Views of School Administrators Related to In-service Training Activities[i]

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Abstract The aim of this research is to specify the views of school administrators views related to in-service training activities. In this research, semi-structured interview method, one of the qualitative research methods, has been used. Content analysis has been used in order to analyze the interview data and themes and sub-themes have been constituted. The target population of the research is consisted of 20 school administrators working in the city centre of Eskişehir having joined in-service training activities in 2012-2013 academic years. It has been seen at the end of the research that the school administrators, within the scope of developing their skills, occupational development and performance and developing motivation, increasing their awareness and knowledge level with regard to the current legislation and changes in the regulations. It is concluded that school administrators have different views with regard to in-service training in the themes such as type of participation, aims of participation, durations of in-service training programs, time of in-service training program, evaluation of training program.

Keywords In-service Training, School Administrators, Occupational Development, Educational Administration

1. Introduction

In the scope of the school administration training program and assignment, carried out in 1993 fourth National Education decision discussed in the Council meetings; school administrators to participate in in-service courses organized in ministries and central exams held at the end of these courses began to qualify for appointment as school administrator provided succeed Niyazi Can & et al (1).

In Turkey, the Ministry of Education dated 06.13.2014 and numbered 82370 which put into force with the approval of the application is no longer with the assignment with the exam mark. It has started to bring their administrator positions in educational institutions with a 4-year second

MEB (2).

Mehmet Şişman & et al (3), have searched training programs the context of educating education policies and practices in the scope of school administrators both followed in the world and Turkey, and the following assessments. In Western countries, initially in the USA, school administration training program is an undergraduate and postgraduate level in the process of being implemented, while graduate training manager in Turkey and it is seen that grown with on the job in-service training programs.

Mehmet Şişman & et al (3), school administration training program has a fifty-year history of the western countries in the context of undergraduate and graduate programs to train. In Turkey, some universities school administration education degree programs, were closed as a result of reconstruction work carried out in the1990s.

Thus in this area thesis and non-thesis school administration education with a bachelor's programs have started to grow the school administration.

In this context, the point of in-service training of newly appointed school administrators gain great importance in education; and to evaluate the effectiveness of these courses by administrators is also becoming necessity. Therefore, in-service training of educational administrators' opinions towards the scope of this work has been the subject of study. Considering concept of in-service education as part of this study, the following studies can be seen in the literature.

According to Ben, M. Harris (4), in-service training is explained to be all of the activities planned for the educational development of the personnel in any profession. According to the M.E.B. sources, in-service training is "the education provided for the personnel of all grades working in state or private institutions and organizations since they started to work until they retire in order to increase their adaptation and efficiency, refresh their knowledge and manners, ensure their adaptation for new developments and enable them to prepare for further duties" M.E.B (5). According to Raymond, Andrew Noe (6), in-service training is on the one hand changes and improves the knowledge, skills and attitudes of the employees for the sake of the

organization; on the other hand it helps meet their individual and social needs. In summary, the competencies for the employees are changing because of rapidly developing technology, rapidly increasing knowledge, rapid changes in social and economic fields, human resources management in institutions gaining importance and accelerating total quality management applications. When this is the case, in-service training given in order to provide the personnel working in institutions with necessary competencies becomes a bit more important day by day.

The necessity of in-service training is stated by Haydar Taymaz (7) as follows:

- The cultural, social and economic structure of the society changes and develops constantly. The adaptation of the individual to all these changes and developments can be provided via lifelong learning.

- There may be problems encountered in each professional field that cannot be solved by means of the information given only at school. When this is the case, the personnel need training in order to adapt themselves to their works in the institution.

- An educational program requiring the use of very expensive machinery and devices is not usually given completely at schools. In addition, the programs to meet the information and skill requests about the industry whose service area is only one or little do not take place in formal education system. The educational deficiencies of this kind can be overcome by means of in-service training.

- Science and technological developments force employees in every professional field to learn and grow. There may be problems encountered that cannot be solved by means of the information given only at schools. In such cases, teachers need training in order to adapt themselves to the process. These needs and enforcements undoubtedly necessitate in-service training.

In-service training is an education for staff at all levels working in the public or private organizations and institutions. It lasts beginning of career until retirement. It provides profession adaptation and increase of teacher's efficiency, knowledge and experience to renovation, new developments preparation for the tasks ahead of education. In-service training is an education for teachers and administrators to adapt to developments in their careers, to become efficient, not to fall behind the developments, and to give kinds of professional satisfaction.

It is essential that school administrators willing to change their schools into learning organizations receive in-service training so as to take advantage of up to date knowledge, to perceive their environment and to use opportunities for personal development.

1.1. Aim

Training of the school administrators is so important with the service training programs. The aim of this research is to specify the diversifying views of school administrators related to in-service training activities within the scope of their development in skills of school administrators.

Our research question is: "What are the views of school administrators related to in-service training activities? "And our sub-questions are:

1. What is the classification of in-service training events?

2. What are the contributions of in-services tanning events management skills?

3. What are the preferred in-service training courses?

4. What is the evaluation of in-service training courses on skills development?

5. What is the preferred time planning of in-service training courses

6. What are the views on determining assessment and evaluation criteria of in-service training courses?

2. Materials and Methods

2.1. The Research Method

This research, figured in accordance with the qualitative research processes. It allows the researcher to examine thoroughly and integrally a fact or an event that s/he cannot control Ali Yıldırım & et al (8). Interview method has been used in this research as data collection method. The aim of the interview is to understand the people's viewpoints, feelings, experiences, thoughts, expectations, aims, perceptions and evaluations. Interview is a research method that is commonly used in social studies and literature. Interview is a very good way of accessing people's perceptions, meanings, and definitions of situations and constructions of reality Keith. F. Punch. (9). Content analysis has been used in order to analyze.

In this research, semi-structured interview method, one of the qualitative research methods, was used. Interviewing was carried out through voice records and note taking. Collecting data have been analyzed within the scope of hermeneutical paradigm. Content analysis is used in order to analyze the interview data and to form themes and subthemes.

2.2. Target Population of the Research and Participants

The target population of the research has consisted of 20 school administrators working in the city centre of Eskişehir having participated in-service training activities in 2012-2013 academic years. Three of them are female. All of them have master's degree. Three of them have 1-5, ten of them have 5-10 year, seven of them have 15-20 year, school administrator seniority.

Purposeful sampling method has been used to define the participants and teachers willing to participate in the research have been specified as participants. This method allows

choosing the sample out of those in the immediate surroundings of the researcher who can give the most suitable answer for the purpose of the research Aysel Aziz (10). The reason for choosing purposeful sampling method is that it allows gathering various data and data suitable for the purpose of the research from easily accessible people.

2.3. Data Collection Tool and Data Collection

As a data collection tool, an interview and observation form has been prepared which has been developed by researchers. In order to specify if this form is consisted of questions to be able to answer the research questions or not, the content validity has been revised by means of asking for three academic members' opinions that are in the field of Educational Administration. Pilot implementation has been carried out after getting the expert opinions. The unaccountable expressions in the interview form have been determined together with school administrators not included in the working group. The interview form has been reorganized in accordance with the suggestions from the experts and the pilot study then the interview form has been made available for implementation. The interview form is consisted of nine open-ended questions. In order to specify the views of the participants within the scope of the research, semi-structured interviews have been carried out with them. The interviews have been carried out with each participant one by one in the place and at the time designated together with them. The interviewees have been made to sign an interview permission paper. The questions are not directive questions. The questions have been asked in the order as they are in the interview form. After the interview, the coding of the school at which the interview took place, the date and the time of the interview have been added to the notes taken. All the interviews could be completed within two months.

The data obtained as a result of the completion of all the interviews have been transformed into a written text by the help of tape recorder and the notes taken. The notes taken during the interview have also been used while transforming the audio recordings of the interviews into a written text. Thereafter, an academic member has been asked for help to listen to the audio recordings then the written texts have been revised again.

2.4. Analysis and Interpretation of the Data

In this research, content analysis has been carried out in the form of coding the data, finding the themes, organizing the codes and the themes, defining and interpreting the findings. The audio recordings obtained as a result of the completion of all the interviews have been computerized. Afterwards, answers for each question have been added to the relevant indexes and the collected data made available for descriptive analysis by means of classification of the answers on the basis of question. The researchers, in this study, have first transformed the semi-structured interview data in the form of audio files into written texts and then they added them to the interview forms. For the descriptive

analysis of the data, first of all, a thematic framework has been established based upon the procured data and by taking the literature and the conceptual framework into consideration. The researchers have determined the themes on the basis of research questions via reading all the data. They specified the answers of the participants as sub-themes. The themes have been transformed into "Interview Coding Key". Afterwards, the researchers, via reading the data forms in the research independently, have coded the theme including the answers on the interview coding key. After filling in the coding keys for each person, the coherency of the coding key has been compared. The markings of the researchers have been compared; the reliability of the research has been calculated 90 % by means of using the agreement / (disagreement + agreement) *100 Matthew B. Miles & et al (11). Due to the fact that this value is more than 70 %, it has been concluded that the reliability of the research has been ensured. While transferring the views, the participants' names and schools have not been stated directly in the context of privacy policy and in this way coding has been carried out in accordance with the ethical rules. SA1…….SA 20 was used shortly as a School Administrators. They have been carried out in the form of (capital letters of name and surname). The obtained data has been supported by means of directly quoting from the raw data obtained through the interviews and the findings have been reached.

2.5. Validity and Reliability

Validity and reliability are significant in terms of getting healthy results in researches. In order to ensure the internal validity of the research, the literature review has been conducted and interview questions have been prepared based upon acceptable sources related to topic. It has been checked whether or not the data from the interview is realistic or not and experts have been asked for their views during the analysis of the data. In addition, biasness in the study has been tried to be reduced by means of digitization of the data. External validity has been tried to be ensured through exact quotation from the views of IT guide teachers and purposeful sampling. In order to ensure the internal reliability of the research, it has been tried to be coherent while coding the procured data. The transformation of the raw data into themes has been carried out by two researchers; coherency ratio has been calculated by means of comparing the codes. In order to increase external reliability, experts have been asked for their views during the comparison of the findings, interpretations, and suggestions with raw data.

3. Findings

We have six sub-questions related to views of school administrators related to in-service training activities. Each question is accepted table, and themes are designed according to each table. In table 1, it is seen classification of in-service training

Table 1.   Classification of in-service training

Themes	Frequency(n)
A. Participation forms	
A. 1. Ex-officio	15
A. 2. Voluntary	5
B. Courses on management skills	
B 1. School affairs and duties	20
B. 2. Administrative development	16
C. Courses except for the management skills	
C. 1. Technological development	20
C. 2. Professional development	11
C. 3. Personal development	6

Some statements of school administrators' are given below related to themes:
We usually participate in-service training as an ex-officio, not voluntary (SA12)
Information sharing among the administrators, having information about new practices and ensuring togetherness in practice (SA8).
To keep abreast of the latest developments, adapt myself to the new practices of the ministry and update myself (SA1).
In case it contributes to my personal and professional development (SA2).
To have information about both the regulations and technology use that the school administrators should know (SA3).
To overcome my deficiencies, improve myself, meet and socialize with my colleagues (SA9).

According to the findings school administrators attend in-service training as an ex-officio; they prefer not only courses on management skills, but also technological development. In table 2, it is seen contributions of in-service training courses on management skills.

Table 2.   Contributions of in-service training courses on management skills

Themes	Frequency (n)
A. Personal contributions	
A. 1. Self-confidence	16
A. 2. Awareness	15
A. 3. Motivation	12
A. 4. Communication	11
A. 5. Adaptation	10
A. 6. Tolerance	7
B. Contributions	
B. 1. Legislation,	20
B. 2. Administrative skills	18
B. 3. Follow the innovations	11

Some statements of school administrators' are given below related to themes:
It made it fast for us to reach experts, it enabled us to adapt ourselves to the new programs to be implemented, and it increased our self-confidence in some respects (SA1).
I think I made good use of it in terms of regulatory compliance in practices and operations (SA2).
It contributed to me knowledge required for administration. I think it also contributed to me to create awareness about some respects (SA3).
I saw my knowledge increased after the in-service training courses I participated. My point of view of events changed. My communication and leadership skills improved (SA5).
I personally believe I started to behave more democratically and more tolerantly (SA8).
It provided countless benefits for me. First and above all, it provided self-confidence for me and increased my motivation (SA9).

According to the findings school administrators think about the contributions of in-service training they get both personal and contributions. In table 3, it is seen preferred ın-service training courses

Table 3.   Preferred In-Service Training Courses

Themes	Frequency(n)
A.	
A 1. Legislation	15
A 2. Conflict management	14
A 3. Leadership	14
A 4. Organizational values	12
A 5. Culture	10
A 6. Administration	4
B. Communication	5

Some statements of school administrators' are given below related to themes:
Improvement of governance skills, organizational culture and organizational values, leadership in education (SA5).
Leadership in education, conflict management, improvement of professional skills. (SA8)
Organizational culture and organizational values, regulations (SA18).
Improvement of communication skills, improvement of administrative skills (SA 19).

According to the findings school administrators mostly prefer in-service training courses; some of them prefer communication courses. In table 4, it is seen evaluation of in-service training courses on skills development.

Table 4. Evaluation of in-service training courses on skills development

Themes	Frequency(n)
A. Advantages	
A1. Developing administration skills	16
A 2. Sharing experiences between colleagues	12
A 3. Developing professional skills	10
B. Disadvantages	
B 1. Impossibility of leadership qualities being taught	15
B 2. Problems related to lecturer	10

Some statements of school administrators' are given below related to themes:
Improvement of management skills is achieved mostly through sharing among trainees. (SA1)
Training personnel cannot usually have full knowledge of subjects (SA3).
I think it has got outstanding sides aimed at the improvement of communication and governance skills, and I experienced it (SA5).
Our ministry started electronic in-service training, but I do not think it will be better than face to face training (SA6).
Teaching leadership, new methods and techniques, etc. (SA7).
Leadership should be attached more importance. But leadership cannot be taught with only one seminar (SA9).
Sometimes our lecturers are insufficient to teach. (SA20).

According to the findings school administrators think about the both advantages and disadvantages while evaluating the in-service education. They think there are more advantages than disadvantages. They think they develop some skills. There is very remarkable opinions about leadership that leadership is not taught. In table 5, it is seen proffered time planning of in-service training courses.

Table 5. Preferred time planning of in-service training courses

Themes	Frequency(n)
A. In period of education	
A 1. School time	4
A 2. After or before school time	2
A 3. Weekend	2
B. Out of educational period	
B 1. Semester holiday	4
B 2.. Summer holiday	8

Some statements of school administrators' are given below related to themes:
It will be better if training courses given via internet on holidays can be extended over a long period of time. However, face to face training courses should also be given in educational process (SA3).
In-service training courses requiring a long time and

practice are given at weekends, and I think it is true. The number of the participants in the activities on semester holiday and summer holiday will decrease much (SA 4).
I personally think they should be on semester holiday or summer holiday (SA 5).
It must be in holiday, because it will be both holiday and training. (SA12).

According to the findings school administrators prefer both in period of and out of educational period. Most of them prefer holiday time, especially summer time training. In table 6, it is seen views on determining assessment and evaluation criteria of in-service training courses.

Table 6. Views on determining assessment and evaluation criteria of in-service training courses

Themes	Frequency (n)
A. Examination	7
B. Project appraisal	6
C. Performance assessment	4
D. No examination	3

Some statements of school administrators' are given below related to themes:
Not the participants but those who succeed in the courses should receive the certificate (SA 4).
This kind of evaluation is given in the activities on the internet in the recent times (SA 5).
Assessment and evaluation can be done through an examination and practice. Those who succeed in the examination or practice should be given the certificate (SA 6).
It should be tested if the administrator understands the subject or not... It can be done through various assessment and evaluation materials. Preparing a portfolio or a file, an exhibition after seminar etc. may be some of them (SA 7).
There shouldn't be an examination in order to assess and evaluate what the participants learn (SA14)..

According to the findings views on determining assessment and evaluation criteria of in-service training courses school administrator have different opinions, some of them want examination, and some of them don't want any examination. There are different opinions Project appraisals, performance assessment.

4. Discussions and Conclusions

In this study we have searched views of school administrators related to in-service training activities. There are many studies in literature which are about teacher's views and views of workers of public officials or private organizations, but there are so limited studies about the views of school administrators related to in-service training activities. So we have studied specific part. In addition,

recent studies which were made in the last decade have been searched.

As a result of the research, the majority of school administrators have stated that they are required to attend the in-service training. These research findings are similar to the research findings made by Murat Güneş (12), Semra Kıranlı & et al (13), but they are incompatible with the research findings made by Uçar & et al (14). Murat Güneş (12) has shared to attend to in-service training ex-officio in general. Semra Kıranlı & et al (13) have shared the school administrators are obliged to attend the in-service training because of their status. Rezzan Uçar & et al (14) have stated that school administrators and teachers have attended the in-service training courses voluntary. Yılmaz Tonbul (15) has stated that school administrators attended the in-service training courses both ex-officio and voluntary, but if they attend voluntary, they have more positive benefits than ex-office attendance.

As a result of the research, school administrators have stated that they have had positive opinion about the themes such as increasing their awareness and knowledge of current legislation and regulations for the changes and enhancing the learning level of current approaches and methods within the scope of the development of administrative skills. These research findings are similar to the research findings made by İsmail Korkmaz (16), Rezzan Uçar & et al (14), Semra Kıranlı & et al (13).İsmail Korkmaz (16) has shared that school administrators have positive opinion about the issues such as bringing new approaches to the staff in the field of management training of in-service training, sharing and gaining awareness. Rezzan Uçar & et al (14) have stated that the in-service training courses, which school administrators and teachers have attended, give opportunity to follow innovations in the field of application and regulation and gain the skills and behaviors that these innovations are required. Semra Kıranlı & et al (13) have emphasized that in-service training contributes to innovation and lifelong learning of the teachers and students who attend. Kakon Montua Ajua Shantal & et al (17) have reported that school principals will benefit from additional training that dealing with new technologies and applying them in schools.

As a result of the research, school administrators have stated in general that the in-service training within the scope of the development of administrative skills has positive contribution in the issues such as improving their administrative skills, administrative experience, professional development and increasing their performance. This research finding is similar to İsmail Ekşi (18)'s findings. He has found that school administrators think in-service education is beneficial to develop administrative skills. This research finding is different from the findings made by Murat Günes (12), Mehmet Gültekin & et al (19). Murat Güneş (12) has emphasized that the in-service training has no positive contribution in providing point advantage in the appointment as manager, service point's increase and advance level. Mehmet Gültekin & et al (19) have shared their opinion that

in-service training courses do not give opportunity for people to rise in the task and prepare a higher task. Kakon Montua Ajua Shantal & et al (17) emphasized that school principals acquire their leadership practices from four main sources of their training: theory, practice, leadership, and networking. Over time, leadership practices are also gained from personal experiences. Principals in Finland are highly qualified professionals.

As a result of the research, school administrators have stated in general that sharing experiences between colleagues is the one advantage in the evaluation of in-service training courses on skills development. This research finding is similar to Svante Hanses & et al (20) research finding. They have found that in-service training for school leaders include co-operation that make it easier for school leaders to meet colleagues. It makes positive influence on the participants' motivation and new perspectives.

According to the conclusion of the research, school administrators have claimed that in-service training must be organized in the context of the development of administrative skills in the subjects such as legislation, conflict management, leadership, organizational values. This research finding is similar to the finding made by Semra Kıranlı & et al (13) and İsmail Ekşi (19). Semra Kıranlı & et al (13) has stated that in-service training which the teachers and school administrators prefer has emerged under the skills acquisition, communication, and use of technology. They have emphasized that school administrators prefer activities for the development of administrative skills because of the reasons for their status. İsmail Ekşi (18) has shared school principals needed in-service training within the budget and leadership; school principals attended in-service training in order to improve their administrative skills. Svante Hanses & et al (20) reported that school leaders have different backgrounds and different needs for knowledge and skills İbrahim Nandwah (21) research's one of the result is that most of the seminars and workshops are only subject based so they aren't sufficient for school leaders. In-service training courses and in-service providers are few and irregular so they aren't depended on for preparation and development of secondary school principals.

As a result of the research, the big majority of school administrators have asked that the in-service training must be held on weekends, holiday and time outside of education time. This research finding is similar to the finding made by Rezzan Uçar (22). Rezzan Uçar (22) has stated that the in-service training is not held at the appropriate time. Svante Hanses & et al (20) reported about timing an alternative suggestion. They suggested that the in-service training courses should be organized that the participants will not be dependent on time. İbrahim Nandwah (21) has reported that principals claimed the course duration was too short to cover the topics and it must be in a suitable timing.

As a result of the research, it is stated that some disadvantages with the lecturers. Lecturers are sometimes insufficient, and this finding is similar to Yalın (23)'s finding

of his study. Halil İbrahim Yalın has found that lecturers must have qualification not only as a professional but also skilled for teaching.

In the conclusion of the research, it is stated that the wide majority of school administrators ask that alternative assessment methods such as performance and project evaluation in the assessment process are applied for in-service training. This research finding is similar to the finding made by Rezzan Uçar & et al (14). They have emphasized that teachers and administrators attending the in-service training courses must be evaluated according to objective criteria at the end of the in-service training practices. This research finding is different to the finding Tufan Aytaç (24). He has emphasized that in-service training courses must be evaluated on the basis real success criteria absolutely Svante Hanses, & et al (20) according to research finding they reported that in-service courses must base on problem-based-learning model. Thus it can help the participants to connect to their daily practice. And teaching method must include reflection and dialogue, both physical meetings and virtual conferences.

School administrators should attend in-service training courses voluntarily not as an ex-officio. School administrators should be given governance and communication courses by professional lecturers. Lecturers should be more professional and sufficient. Course timing should be preplanned out of educational academic year. Evaluation methods of courses should be diversifying. School administrators should be given new developments in courses. Leadership should be taught by real leaders by co-operating out of national educational ministry. Leadership can be not directly learned as a lesson but experienced through real experienced people alive.

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