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## EVALUATION OF PHYSICAL EDUCATION TEACHERS 'THOUGHTS ON IN-SERVICE EDUCATION

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### ABSTRACT

The development of a society is possible only if the individuals forming the society are educated in line with a number of goals and objectives. Scientific and technological developments affect the educational environment from time to time. In the professional sense, the information that teachers receive during their undergraduate period loses its validity over time, or the effect of this information is diminishing. For this reason, teachers need a number of in-service trainings both in the general sense and in the professional sense in order to adapt to the developing technology. For this reason, the Ministry of National Education is providing in-service training programs with the aim of contributing to the development of teachers during certain periods of the year.

This study was conducted to determine the thoughts of physical education teachers about in-service training programs. In the survey, physical education teachers; The general thoughts on the in-service training program, the thoughts on the benefits of the program, the thoughts on which areas the training program should be given, the thoughts on the duration of the training program, the thoughts on the dates of the training program, the thoughts on the trainers presenting the training

program and the suggestions about the training program It was studied. The data obtained from 50 physical education teachers working in the schools within the provincial borders of Gaziantep were analyzed by content analysis method using the interview method which is one of the qualitative research methods in the research.

As a result of the research, the thoughts of the physical education teachers regarding the in-service education can be listed as follows; Most teachers see the in-service training program useful for their professional development, think that it is useful in terms of renewing themselves and acquiring new knowledge, They provide positive gains if planned and programmed and that they increase the quality of teachers with it. In addition, physical education teachers expressed their opinion that it would be useful to include the subjects related to sports branches in the field of in-service training, sports education and teaching methods. However, it was concluded that in-service training programs should be planned according to the needs and expectations of the teachers and it is necessary to regularly receive feedback about the in-service training from the teachers.

**Key Words:** *Physical education, teacher, in-service training*

## INTRODUCTION

The development and progress of a country; It depends on the qualified people. To increase the qualifications of individuals, they are provided with various educational opportunities (Gültekin and Çubukçu, 2008). The most important concept is when we consider the education process. Therefore, it is also the teacher who will bring about change on individuals. Qualified teachers will undoubtedly ensure that qualified people will also be raised (EARGED, 2008).

The education that almost as long as being history of human, lasts the entire life of the individual and covers the whole of his or her lifelong experience within and outside of school (Varış, 1998).

In-service training is a lifelong educational activity. In-service training is the implementation of continuity and multidimensionality of training. Lifelong education also encompasses the self-improvement of the education process continuously, without limiting it over time (Babadoğan, 1989). Nowadays it has become a slogan of lifelong education is required for in-service training for all professions undisputed that size. However, this training has a special importance for teachers (Küçükahmet, 2005). According to Başaran (1960) a profession, self-service throughout the profession should raise itself. Richert (1991) stated that individual efforts of teachers who want to be effective in their profession are not sufficient to provide professional development.

In-service trainings; The aim of this course is to train the individuals working in the public sector in their activities, aiming to increase their performance, and to perform their duties effectively and efficiently in other periods of life (Tutum, 1976). Taymaz (1997) defines in-service training as training that provides the people with the necessary knowledge, skills and behavior related to their duties and who are employed and employed for a certain salary in the enterprises belonging to legal and private persons.

MEB (1988) in-service training; It is defined as the training that is carried out to personnel from all levels working in public and private institutions and organizations, starting from the first day of business life to the end and preparing the person for further tasks.

According to Küçükahmet (2001) in-service training is the kind of education that the person has received during his / her period. Çevikbaş (2002), in-service training; It defines the person as a process that covers the activities related to the expertise information that will provide the knowledge, skills and behaviors as well as the fulfillment of the duty of the person from the time of his appointment as noble as a candidate.

According to EARGED (1995), in-service training refers to education and training that teachers see as a professional development and to improve the quality of teaching in schools. In-service training of civil servants is included in the public personnel regime. If the selection of candidates is based on measuring general skills, the skills and knowledge, it is necessary to have in-service training for civil servants to acquire the knowledge and skills required by the service after entering work (Eryılmaz,1998).

In many studies, it is seen that teachers do not know the techniques of active learning-teaching and alternative measurement and evaluation techniques sufficiently (Özyürek, 1981).

MEB has many studies and practices related to in-service training activities. However, in accordance with the purpose of the teacher's professional development in a way that is not in full compliance with the results of many studies as a common result (Özyürek, 1981; Taymaz et al., 1997; Boydak,1999; Aytaç, 2000; Bağcı et al., 2000). However, there are also studies which have the opinion that in-service training activities will greatly increase the creative thinking and qualifications of teachers (Adıgüzel, 2014; Yönel, 2004; Karadağ, 2012).

This study was designed to determine the in-service training needs of physical education teachers. For this purpose, answers were sought to the following questions .

#### **Physical education teachers;**

- What are the general views of the in-service training program?
- What are the views of the benefits of the in-service training program?
- Hizmet içi eğitim programı hangi alanlarda sağlanmalıdır?
- What are the views on the duration of the in-service training program?
- What are the views of the in-service training program on the dates?
- What are the views of educators who provide the in-service training program? (Who should provide those trainings)
- What are the recommendations for the in-service training program?

## METHOD

A case study pattern which one of the qualitative research methods was used in the study. According to quantitative research, qualitative research is a method that provides flexible movement to the researcher and provides different approaches in data collection method, analysis and design of research (Gay, Mills and Airasian, 2006).

The case study is a research design that examines the investigated phenomenon within the framework of its life frame, and is used in situations where the boundaries between the phenomenon and the environment are not clear and there is more than one evidence or data source (Yin, 1984; Yıldırım and Şimşek, 2006).

### Research Group

The open-ended questionnaire, which was prepared in order to determine the opinions of physical education teachers about in-service training, was applied to 50 physical education teachers working in official schools of Gaziantep Provincial Directorate of National Education. Results are given in Table 1.

**Table 1: Personal Characteristics of the Research Group (n = 50)**

Variables	Groups	n	%
<b>Location of the school</b>	Province	35	70
	Town	15	30
<b>Duration of Tasks</b>	1 – 5 Years	19	38
	6 – 10 Years	21	42
	11 – 15 Years	7	14
	16 – 20 Years	1	2
	21 – 30 Years	2	4
<b>Gender</b>	Man	26	52
	Women	24	48
<b>Education</b>	Bachelor	42	84

	Master	8	16
<b>Gymnasium</b>	Available	34	68
	Unavailable	16	32

Table 1 presents some personal characteristics belonging to the research group. When we look at the durations of task of the teachers participating in the study, 17 (34%) teachers between 1 öğretmen5 years, 18 (36%) teachers between 6 and 10 years, 11 (22%) teachers between 11t15 years, 2 (4%) teachers 16 It is seen that between 20 and 20 years, 2 (4%) teachers have worked between 21-30 years. When we look at gender, 39 (78%) teachers are female and 11 (22%) are male. When we examine the educational status, it is seen that 46 (92%) teachers have bachelor's degree and 4 (8%) teachers have master degree.

### **Preparation and Application of Open-ended Questionnaire**

In order to form the interview form to be used in the study, first of all, 150 physical education teachers were interviewed face to face and they were asked to write a composition about their opinions about in-service training. Based on the information obtained from the collected compositions and the related literature, a draft form of the interview form was created. One of the logical ways to test the scope validity of the measurement tool prepared for the research is to consult expert opinion (Büyüköztürk, 2006). The interview form was submitted to the opinions of the field experts and the necessary changes were made in line with the opinions received, and the interview form consisting of 3 personal characteristics and 7 open-ended questions was finalized.

- Prepared questions are as follows:
- Physical education teachers;
- What are the general views on in-service training program?
- What are the general benefits on in-service training program?
- Which areas should be provided in-service training program?
- What are the views on the duration of in-service training program?

- What are the views on the dates of in-service training program?
- What are the views on to the teacher which presented in-services training program? (Who should provide those trainings)
- What are the recommendation on in-service training?

The final version of the interview form was applied to a total of 50 physical education teachers working in Gaziantep Province and its districts. During the application, the aim of the research was explained to the participants and information was given about the importance of their answers. As a result of the answers of the participants to the measurement tool, multiple expressions were collected under common themes.

### **ANALYSIS OF THE DATAS**

The data obtained from the interview form used in the research were analyzed with the content analysis method used in qualitative research. In qualitative research, content analysis is used in the creation of theoretical and non-specific themes and, if any, sub-themes. (Yıldırım and Şimşek, 2006). The data obtained were coded and recorded separately. These groupings and coding were presented to the field experts and the final cases were prepared according to the evaluations of the experts. With the analysis of the content, themes were determined for each question and tables were created by calculating the frequency and percentage of the given themes. With the analysis of the content, themes were determined for each question and tables were created by calculating the frequency and percentage of the given themes.

### **FINDINGS AND COMMENT**

In this section, the findings obtained as a result of the interviews conducted with the physical education teachers working in the official schools of the Ministry of National Education in order to determine their opinions about in - service training are given.

**Table 2. The distribution of the general opinions of the research group on about the in-service training program.**

Themes	n	%
A useful program for professional development of teachers	28	37.4
In-service training program is not sufficiently implemented.	8	10.7
In-service training program is not done for relevantly.	8	10.7
In-service training program needs to be organized more regularly.	7	9.3
In-service training program should be given by experts.	7	9.3
I don't think the in-service training program is efficient.	6	8
In-service training program should be extended to longer periods of time.	4	5.3
Current issues should be addressed in the in-service training program.	4	5.3
In-service training program should be prepared according to needs.	3	4
<b>Total</b>	<b>79</b>	<b>100</b>

In Table 2 is given the distribution of the general opinions of the research group about in-service training. When the views of the participants on the in-service training were examined, 9 themes emerged. As a result have been show that participants expressed more than one theme.

The percentages of these themes are as follows; A useful program for professional development of teachers (37.4%), In-service training program is not sufficiently implemented (10.7%), In-service training program is not done for relevantly (10.7%), In-service training program needs to be organized more regularly (9.3%), In-service training program should be given by experts (8%), In-service training program should be extended to longer periods of

time (5.3%), Current issues should be addressed in the in-service training program (5,3%) and In-service training program should be prepared according to needs (4%).

**Table 3. Distribution of opinions of the research group on the benefits of the in-service training program.**

Themes	n	%
A useful program in terms of renewing ourselves and obtaining information.	47	58.75
A program that increases the quality of teachers.	30	37.5
It's not a useful program	3	3.75
<b>Total</b>	<b>80</b>	<b>100</b>

Table 3 presents the distribution of views of the research group on the benefits of the in-service training program. 3 themes emerged in the distribution of participants' views on the benefits of the in-service training program. 47 teachers (58.75%) stated that there was a useful program in terms of renewal and knowledge, 30 teachers (14%) stated that A program that increases the quality of teachers, 3 teachers (3.75%) expressed it's not a useful program.

**Table 4. The distribution of the opinions of the research group about the areas in which the in-service training program is given.**

Themes	N	%
Sports education and teaching methods	22	26.3
Sports branches	18	21.4
All fields	13	15.5
Classroom management	12	14.3
Incomplete and required areas	11	13.1
In the field of personal development and communication	4	4.7

About the Regulations	4	4.7
<b>Total</b>	<b>84</b>	<b>100</b>

Table 4 presents the distribution of the views of the research group on the opinions of the in-service training program in terms of their opinions. 7 themes emerged from the views of the participants on the areas of the in-service training program. It was seen that participants express more than one theme.

According to the percentage of these themes; In the field of sports education and training (26.3%), sport branches (21.4%), in all fields (15.5%), in the field of classroom management (14.3%), incomplete and required areas (13.1%), in the field of personal development and communication (4.7%) and regulations (4.7%).

**Table 5. Distribution of the research group's views on the duration of the in-service training program.**

Themes	N	%
Must be short and purposeful	18	35.4
Spread across different time periods	10	19.7
Adjustable according to need	9	17.6
Inadequate time	6	11.7
Long time	4	7.8
Adequate time	4	7.8
<b>Total</b>	<b>51</b>	<b>100</b>

Table 5 presents the distribution of the views of the research group on the opinions of the in-service training program. 6 themes emerged from the opinions of the participants about the duration of the in-service training program. Katılımcıların birden fazla temayı ifade ettikleri görülmüştür. These themes should be short and purposeful (35.4%), spread over different

periods of time (19.7), adjusted according to needs (17.6%), period of inadequate (11.7%), duration long (7.8%), duration sufficient ( % 7.8) themes have come to the fore.

**Table 6. Distribution of data on the dates of the in-service training program of the research group.**

Themes	N	%
Should be a summer holidays	25	28.5
Should be on semester holidays	21	23.8
Should be educational term	19	21.6
Should be at weekends	12	13.6
Should be 4 times a year	11	12.5
<b>Total</b>	<b>77</b>	<b>100</b>

Table 6 presents the distribution of opinions of the research group on the dates of the in-service training program. 5 themes emerged from the views of participants about the history of the in-service training program. It was seen that the participants expressed the more than one theme. These themes should be summer holidays, summer holidays (28.5%), semester holidays (23.8%), educational term (21.6%), weekends (13.6%), four times a year (21.6%). themes have come to the fore.

**Table 7. The distribution of opinions of the research group about the educators presenting the in-service training program.**

Themes	N	%
Should be given by experts in the field	42	49.5
Should be given by academics	22	25.8
For each branch should be given by coaches	16	18.8
Should be given by successful athletes in the field	5	5.9
<b>Total</b>	<b>85</b>	<b>100</b>

Table 7 presents the distribution of the opinions of the research group about the educators presenting the in-service training program. 4 themes emerged from the participants' views on the trainers who provided the in-service training program. Participants expressed more than one theme. Among these themes, it should be given by the experts in the field (49.5%), given by academicians (25.8%), given by coaches for each branch (18.8%), by the successful athletes in the field (5.9%).

**Table 8. Distribution of opinions of the research group on their suggestions about the in-service training program.**

Themes	n	%
In-service training should provided by specialists in the field	42	25.7
Duration and frequency of in-service training should be increased	23	14.1
In-service training periods should be in appropriate periods	18	10.1
Persons providing in-service training should be qualified	16	9.7
In-service training program should be more planned and orderly	12	7.3
In-service training should be directed to the branch	11	6.7
In-service training must be made compulsory and continuous	10	6.1
Feedback should be received from teachers after in-service training	10	6.1
In-service training should fit the purpose	10	6.1
Academic consultancy training should be given to teachers at certain periods	4	2.4
Up-to-date information should be mentioned during in-service training	4	2.4
In-service training should be given in practice	4	2.4
<b>Total</b>	<b>164</b>	<b>100</b>

Table 8 presents the dissemination of the opinions of the research group on the in-service training program. When the suggestions of the participants about the teaching method of play are examined; it was seen that 12 themes have emerged. Participants expressed more than one theme. These themes are listed according to their percentages: In-service training should provided by specialists in the field (25.7%), Duration and frequency of in-service training should be increased (14.1%), In-service training periods should be in appropriate periods (10.1%), Persons providing in-service training should be qualified (9.7%), In-service training program should be more planned and orderly (7.3%), In-service training should be directed to the branch (6.7%), In-service training must be made compulsory and continuous (6.1%), Feedback should be received from teachers after in-service training (6.1%), In-service training should fit the purpose (6.1%), Academic consultancy training should be given to teachers at certain periods (2.4%), Up-to-date information should be mentioned during in-service training (2.4%), In-service training should be given in practice (2.4%).

## RESULTS, SUGGESTIONS AND DISCUSSION

In this part of the study, the results obtained from the interviews with the physical education teachers working in the official schools of the Ministry of National Education are included in the in-service training program.

When the opinions of the research group regarding the opinions of the in-service training program are examined, the majority of the teachers stated that the in-service training program is useful for the professional development of the teachers. Gönen and Kocakaya (2006) found in their study on physics teachers that the majority (75%) believed that in-service training was necessary. In a study by Ergin, Akseki and Deniz (2012), it was concluded that classroom teachers needed training in order to be able to adapt to scientific, technological and social changes, to acquire the knowledge, skills and behaviors required by the innovations and developments in the field of education and to develop themselves. The research on the subject emphasizes the need for in-service training (Fok et. all., 2005; Garton and Chang, 1997; Karagiorgi and Symeou, 2007; Wray, 1989). In addition, Baran and Çağiltay (2006) stated in

their study that the in-service training programs supported the teachers' cognitive and affective development and the teachers revealed that they could not discover themselves.

The research group stated that in-service training program in low rates was not done adequately for the purpose and also the program should be done more regularly, it should be given by the experts in the field of education. Also according to research group in-service training program is not adequate. In addition, the research group reported that the in-service training program should be extended to longer periods of time, the current issues in the program should be addressed and the in-service training program should be prepared according to the needs. We can say that the in-service training program is positive in terms of teachers' professional development based on these views. In addition, it can be said that the in-service training program should be organized more regularly, and the training program should be prepared for the needs of schools and teachers according to the regional structures.

According to the opinions of the research group on the benefits of the in-service training program; stated that the in-service training program of the majority is a useful program in terms of renewing themselves and obtaining new information, as well as increasing the quality of teachers. Based on these considerations, we can say that the in-service training program will greatly benefit teachers in terms of self-renewal and development of teaching characteristics.

A large part of the research group stated that in-service training should be given in the fields of sport education and training methods and sports branches. In addition, the research group stated that in-service training should be given in all areas, in the field of classroom management, in the areas of lack and need, in the field of personal development and communication and in the regulation. Considering that the research group consists of physical education teachers; it can be said that the group needs more in-service training with the fields of sports training and teaching methods and the sports branches of the teachers. Boydak (1999) and Yalin (2001) stated that in-service training should be provided in areas where it is needed. In addition, in the research conducted by EARGED (2006); In the field of in-service training, it was concluded that teachers should be educated on the issues they consider important. Therefore, the studies have similar results with our research.

When we look at the views of the research group on the duration of the in-service training program; it should be short and aim oriented, spread to different time periods and it should be adjusted according to need. It was determined that the number of participants who think that in-service training period is inadequate, sufficient and long is low rate. Based on these determinations; It can be said that the duration of the in-service training program should be short for the purpose and that the program should be conducted at different time intervals instead of the intensified program in a narrow time period and according to the needs and expectations of the teacher groups.

When the opinions of the research group in the in-service training program are examined in terms of application dates, it can be said that the teachers have different opinions on this subject. The views that the in-service trainings should be during the summer vacation, break holiday and education period are more common. At the weekends and four times a year, there were also low rates of opinion that it should be done at regular intervals. Based on these opinions, it can be said that the opinions of the implementation periods of the in-service training program take place during the holidays.

When we look at the opinions of the research group about the educators who provide the in-service training program; it was observed that a majority of the experts stated that they should give training to experts in their fields. In addition, the in-service training should be given by academics, coaches for each branch and the athletes who are successful in the field of opinions expressed that should be given. Therefore, it can be said that the persons who are experts in the field of in-service training should provide and the people who are experts in sports branch should attend these seminars as trainers for sports branches from time to time.

According to the opinions of the research group about their suggestions about in-service training; The majority of the participants made in-service training for experts in the field and made suggestions to increase the duration and frequency of in-service training. In addition, the teachers participating in the study reported that in-service training programs in appropriate periods, the qualification of the educators, the training program to be more planned and regular, in-service training for the sports branch, in-service training compulsory and continuous, making feedback, feedback from teachers, education have expressed their opinions about the aim of providing academic consultancy training to teachers in certain periods.

In conclusion, we can say that the majority of physical education teachers consider the in-service training program useful in terms of their professional development, they are beneficial in terms of renewing and obtaining new knowledge, they provide positive achievements when planned and programmed, and that they increase the quality of teachers. Considering the fact that physical education teachers are constantly intertwined with sports; In the field of sports education and training methods, it has been determined that these trainings can be given to the sports branches and that the persons providing the training should be sufficient and expert in their fields.

Suggestions;

- \* Preparing in-service training programs according to teachers' needs and expectations,
- \* To make the in-service courses planned and regular and obligatory,
- \* Support from higher education institutions in in-service trainings,
- \* It is recommended that teachers be informed about in-service training and updates are made in the contents and applications of the program.

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