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The Investigation of Physical Education Health and Sport Teachers' Attitudes towards In-Service Training Courses (Northern Cyprus Example)

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The Investigation of Physical Education Health and Sport Teachers' Attitudes towards In-Service Training Courses (Northern Cyprus Example)

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ABSTRACT

This study aimed to determine the attitudes of teachers who conduct physical education and sports lessons in TRNC towards in-service training activities. According to regional, gender, and experience variations according to districts, teacher competence evaluations for in-service training courses will be explored within the scope of the study. The data has been collected from 63 female and 128 males, total of 191 lecturers. In this research, personal information form, Attitude Scale Towards In-Service Training Activities Questionnaire designed by Karasolak et al. (2013) were used in order to collect physical education teacher attitudes. SPSS 26.0 software was used for statistical analysis of the results. If independent variable consists of two groups, The Mann-Whitney U test was used and if it consists of three or more groups the Kruskal-Wallis H test was used. The results obtained from this study revealed that physical education teachers have negative attitudes towards in-service training activities in terms of gender, age, education level, region, school level, length of service and finally feedback. Regarding in-service training activities in this context in terms of overall quality highlights the requirement of planning the activities in accordance with teachers' opinions and needs. It is considered that needs-based programs can alter negative attitudes of in-service training activities.

Keywords: education, physical education, in service training, attitude.

INTRODUCTION

With the effect of their own personal attributes, physical education and sports teachers serve as remarkable role models for their students. Teachers are the people who have the most important responsibility in making the young generation to be developed in a country hopeful.

The physical education and sports teacher should strive to perform the tasks assigned to him/her in a complete and timely manner. However, the tasks and obligations of physical education and sports teachers differ based on the setting of the institution they work for, the area they are in, and their status of development (1).

In this context, apart from the area, status of development, institutional environment and duties and responsibilities assigned to them, physical education teachers have obligations such as participating in in-service training programs and developing themselves in the profession.

In-service training covers the trainings carried out in-house or outside the institution, on-the-job or abroad, domestically or abroad, starting from the date when the person definitively starts to work, until he/she retires or until he/she leaves his/her job for any reason (2).

Aydın (3) contends that pre-service training should be the first step in a planned training process that will produce competent teachers and continue throughout their careers. This training procedure, which is intended to be carried out, ought to be ongoing with no disconnection.

Developments in our age, changes in social life and economic dimensions affect human life and living. Even while the knowledge and skills people have learned through pre-professional education have not been sufficient over the years, they are becoming outdated and lost on a daily basis. With the help of practical training for the business life, people may keep up with changes in the way institutions operate, their fundamental structures, and the working surroundings. For people to prepare and renew themselves, in-service training is needed (4).

Just as it is important for teachers to make an effort before starting their profession and to acquire field and educational knowledge, it is important that they continue their duties after starting their duties and develop their expected roles and responsibilities in accordance with the conditions of the age in accordance with their

profession. Because it will allow for the development of the abilities and information required to maximize teachers' effectiveness, in-service training is essential (5).

There are no studies on the effectiveness of in-service training programs for physical education teachers in the TRNC, according to a review of the literature. For the establishment and subsequent growth of the country's sports, it is crucial for the educators in this field to continue their professional development through in-service courses and other initiatives in addition to the training they get. The opinions and assessments of physical education teachers employed by TRNC Primary and Secondary Education on the suitability of in-service training activities will provide insight into the programs and exercises that will be implemented later in this context.

This study aimed to determine the attitudes of teachers who conduct physical education and sports lessons in TRNC towards in-service training activities. According to regional, gender, and experience variations according to districts, teacher competence evaluations for in-service training courses will be explored within the scope of the study. Additionally, it was intended to search the archive and current data of the education joint services department of the Ministry of National Education for in-service training programs for teachers.

METHOD

This quantitative research study aimed to reveal the views of physical education teachers, who teach physical education, health, and sports in primary and secondary schools affiliated with the TRNC Ministry of National Education, on the adequacy of in-service training courses.

Population and Sample

The population of this research consisted of 302 physical education teachers conducting physical education, health, and sports classes in schools affiliated with the TRNC Ministry of National Education.

The sample size required for this determined study population was calculated using the formula proposed by Krejcie and Morgan (1970). With a 95% confidence interval and 5% sampling error, this formula determined the minimum number of participants to be interviewed as 169.58 from 302 people in the research population. Accordingly, the study sample consisted of a total of 191 participants, 63 women and 128 men. Of the participants, 43 were aged 35 years and below, 87 were aged 36-50 years, and 46 were aged 51 years and above. Regarding the level of education, 147 participants received undergraduate education and 29 received graduate education. Overall, 25 graduated between 2021-2012, 51 between 2011-2002, 69 between 2001-1992, and 31 in 1991 and before. The districts they served were Lefkosa (n=66), Gazimagusa (n=38), Girne (n=32), Guzelyurt (n=14), Iskele (n=17) and Lefke (n=9).

All 176 participants were working in public schools, 165 worked at primary and 11 worked at secondary education level. The tenure was 10 years or less for 49 people, 11-20 years for 46 people, and 21 years or more for 81 people. The most requested in-service training course was teaching techniques and methods (n=76). This was followed by educational technologies (n=74), assessment (n=30), classroom management and guidance (n=25), and other options (n=18).

At the end of the in-service training programs, 69 of the participants gave feedback, while the remaining 107 did not. The remaining 15 people did not respond to the questionnaire on the grounds that they did not participate in in-service training programs.

Data Collection Tools

Personal Information Form

The 10-question form prepared by the researcher, which constitutes the first part of the questionnaire, aimed to collect the personal information of the participants. The form consisted of questions about physical education teachers' personal information such as gender, age, university graduation level, university graduation year, district, the school where they work, the school level they work, their tenure in the teaching profession, the desired in-service training course category, and whether feedback was given after in-service training programs.

Attitude Scale Towards In-Service Training Activities Questionnaire

The scale developed to measure teachers' attitudes towards in-service training activities, consisting of 26 items as a five-point Likert-type scale designed by Karasolak et al. (2013) Categories; "1= strongly disagree", "2= disagree", "3= undecided", "4= agree", "5= totally agree". The Cronbach Alpha value of the scale was found to be .97. The highest score that can be obtained from the scale of attitude towards in-service training activities is 130, and the lowest score is 26. The deviation of the average score from 78.00, which is the middle point value of the scale, was evaluated as the level of attitude towards in-service training.

Data Collection

The data collection tool used in the study was a questionnaire. Before data collection, necessary permissions were obtained from the TRNC Ministry of National Education. After obtaining permission from the Ministry of

National Education, primary and secondary schools in all districts were called by phone, and each school principal was informed about the purpose of the research, the teacher group to which the research would be conducted, and the permissions obtained from the Ministry of National Education, and a day was decided to conduct a face-to-face survey with teachers.

Before starting to answer the survey questions, the participants were informed by the researcher about the purpose of the research and how to answer the scale. After the questionnaires were given to the physical education teachers, they were collected back on the same day or the next day. All data were collected in the 2021-2022 academic year.

Data Analysis

Statistical Package for Social Sciences (SPSS) 26.0 software was used to analyze data. Before data analysis, the Cronbach's alpha test was performed on "Attitude Scale Towards In-Service Training Activities" Questionnaire. The Cronbach's alpha coefficient of the Attitude Scale Towards In-Service Training Activities Questionnaire was found to be 0,709. Accordingly, the responses of the individuals included in the study to the Attitude Scale Towards In-Service Training Activities Questionnaire were determined to be reliable.

Since it was determined that the scores obtained from the scale did not show a normal distribution, nonparametric hypothesis tests were used to test the research hypotheses. Attitude Scale Towards In-Service Training Activities Questionnaire scores were compared according to their socio-demographic characteristics using the Mann-Whitney U test between two independent groups and the Kruskal-Wallis H test between three or more groups.

The distribution of the participating physical education teachers according to their socio-demographic characteristics was given by frequency analysis. The scores of the Attitude Scale Towards In-Service Training Activities Questionnaire is presented with descriptive statistics.

RESULTS and DISCUSSION

Table 1. Attitude Scale Scores of Participants Regarding In-Service Training Activities

	n	\bar{x}	s	Min	Max
Attitude Scale Regarding In-Service Training Activities	176	73.38	6.87	54	101

Table 1 shows the Attitude Scale scores of the participants regarding In-Service Training Activities. When Table 1 is examined, the participants of the study received an average of 73.38 ± 6.87 from the Attitude Scale Regarding In-Service Training Activities. The highest score that can be obtained from the attitude scale towards in-service training activities is 130, and the lowest score is 26. The degree of attitude toward in-service training was assessed based on whether the average score increased or decreased from the scale's mean score value of 78. In line with the results obtained, teachers have a negative attitude towards in-service training activities.

Table 2. Comparison of Attitude Scale scores regarding In-Service Training Activities according to the gender of the participants

	Gender	n	\bar{x}	s	t	p
Attitude Scale Towards In-Service Training Activities	Female	57	73.7	7.1	0.522	0.602
	Male	119	73.2	6.8		

* $p < 0.05$

The highest score that can be obtained from the attitude scale towards in-service training activities is 130, and the lowest score is 26. When Table 2 is examined, teachers scored an average of 73.7 and men scored 73.2 on the attitude scale regarding in-service training activities. The degree of attitude toward in-service training was assessed based on whether the average score increased or decreased from the scale's mean score value of 78. In line with the results obtained, male and female teachers have negative attitudes towards in-service training activities. In addition, there was no statistically significant difference between the attitude scale scores regarding in-service training activities according to their gender ($p > 0.05$).

Table 3. Comparison of the scores of the Attitude Scale towards In-Service Training Activities according to the age group of the participants

	Age group	n	\bar{x}	s	Min	Max	F	p
Attitude Scale	35 years and under	43	74	6.6	61	101	0.461	0.631

Regarding In-Service Training Attitudes	36-50 years	87	72.9	7.1	54	97		
	51 years and older	46	73.7	6.7	60	91		

*p<0.05

The highest score that can be obtained from the attitude scale towards in-service training activities is 130, and the lowest score is 26. When Table 3 is examined, the mean age of teachers' attitudes towards in-service training activities was 74 for teachers aged 35 and under, 72.9 for teachers aged 36-50, and 73.7 for teachers aged 51 and over. The degree of attitude toward in-service training was assessed based on whether the average score increased or decreased from the scale's mean score value of 78. In line with the results obtained, male and female teachers have negative attitudes towards in-service training activities. In addition, it was observed that there was no statistically significant difference between the scores of the Attitude Scale towards In-Service Training Activities according to the age group of the participants ($p>0.05$).

Table 4. Comparison of the scores of the Attitude Scale towards In-Service Training Activities according to the education level of the participants

	Education level	n	\bar{x}	s	t	p
Attitude Scale Towards In-Service Training Activities	Bachelor's Degree	147	73.3	6.7	-0.383	0.703
	Post-graduate	29	73.8	7.5		

*p<0.05

The highest score that can be obtained from the attitude scale towards in-service training activities is 130, and the lowest score is 26. When Table 4 is examined, those with an undergraduate education level have an average score of 73.3 and those with a graduate education level have a score of 73.8 on the attitude scale regarding in-service training activities of teachers. The degree of attitude toward in-service training was assessed based on whether the average score increased or decreased from the scale's mean score value of 78. In line with the results obtained, teachers have a negative attitude towards in-service training activities according to the education level variable. In addition, there was no statistically significant difference between the scores of the Attitude Scale towards In-Service Training Activities according to the education level of the participants ($p>0.05$).

Table 5. Comparison of the Attitude Scale scores of the participants regarding In-Service Training Activities according to the district where the school is located

	District	n	\bar{x}	s	Min	Max	F	p	Difference
Attitude Scale Towards In-Service Training Activities	Lefkoşa	66	74.8	7.8	60	101	1.08	0.37	
	Gazimağusa	38	73.4	6.8	60	91			
	Girne	32	72.1	5.7	54	79			
	Güzelyurt	14	72	7.5	60	87			
	İskele	17	72.2	4.9	59	79			
	Lefke	9	72.1	5.8	61	80			

*p<0.05

When Table 5 is examined, it is understood from the attitude scale of teachers regarding in-service training activities that participants from Lefkoşa region have an average score of 74.8, participants from Gazimağusa region have an average score of 73.4, participants from Girne region have an average score of 72.1, participants from Güzelyurt region have an average score of 72, participants from İskele region have an average score of 72.2 and participants from Lefke region have an average score of 72.1. In this context, there is no statistically significant difference even if they have a lower average compared to Girne, Güzelyurt, İskele, Lefke Lefkoşa and Gazimağusa ($p>0.05$). The highest score that can be obtained from the attitude scale towards in-service training activities is 130, and the lowest score is 26. The degree of attitude toward in-service training was assessed based on whether the average score increased or decreased from the scale's mean score value of 78. In line with the results obtained, teachers have a negative attitude towards in-service training activities according to the variable of the region where the school is located.

Table 6. Comparison of Attitude Scale scores of the participants regarding In-Service Training Activities according to the level of the school they work in

	Level	n	\bar{x}	s	t	p
Attitude Scale Towards In-Service Training Activities	Primary School	65	74.8	7.2	2.166	0.032*
	Secondary Education	111	72.5	6.5		

*p<0.05

The highest score that can be obtained from the attitude scale towards in-service training activities is 130, and the lowest score is 26. When Table 6 is examined, the average attitude scale of teachers towards in-service training activities was found to be 74.8 for primary education and 72.5 for secondary education. The degree of attitude toward in-service training was assessed based on whether the average score increased or decreased from the scale's mean score value of 78. In line with the results obtained, physical education teachers who teach in primary education have positive attitudes in general, although their attitudes towards in-service education are slightly more positive than those of teachers who teach in secondary education.

Table 7. Comparison of the scores of the Attitude Scale towards In-Service Training Activities according to the professional seniority of the participants

	Seniority	n	\bar{x}	s	Min	Max	F	p
Attitude Scale Towards In-Service Training Activities	10 years and under	49	73.8	6.5	61	101	0.113	0.893
	Between 11-20 years	46	73.4	7.4	60	97		
	21 years and older	81	73.2	6.8	54	92		

*p<0.05

The highest score that can be obtained from the attitude scale towards in-service training activities is 130, and the lowest score is 26. When Table 7 is examined, teachers with a 10-year or less seniority have an average score of 73.8, those with 11-20 years of seniority have an average score of 73.4, and those with a 21-year or more seniority have an average score of 73.2. The degree of attitude toward in-service training was assessed based on whether the average score increased or decreased from the scale's mean score value of 78. In line with the results obtained, teachers have a negative attitude towards in-service training activities according to the graduation year variable. In addition, there is no statistically significant difference between the scores of the Attitude Scale towards In-Service Training Activities according to the year of graduation of the teachers included in the study (p>0.05).

Table 8. Comparison of Attitude Scale scores regarding In-Service Training Activities according to teachers' feedback after the in-service training program

	Giving feedback	n	\bar{x}	s	t	p
Attitude Scale Towards In-Service Training Activities	Yes	69	74.2	7.9	1.323	0.187
	No	107	72.8	6		

*p<0.05

In Table 8, the comparison of the Attitude Scale scores regarding In-Service Training Activities according to the teachers' feedback after the in-service training program was given using the independent sample t-test. When Table 8 is examined, there is no statistically significant difference between the Attitude Scale scores of the participants regarding In-Service Training Activities according to the status of giving feedback after the in-service training program (p>0.05). The attitude scale scores of the teachers who gave feedback after the in-service training program and who did not give feedback after the training program were similar.

CONCLUSION AND RECOMMENDATIONS

This study aimed to determine the attitudes of teachers who conduct physical education and sports classes in the TRNC towards in-service training activities. According to the results of the analysis of the collected data, no significant difference was detected in the attitudes of physical education teachers at primary and secondary education levels working in public schools towards in-service training activities according to the gender

variable. This finding is similar to the findings of the research conducted by (6). According to these results, gender is not a variable that differs in teachers' attitudes towards in-service training, and female and male teachers have negative attitudes towards in-service training activities.

Attitude Scale scores regarding In-Service Training Activities were negative regardless of age groups. In the studies conducted by Eyecisoy (2014), Gül (2008), Kulaz (2013) and Demirtaş (2008), there was no statistical difference according to the age variable regarding in-service training activities. In this respect, this study does not comply with the findings related to the dimension of expectation from in-service training activities.

Demirtaş (2008), Kulaz (2013), Özkan (2010), Uzunöz and Akbaş (2012), Eyecisoy (2014) and Şen (2011) determined in their study that the opinions about in-service training activities did not differ according to their education levels. The findings of our study were found to be consistent with this. In addition, the teachers participating in the study have negative attitudes in terms of in-service training activities according to their education level. The studies in the literature and the findings of the education level variable of the study coincide with each other.

In line with the results obtained, teachers have a negative attitude towards in-service training activities according to the variable of the region where the school is located.

The relationship between the grade level variable and teachers' attitudes towards in-service training has been found in the literature studies (Sabah & Çekin , 2016). It was concluded that teachers' attitudes towards in-service training were not effective in terms of the grade level they taught. In this study, according to the results of the analysis, it is demonstrated that the attitudes of teachers working at primary and secondary school levels towards in-service training activities were negative ($p>0.05$).

Şen (2011), Karaca (2010), Ulus (2009), Özkan (2010), Karasolak, Tanrıseven and Konokman (2013), Kulaz (2013), Uzunöz and Akbaş (2012), Demirtaş (2008), Gültekin and Çubukçu (2008), Kızıllarslan (2012), Adakan and Erdağ (2022) did not find a statistically significant difference in terms of the duration of service variable in their studies on in-service training activities and reached similar findings with this study. Based on these findings, in-service training programs are not updated over time, and the opinions of both teachers who are new to the profession and teachers who have gained experience in terms of service time in the profession were negative. In-service training programs are not changed in any way by teachers who are new to the profession and teachers who have increased their service time in the profession, and that a teacher always interacts with the same in-service training programs throughout his/her entire professional life.

Finally, at the end of the in-service training activities, their attitudes towards in-service training activities regarding feedback and teacher opinions were negative in terms of investigating the effectiveness of the programs. Only the feedback function will make it possible to identify the shortcomings in the efficiency of in-service training activities and conduct study to address the already-existing shortcomings in this area.

The results obtained from this study revealed that physical education teachers have negative attitudes towards in-service training activities in terms of gender, age, education level, region, school level, length of service and finally feedback. Regarding in-service training activities in this context in terms of overall quality highlights the requirement of planning the activities in accordance with teachers' opinions and needs. It is considered that needs-based programs can alter negative attitudes of in-service training activities.

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