral Knowledge (240), Agriculture and Stockbreeding (Practice) (178), Physical Education (172), Visual Arts (165), Technology and Design (163), Art Events (159), Sports Events (159), Traffic and First Aid (158), Music (157), Folklore (157).

When the “Training for Trainers (Instructor)” in 2007 are analyzed, it is observed that the following in-service trainings were provided: Computer Instructor Teacher Course (613 instructors), Instructor Training on Practical English Speaking Methods and Techniques (481 English Instructor Teachers), Instructor Course on Teaching Methods and Techniques (450 classroom teacher), Instructor Training Course for Technology and Design Classes (300 teachers), Intel Teachers Program Seminar (220 Educational Computer Instructors). When the “Training for Trainers (Instructor)” in 2008 are analyzed, it is observed that the most provided in-service trainings were: Computer Course (611 Educational Computer Instructors) [Windows 2003 Power Systems Planning and Maintenance Seminar, Windows 2003 Active Directory Planning and Maintenance Seminar, “NETACAD Information Technology Courses (CCNA1, CCNA2 and TT), Think.com Education Portal Promotion Seminar, Programming Seminar (Microsoft ADO.NET), Intel Teachers’ Program Core Course (face to face training), Basics of Computer Networks Course (CCNA Discovery 1), Microsoft IV Phase Training Course (C# SERVER 2008),
Writer Software Course, Basics of Information Technologies and CCNA Discovery I Course, Educational Computer Instructors Course (560 educational computer instructor teacher), Web-based Content Development Course (440 educational computer instructor teacher), Librarianship Instructors Course (400 history, Turkish and literature teacher), Classroom Teacher Program Instructor Course (378 teacher), Physical Education Instructor Course (200 PE teachers).

When the “Project and Program Trainings” provided in 2009 are analyzed it is observed that the following in-service trainings come to the forefront: Course on Developing In-Class Learning Process (OYGEP) (1060 teachers), Innovative Teachers Course (620 I-II grade teacher), Students Program Teacher Training Course (300 Teacher). When the same analysis is made on “Training for Trainers” it is observed that the following in-service trainings come to the forefront: Web-Based Content Development Course (960 instructor teacher on educational information technologies), Training of the Technology and Design Class Trainers (300 technology and design teachers), Evaluating the 1915 Incidents, Instructor Course.

When the “Personal Development” Trainings provided in 2010 are analyzed it is observed that the most provided in-service trainings were; First Step Scouting Leadership Course (2715 teachers), English Course (A1, A1+, A2, A2+, B1, B1+) (492 Teachers). When the same analysis is made on “Training for Trainers” it is observed that the following in-service trainings come to the forefront: Web-Based Content Development Course (960 instructor teacher on educational information technologies), Training of the Technology and Design Class Trainers (300 technology and design teachers), Evaluating the 1915 Incidents, Instructor Course.

When the “Personal Development” Trainings provided in 2011 are analyzed it is observed that the most provided in-service trainings were; First Step Scouting Leadership Course (2120 teachers), English Course (A1, A1+, A2) (488 teachers), Swimming Seminar (100 teachers).

When the trainings on “Field Knowledge on School Teaching” provided in 2012 are analyzed, it is observed that

| Categories | 2009 | 2010 | 2011 | 2012 | 2013 | Total |
|------------|------|------|------|------|------|-------|
| Information Technologies | 1435 | 14,9 | 1819 | 14,4 | 1443 | 12,0 | 786 | 11,6 | 370 | 4,1 | 6847 | 5,0 |
| Field Knowledge on School Teaching | 1600 | 14,9 | 2377 | 18,8 | 1769 | 14,7 | 1592 | 23,5 | 856 | 9,4 | 41148 | 30,0 |
| Occupational Knowledge on School Teaching | 1685 | 15,7 | 1420 | 11,2 | 1289 | 10,7 | 512 | 7,6 | 120 | 1,3 | 17157 | 12,4 |
| Program Development, Evaluation and Promotion | 180 | 1,7 | 255 | 2,0 | 343 | 2,9 | 407 | 6,0 | 320 | 3,5 | 8854 | 6,4 |
| Assessment and Evaluation in School Teaching | 480 | 3,8 | 440 | 3,7 | | | | | | 2322 | 1,6 |
| Pedagogical Formation | | | | | | | | | | 50 | 0,7 | 52 | 0,6 | 2448 | 1,8 |
| Special Training | 125 | 1,2 | 140 | 1,1 | 1521 | 12,7 | 1141 | 16,8 | 3902 | 42,8 | 11092 | 8,0 |
| Project and Program Seminars that Took Place | 2560 | 23,9 | 1719 | 13,6 | 982 | 8,2 | 1283 | 18,9 | 2624 | 28,8 | 18569 | 13,4 |
| Training of Trainers (Instructor) | 2441 | 22,8 | 675 | 5,3 | 490 | 4,1 | 137 | 2,0 | 13863 | 10,1 |
| Special Field Trainings | | | | | | | | | | | |
| Personal Development | 60 | 0,6 | 3229 | 25,6 | 3058 | 25,5 | 655 | 9,7 | 880 | 9,6 | 11716 | 8,5 |
| Social Development | 320 | 3,0 | 120 | 1,0 | 100 | 0,8 | 113 | 1,7 | | | 897 | 0,7 |
| Environmental Awareness | 120 | 1,1 | 257 | 2,0 | 170 | 1,4 | 100 | 1,5 | | | 1770 | 1,3 |
| Evaluating Inter/national Exam Results | 200 | 1,9 | 140 | 1,1 | 400 | 3,3 | | | | | 1110 | 0,8 |
| TOTAL | 10726 | 100 | 12631 | 100 | 12005 | 100 | 6776 | 100 | 9124 | 100 | 137793 | 100,0 |
the most provided in-service trainings were: Family Training (7-19 age program implementation seminar) (326 school counselors), Counseling Services on Increasing Schooling Course (199 school counselors), Technology and Design Class Training Course (270 technology design teachers), DYNED English Language Teaching System Seminar (120 English teachers). When the “Special Trainings” provided in 2013 are analyzed, the following in-service trainings were observed to be outnumbering: Training on the Education of the mentally disabled. (3480 classroom teachers with disabled students), Seminar on Competency Development in Educating the Highly Talented (162 classroom teacher), Seminar on Teaching Visually Impaired How to Act Independently (90 classroom and physical education teacher with visually-impaired students), Teaching Braille Printing Course (classroom teachers with disabled students).

It is also observed that due to the fact that the curriculums were renovated, “Curriculum Introduction” Trainings had increased in 2008, in 2010, 2011 and 2012 trainings considering the Information Technologies had increased; and due to the fact that Imam Hatip Secondary Schools were opened in 2013 and the number of selective courses for religious training increased, it is observed that trainings on Religious Culture and Moral Knowledge have varied. When the 11 years of in-service training on special training is observed, it is perceived that in years 2011(12,7), 2012(16,8) and 2013(42,8), there has been a significant increase in the number of participants.

6. Discussion

According to the In-Service Training Regulation of Ministry of National Education (1995), the in-service trainings that aims educating the ministry personnel must be based on the following principles: “the trainings must be continuous, the training needs of the personnel must be answered with the programs, the personnel must attach importance to the in-service training, all personnel must be provided with equal opportunities, the places where the trainings are held must be suitable for the training and must be arranged and equipped in accordance with the trainings requirements, the in-service trainings must be evaluated continuously and developed, cooperation opportunities with public institutions and private sector must be pursued, the success of the personnel attending to the in-service training must be monitored.”

When the Council of Higher Education - Thesis Center and EBSCO data base is analyzed, the following accessible studies that comprehends the teachers’ opinions on the provided in-service trainings are found: Avşar (2006), Öz (2012), Ulus (2009), Güneş (2006), Gül (2008), Çiftçi (2008), Durmuş (2013), Veyit (2012), Uçar (2005), Nartgün (2006), Özen (2006), Baştürk (2012), Büyükcan ve Baskan (2010), Arıbaş, Kartal ve Çağlar (2012), Yıldırım (2012), Kaya, Şahin, vd. (2013), Yıldız ve Arıbaş (2012), Karasolak, Tanriseven ve Konokman (2013), Sezer (2006), Ülker (2009), Büyükcan (2008).

When the above stated studies are analyzed, it is stated that the teachers are pleased from the in-service training to a mid-level degree. In the researches carried out on teachers from different branches, it is observed that the below stated problems are mentioned frequently:

• The trainings are not planned in accordance with the teachers’ needs.
• The duration of the trainings, the physical conditions of the venues, the training materials and the accommodation facilities are insufficient.
• The person, who trains, lacks the required knowledge on the subject.
• The trainings are more theoretical rather than being based on practice (teachers can not apply what they learn during the class).
• The designated dates of training are not suitable for the teachers.
• The prior knowledge of the teachers is not taken into consideration.
• The methods and techniques used during the trainings are insufficient.
• The actual problems of the teachers are not included.
• Due to negations experienced during the planning, implementation and evaluation phases of the trainings, the teachers build negative attitudes towards the in-service training.
• There are no complementary trainings for teachers who make a change of field.
• The trainings do not provide a cooperative and motivating working atmosphere to the teachers.
• The distance learning in-service training programs are not efficient.

In the years, 2003, 2004, 2005 and 2006, 19.521 teachers of Turkish Language and Literature were provided with
seminars in the related field. It is observed that in those years, among the trainings on field knowledge on school teaching, the participant number to Turkish Language and Literature Trainings is much more than the participant number of the other trainings provided. But at the research carried out by Veyis (2012) at Erzurum among Turkish Language and Literature teachers, the teachers stated that there wasn’t enough diversity at the in-service trainings considering the field knowledge, occupational knowledge on school teaching and personal development topics. The teachers also stated that the in-service trainings meet their need to a certain degree and that the trainings are planned for a larger participant profile rather than a special group.

7. Conclusions

Between years 2003-2013, a total of 137,793 people were given in-service training, in all categories. The in-service trainings should not be an economic burden for the Ministry of National Education and should not be a time loss for the teachers. But when the studies considering the in-service trainings are analyzed, it is observed that teachers are pleased to a mid-level degree and that due to the problems they experienced their point of view considering the in-service training are affected in a negative way. While they were expressing their thoughts on in-service training, teachers were tend to speak more about the problems they faced. However, it is expected from the in-service trainings that they meet the expectations of the teachers and equip them for the changing world and for the new education understanding.

A needs analysis must be carried out among the teachers before planning the in-service training, the conditions of the training venues must be ameliorated, necessary hardware must be provided, the field competency of the trainers must be paid attention to when selecting them, trainings must be scheduled in accordance with the teachers’ agenda, the number of the attendants must be determined in a way that it won’t lower the efficiency and interaction of the training, the trainings must focus on practice rather than theory.

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