



## Analysis of In-Service Training Research on Primary School Teachers

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### Abstract

The aim of this study is to examine the research studies conducted in the field of in-service training for primary school teacher carried out in Türkiye between the years 2008-2022 with the method of content analysis. This study was conducted with a total of 52 studies (34 articles, 2 doctoral theses and 16 master's theses) on in-service training activities of primary school teachers. The distribution of these accessed studies according to years, number and target audience, research method techniques, data collection tools, thesis and article type, universities and journals were analyzed. According to the results obtained in this study, it was concluded that the survey model was mostly preferred in the researches, the qualitative researches were in excess, and the questionnaire was mostly used as the data collection method. In addition, researchers mostly preferred to study at the article level. Based on the results obtained, suggestions were presented to the researchers within the scope of the relevant literature.

### Key Words

Primary school education  
In-service training  
In-service training in primary  
school

### About Article

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## Introduction

The concept of education covers the process starting with the birth of a human being until death. The first function of every social structure is to sustain itself. Societies fulfill their self-sustaining function through education. Education, which serves the individual's socialisation, begins immediately after the child's birth and is sustained through their experiences in society. In this process, the child's natural educators can teach undesirable things, sometimes intentionally and often unconsciously. Whereas in a real educational environment (this environment is provided in schools), they learn the truth of everything in a planned and programmed way. In such an environment, children are educated with the principle of making the individual useful to society, which is the most general purpose of education (Küçükahmet, 2004 as cited in Nemli, 2017).

According to Akyüz (2014), education refers to all efforts to develop the individual's mental, emotional, and social abilities and behaviours in society in the desired direction or to provide the individual with new knowledge and behavioural skills in line with the desired goals. In addition, another task of teachers is to increase students' school success, in other words their academic achievement. Individuals practising the teaching profession, which is considered sacred for society, can be more beneficial to future generations with the knowledge and skills they have and add new ones every day. Being useful to students is one of the greatest duties of a teacher. Only teachers who are well-trained professionally can provide this. If teachers train themselves professionally according to the conditions of the day, they can provide useful educational environments and conditions for their students (Seferoğlu, 2003 as cited in Kahyaoğlu and Karataş, 2019).

Considering the rapid changes occurring in every field today, pre-service education alone is insufficient in teacher training. There is a constant need to be supported by in-service training for new teachers to adapt to the education system and for existing teachers to update their professional knowledge (Saban, 2000 as cited in Turgut, 2012). In a changing and developing world, the education system is also in constant change and development. The knowledge and skills that individuals acquire in their educational life may become outdated in a short time and become insufficient in professional life (Polat, 2019). In an education system that is constantly changing and developing, it is only possible for both novice teachers and experienced teachers to keep up with this development through up-to-date training. This reveals the necessity and importance of in-service training. Teachers, who will contribute to students' problem-solving skills, sense of responsibility and knowledge, skills and competencies in life, should be open to change and development. Today, teacher education maintains its feature as an educational process that is emphasized in many countries with both pre-service and in-service training sections (Özer, 1991, p.73).

Considering that the starting age of education in all societies in the world coincides with childhood, the importance of primary school teachers for these individuals who are new to life and who are just starting their educational life is once again understood. Primary school teachers must first improve themselves to educate individuals who keep up with the constantly changing and developing world. Considering children's curiosity and speed in learning, teachers need to keep their curiosity and learning instincts alive, just like the students they teach.

In parallel with the learning speed of students, primary school teachers should add new things to what they have learned, and they should have the competence to share this with their students to educate individuals who can adapt to the developing and changing world. In order to ensure all these competencies of teachers, they need to participate in professional training activities and acquire new knowledge, skills and attitudes related to their profession through these trainings.

To date, many studies have been conducted in the literature on in-service training of primary school teachers. In-service trainings for teachers will both enable them to improve themselves in the professional field and ensure that they can keep up to date with the requirements of the age.

Education has existed since the dawn of humanity. The education that starts in the family becomes more systematic with school life. Teachers, who are indispensable members of the education system that undertakes the task of raising people in societies, affect all development processes of students with their missions such as managing the school and classroom environment effectively and

leaving important traces on students directly or indirectly with their teaching activities (Özçete, 2018). The first teacher of a child entering school will be the primary school teacher. Primary school teachers are the group of teachers who spend the longest time in students' classes. It is also the first teacher who observes all the characteristics of the student in the most detailed way and from whom the student will acquire attitudes and skills related to school and learning. Being the first in a student's life and being with the student for a long period of time makes the competencies of primary school teachers important.

This study is important in terms of addressing the in-service training activities of primary school teachers in terms of different variables and shedding light on what kind of studies should be included in the in-service training activities of primary school teachers based on these results.

This article has been prepared to provide data on the dimensions of in-service training activities of primary school teachers, the subjects preferred in these trainings and what kind of studies are needed in the in-service training activities of primary school teachers.

### ***Purpose of the Research***

The purpose of this study is to reveal the subject trends of the researches on in-service training activities for primary school teachers in 2008-2022. Within the framework of this general purpose, answers were sought for the following sub-objectives.

1. How is the distribution of studies on in-service training of primary school teachers according to years?
2. How is the distribution of studies on in-service training of primary school teachers according to the sample size?
3. How is the distribution of studies on in-service training of primary school teachers according to research methods?
4. How is the distribution of studies on in-service training of primary school teachers according to data collection tools?
5. How is the distribution of studies on in-service training of primary school teachers according to thesis and article types?
6. How is the distribution of thesis studies on in-service training of primary school teachers according to universities?
7. How is the distribution of articles studies on in-service training of primary school teachers according to journals?

### **Method**

The research is a descriptive study conducted in the survey model. The survey model is a model in which an existing situation is described as it exists and the event, individual or object that is the subject of the research is tried to be defined as it is (Karasar, 2014, p.77). This study tries to reveal the classified status of the studies on in-service training in the field of primary school education according to universities, according to study types, according to subjects and according to methods.

### ***Data Collection***

A document review form was used as a data collection tool in the study. The theses and articles were classified according to the year of the study, level of the study, sample size, sample group, research design, data collection method and topics.

In the first stage, Google Academic was searched for the last 15 years covering the period 2008-2022 with the keywords “primary school education”, “in-service training”, “in-service training in primary school” and “professional development”. Studies on in-service training of primary school teachers conducted between 2008 and 2022 were also examined from the Thesis Center of Council of Higher Education (CoHE). Among the examined articles and theses, only the studies that were related to the in-service training of primary school teachers and included primary school teachers in the

participants were included in the research, and the other studies were excluded from the research. In the first stage, a total of 72 studies were accessed.

In the second stage, since teachers working in primary schools may be from different branches and it was not specified whether they were primary school teachers or not, these studies were also excluded from the research. In the second stage, 20 studies were eliminated from the scope.

This study was conducted with a total of 52 studies (34 articles, 2 doctoral theses and 16 master's theses) on in-service training activities of primary school teachers.

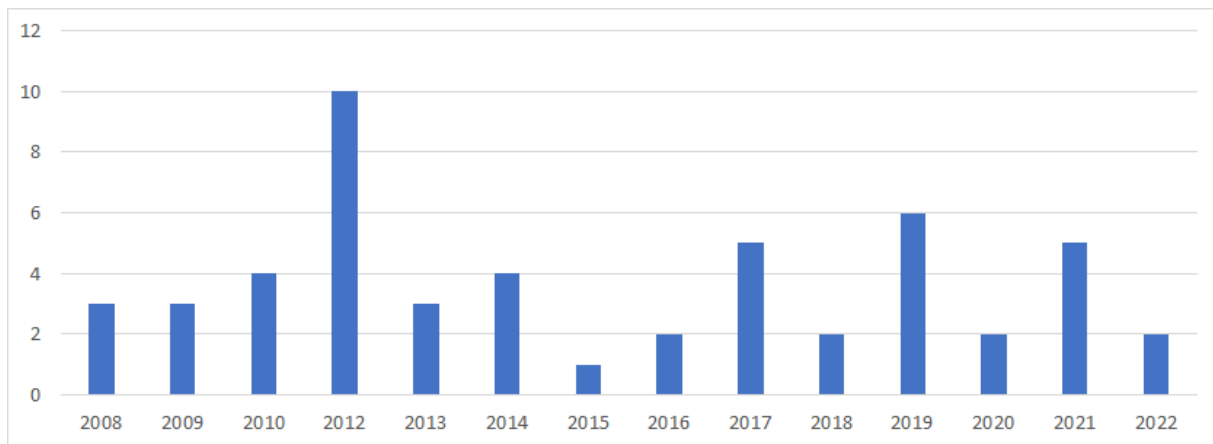
### ***Data Analysis***

The data of the study were analyzed by descriptive content analysis method. In this research, the coding, classification, and description stages (Glesne, 2012) followed in qualitative data analysis were followed and it is aimed to reveal the trends of the articles on the subject. In this direction, the theses and articles were classified according to the year of the study, level of the study, sample size, sample group, research model, data collection method and topics.

## **Findings**

### ***Findings related to the First Sub-Objective***

In the first sub-objective, it was tried to find an answer to question “How is the distribution of studies on in-service training of primary school teachers according to years?”

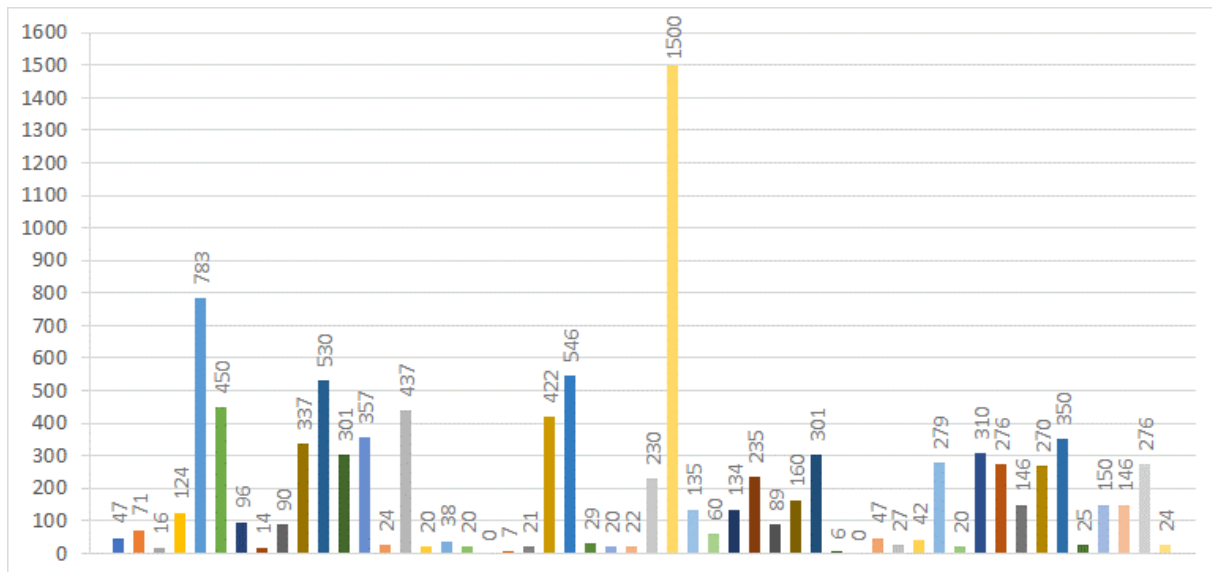


**Figure 1.** Distribution of the studies on in-service training of primary school teachers according to years

When Figure 1 is analyzed, it is seen that the highest number of studies on in-service training of primary school teachers was conducted in 2012 with 10 studies. This was followed by 2019 with 6 studies and 2017 with 5 studies, respectively. The least number of studies was conducted in 2015 with only 1 study, followed by 2016, 2018, 2020 and 2022 with 2 studies each.

### ***Findings related to the Second Sub-Objective***

In the second sub-objective, it was tried to find an answer to question “How is the distribution of studies on in-service training of primary school teachers according to the sample size?”

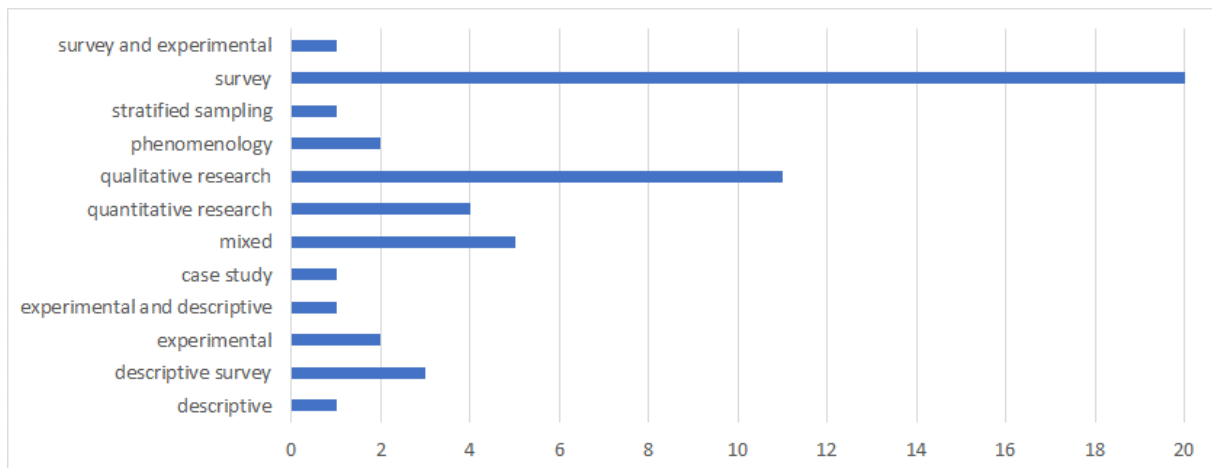


**Figure 2.** Distribution of the studies on in-service training of primary school teachers according to the sample size

Figure 2 shows the distribution of the studies according to the number of people accessed. In this distribution, the number ranges are grouped as "0-100", "100-200", "200-300". The document analysis study and Erdem and Şimşek's (2013) study on the evaluation of in-service training activities given to teachers and school administrators conducted in consultation with Denizli Provincial Directorate of National Education were accepted as "0" since there was no sample size. According to Figure 2, it can be said that the maximum sample size is 1500 people, and the most frequently studied sample group is the "0-100" group with 24 studies.

#### *Findings related to the Third Sub-Objective*

In the third sub-objective, it was tried to find an answer to question "How is the distribution of studies on in-service training of primary school teachers according to research methods?"

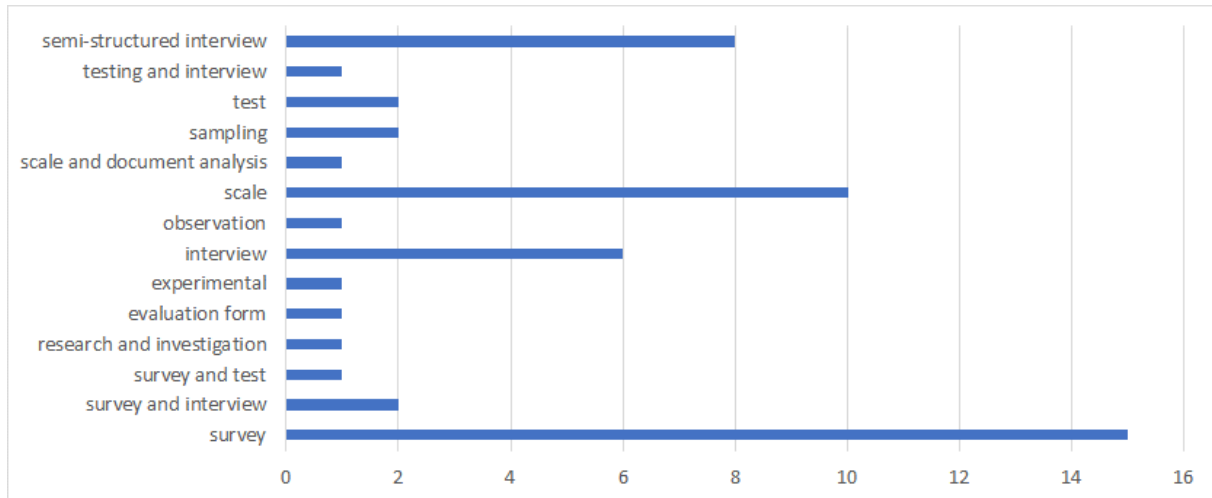


**Figure 3.** Distribution of studies on in-service training of primary school teachers according to research methods

When the research methods of the studies on in-service training of primary school teachers are analyzed in Figure 3, it is seen that the most preferred method is the "survey method" with 20 studies. The closest to this method is the "qualitative research method" with 11 studies and the "mixed research method" with 5 studies. The least preferred methods are "survey and experimental", "stratified sampling", "case study", "experimental and descriptive" and "descriptive" studies with 1 study each.

***Findings related to the Fourth Sub-Objective***

In the fourth sub-objective, it was tried to find an answer to question “How is the distribution of studies on in-service training of primary school teachers according to data collection tools?”

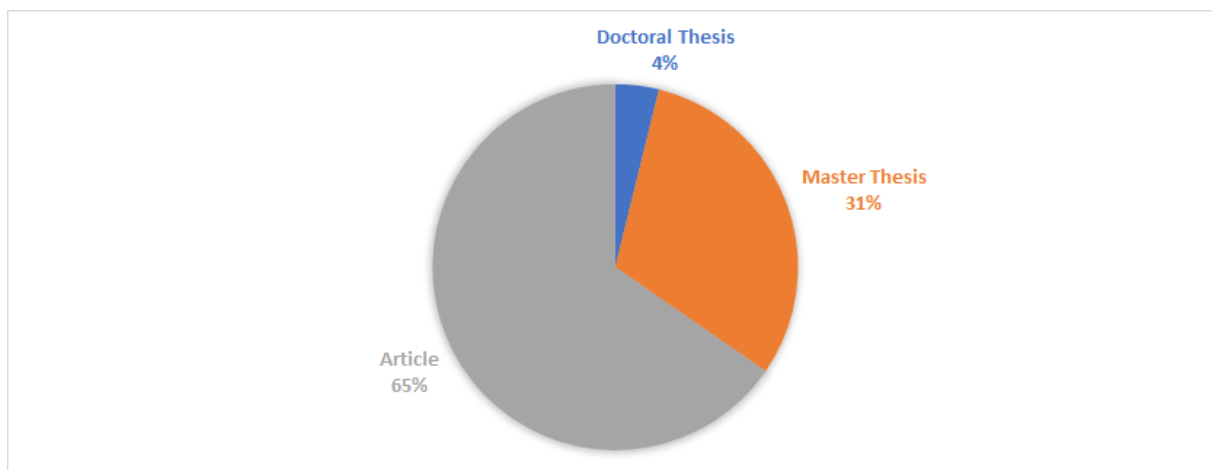


**Figure 4.** Distribution of studies on in-service training of primary school teachers according to data collection tools

Figure 4 shows that researchers mostly preferred "survey" with 15 studies, "scale" with 10 studies, "semi-structured interview" with 8 studies and "interview" with 6 studies as data collection tools. These are followed by "survey and interview", "test" and "sampling" techniques. It can be said that the other data collection tools show a balanced distribution.

***Findings related to the Fifth Sub-Objective***

In the fifth sub-objective, it was tried to find an answer to question “How is the distribution of studies on in-service training of primary school teachers according to thesis and article types?”

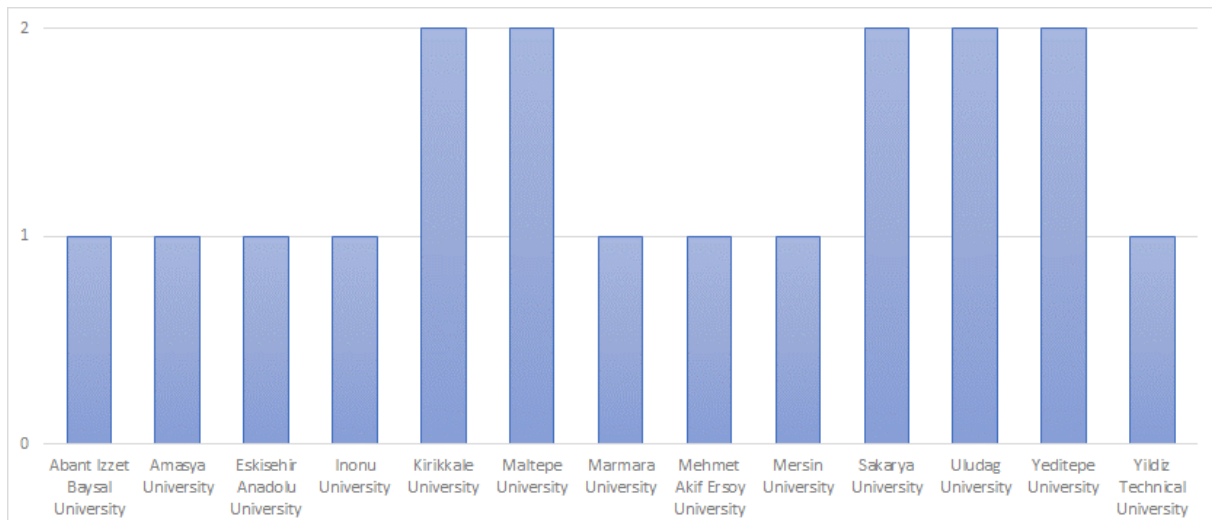


**Figure 5.** Distribution of studies on in-service training of primary school teachers according to thesis and article types

Among the researchers on in-service training of primary school teachers, article studies have the highest rate of 66% with 34 articles. It is followed by master's theses with a rate of 31% with 16 master theses. The least amount of research is doctoral studies with a rate of 4% with 2 doctoral theses.

***Findings related to the Sixth Sub-Objective***

In the sixth sub-objective, it was tried to find an answer to question “How is the distribution of thesis studies on in-service training of primary school teachers according to universities?”

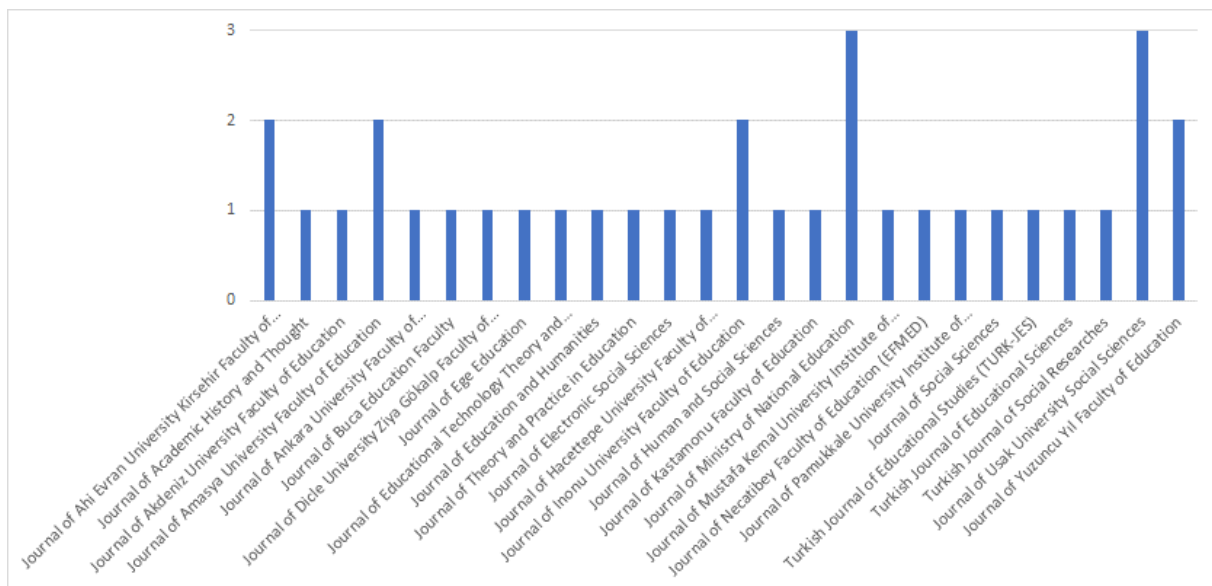


**Figure 6.** Distribution of thesis studies on in-service training of primary school teachers according to universities

When Figure 6 is analyzed, it is seen that the thesis studies were mostly conducted at Kırıkkale University, Maltepe University, Sakarya University, Uludağ University and Yeditepe University with 2 studies each. These universities are followed by Abant İzzet Baysal University, Amasya University, Anadolu University, İnönü University, Marmara University, Mehmet Akif Ersoy University, Mersin University and Yıldız Technical University with 1 study each.

#### *Findings related to the Seventh Sub-Objective*

In the seventh sub-objective, it was tried to find an answer to question “How is the distribution of articles studies on in-service training of primary school teachers according to journals?”



**Figure 7.** Distribution of articles studies on in-service training of primary school teachers according to journals

In Figure 7, it is seen that three each of the articles about the studies on in-service training of primary school teachers were published in Journal of Ministry of National Education and Journal of Usak University Social Sciences; two each were published in Journal of Ahi Evran University Kirsehir Faculty of Education, Journal of Amasya University Faculty of Education, Journal of Inonu University Faculty of Education and Journal of Yuzuncu Yil Faculty of Education, one each were published in Journal of Academic History and Thought, Journal of Akdeniz University Faculty of Education, Journal of Ankara University Faculty of Educational Sciences, Journal of Buca Education Faculty, Journal of Dicle University Ziya Gökalp Faculty of Education, Journal of Ege Education, Journal of Educational Technology Theory and Practice, Journal of Education and Humanities, Journal of Theory and Practice in Education, Journal of Electronic Social Sciences, Journal of Hacettepe University Faculty of



Education, Journal of Human and Social Sciences, Journal of Kastamonu Faculty of Education, Journal of Mustafa Kemal University Institute of Social Sciences, Journal of Necatibey Faculty of Education (EFMED), Journal of Pamukkale University Institute of Social Sciences, Journal of Social Sciences, Turkish Journal of Educational Studies (TURK-JES), Turkish Journal of Educational Sciences and Turkish Journal of Social Researches.

### **Discussion, Conclusion and Suggestions**

In this study, studies on in-service training received by primary school teachers were analyzed. According to this framework, 34 articles, 16 master theses and 2 doctoral theses were reached.

In today's world where information changes rapidly, teachers need to be trained through in-service training. While preparing in-service training activities, content should be prepared in line with new teaching models by utilizing technology (Ay, 2022).

The fulfilment of the expected tasks of educational institutions and the improvement of the quality of education can only be achieved by qualified teachers. With the training they receive before their service, teachers cannot fulfill all the requirements of the profession. Even if it is thought that teachers receive excellent training, their adaptation to professional development and their ability to fulfill the requirements of environmental conditions make continuous training of teachers compulsory (Aydın, 2008 as cited in Parmaksız and Sıcak, 2015, p.203-204).

According to the results of this research, it is seen that most studies were conducted in 2012. This situation may have emerged as a result of the 4+4+4 law proposal no. 6287 adopted on 11 March 2012. With this law, it is thought that in-service trainings are organised for teachers for the changing education system and researches are conducted on these trainings. The year 2012 is followed by the years 2019 and 2021. In 2020, the reason for the low number of in-service trainings is thought to be the COVID-19 outbreak affecting the whole world. In 2021, as the impact of the pandemic decreased, in-service training activities increased again.

The number of samples reached in the studies is frequently between "0-100" people with 24 studies. However, the maximum sample size of 1500\* people, was the number of teachers who participated in the 30-hour special education seminar organized by the Ministry of National Education General Directorate of Primary Education Institutions and In-Service Training Department in the study conducted by Erişkin, Kırış and Ertuğrul (2012) on the examination of primary school teachers' views on inclusive education. The reason for the special education seminar organized by the Ministry of National Education (MoNE) for primary school teachers is that the number of students receiving inclusive education has gradually increased in recent years, the majority of teachers working in inclusive and special education classes are out of the field, most of them are primary school teachers and most of them have transitioned from primary school education to special education.

Researchers preferred the "survey method" with 20 studies and the "qualitative research method" with 11 studies. Qualitative studies are studies that enable us to obtain information about the subject from a broad perspective and report comprehensive results. Qualitative research may be preferred because it provides the researcher with answers to the how question about the subject, provides detailed information about the research such as positive and negative aspects, processes, and experiences within the scope of the researched subject and provides in-depth information about social events. The reason why experimental studies are less preferred in research is that experimental studies focus on precise results, but since there is no absolute certainty in social sciences, it can be accepted as the reason why they are not preferred by researchers.

In the studies, "survey", "scale", "semi-structured interview" and "interview" were mostly preferred as data collection tools.

It is seen that the highest rate of research is at the article level with 61%, at the master's level with 35% and at the doctoral level with the lowest rate of 4%. This may be due to the fact that master's

\* The study was attended by 1500 primary school teachers who participated in the in-service training seminar. However, those who did not answer the questionnaire completely and primary school teachers who did not have inclusive students were not included in the research findings and the number of participants was reduced to 1400.



programs are more than doctoral programs in universities. It is seen that most of the studies on in-service training are carried out by universities in İstanbul.

When the thesis studies on in-service training of primary school teachers are analyzed, it is seen that the thesis studies were mostly conducted at Kırıkkale University, Maltepe University, Sakarya University, Uludağ University and Yeditepe University with 2 studies each. These universities are followed by Abant İzzet Baysal University, Amasya University, Anadolu University, İnönü University, Marmara University, Mehmet Akif Ersoy University, Mersin University and Yıldız Technical University with 1 study each.

When the article studies on in-service training of primary school teachers are analyzed, it is seen that three each of the articles were published in Journal of Ministry of National Education and Journal of Usak University Social Sciences; two each were published in Journal of Ahi Evran University Kirsehir Faculty of Education, Journal of Amasya University Faculty of Education, Journal of Inonu University Faculty of Education and Journal of Yuzuncu Yıl Faculty of Education, one each were published in Journal of Academic History and Thought, Journal of Akdeniz University Faculty of Education, Journal of Ankara University Faculty of Educational Sciences, Journal of Buca Education Faculty, Journal of Dicle University Ziya Gökalp Faculty of Education, Journal of Ege Education, Journal of Educational Technology Theory and Practice, Journal of Education and Humanities, Journal of Theory and Practice in Education, Journal of Electronic Social Sciences, Journal of Hacettepe University Faculty of Education, Journal of Human and Social Sciences, Journal of Kastamonu Faculty of Education, Journal of Mustafa Kemal University Institute of Social Sciences, Journal of Necatibey Faculty of Education (EFMED), Journal of Pamukkale University Institute of Social Sciences, Journal of Social Sciences, Turkish Journal of Educational Studies (TURK-JES), Turkish Journal of Educational Sciences and Turkish Journal of Social Researches.

In-service training is very important not only in terms of increasing the experience of novice teachers, but also in terms of continuous self-improvement of all teachers, regardless of the length of their experience, and in terms of keeping up with the rapid life changes reflected in education. Teachers are the most important part of the education system as the transmitters of all changes in science, society, schools, education, and training processes to students. According to Gümüş (2018), the habits acquired in primary education significantly affect the child and help shape their future life in a permanent way. Therefore, the problems faced by teachers in in-service training should be identified and steps should be taken to overcome these problems.

In-service training should be accessible to all teachers, equal possibilities and opportunities should be provided for everyone in participation to in-service trainings, and teachers' expectations should be taken into consideration (Özdemir, 2021).

The materials, buildings, technological tools, and other environments used in in-service training should be designed to meet the needs of teachers. Usta (2021) emphasized that the technological infrastructures and physical environments of schools should be organized by the in-service training activities of teachers and that practical training in small groups should be also included together with theoretical trainings. Erdem and Şimşek (2013) also support this situation by stating that the teacher group should not exceed 30 people in in-service training.

In this process, the needs of teachers and the education system should be identified, and in-service trainings should be updated and reorganized to meet the needs of teachers. Gökyer (2012) found in his study that teachers stated that the subjects in in-service training were not of a nature to improve themselves and were not determined in line with their needs. This situation shows the importance of analyzing the needs of teachers correctly and planning the trainings accordingly while organizing in-service trainings. In the study conducted by Aydın (2017), it was seen that while a large part of the teachers who participated in in-service training reflected what they learned in in-service training to practice, some of them did not reflect what they learned in in-service training to practice. For this reason, after a period of in-service training, in-service trainings should be organized again for teachers to apply what they have learned and to update new developments in their learning and transfer them to the learning environment.

According to Gültekin and Çubukçu's (2008) study, teachers think that in-service training is an activity that contributes to both institutional and professional competencies. Gültekin and Çubukçu (2008) also emphasized this positive attitude of teachers towards in-service training.

In Serin and Korkmaz's (2014) study on determining the in-service training needs of teachers, it was stated that in-service training needs should be determined regularly every year and trainings should be organized according to the needs. This supports that in-service trainings should be constantly updated and repeated according to new developments and needs.

Quantitative research on in-service training of primary school teachers should be given more importance and researchers and universities should conduct more comprehensive studies.

The Ministry of National Education should design in-service training activities in a long-term and detailed manner and information on teachers' in-service training activities should be recorded. The ministry should plan and follow up the trainings for each teacher and organize new trainings by determining what kind of training teachers should attend in the future.

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