







University-School Cooperation Model for the Professional Development of Primary School Teachers *

Mehmet Gultekin, Anadolu University, mgulteki@anadolu.edu.tr,  0000-0002-5281-1767
Omur Gurdogan-Bayir, Anadolu University, ogurdogan@anadolu.edu.tr,  0000-0002-7455-7237
Zeynep Kilic, Eskişehir Osmangazi University, zeynepk@ogu.edu.tr,  0000-0002-5756-3782
Ecmel Yasar, Anadolu University, ecmelyasar@gmail.com,  0000-0003-1947-1382

Keywords

Teacher training
Primary school teacher
Professional development
In-service training

Article Details

Research Article

Received : 29-07-2024
Accepted : 26-12-2024
Published : 30-12-2024

DOI: 10.31704/ijocis.1522955

Open Access: This article is licensed under CC BY-NC-ND 4.0

Abstract

The aim of the study is to increase primary school teachers' attitudes regarding professional development through the university-school cooperation method, support their professional development, and create a university-school cooperation model. The study was carried out via embedded experimental design among mixed research methods. In total, 49 primary school teachers in the study working at the primary schools in three different settlement areas, i.e., village, district and city, that have a disadvantageous position in Eskişehir province. As for the locations and socio-economic status of the schools where the attendant primary school teachers work, it can be stated that these schools are disadvantageous with regard to participation in professional development activities. Within the study, a professional development attitude scale and an in-service attitude scale were applied to the teachers at the beginning and end of the training process in the data collection stage. Then, the teachers' opinions about the professional development trainings were obtained and the training diaries, which were kept in this process by the teachers, were used. At the end of the study, it was found out the fact that there was a positive difference in the attitudes of the primary school teachers regarding the Professional development and in-service training thanks to the professional development activities performed. It was further found out the fact that the teachers considered the performed activities useful, productive and efficient and a model was revealed for professional development carried out within the scope of university-school cooperation.

To cite this article: Gultekin, M., Gurdogan-Bayir, Ö., Kilic, Z., & Yasar, E. (2024). University-school cooperation model for the professional development of primary school teachers. *International Journal of Curriculum and Instructional Studies*, 14(2), page 137-170. <https://doi.org/10.31704/ijocis.1522955>

* This article was produced from the data obtained from the 3001-project numbered 118K080 supported by TUBITAK.

Introduction

A qualified educational system and the teachers who will operate such a system are required in order to be a developed country and be able to compete with the other countries in the globalizing world. No matter how the physical conditions of the schools, curriculum, lesson tools and materials and the environmental conditions for the students are enhanced today, the educators agree that the changes carried out do not create the requested effect on the quality of the training without the qualified teachers who can constantly refresh their knowledge, and that this is one of the major problems of the educational system in our country, in particular. Therefore, teachers need training to monitor technology and recent approaches and improve themselves constantly as well as increase their competencies in their fields (Bayram, 2010). Furthermore, the training received by the teachers before their service loses its actuality within a very short time or based on the actual developments, the teachers need different knowledge and skills, which are not taught during their undergraduate study (Ministry of National Education [MoNE], 2017). The teachers are in need of professional training due to the changes in the expectations regarding the quality of education, social requirements, the paradigms in learning and teaching and the student profiles, the developments in information and communication technologies as well as the impacts of such developments on teaching and learning activities (Odabaşı, 2009).

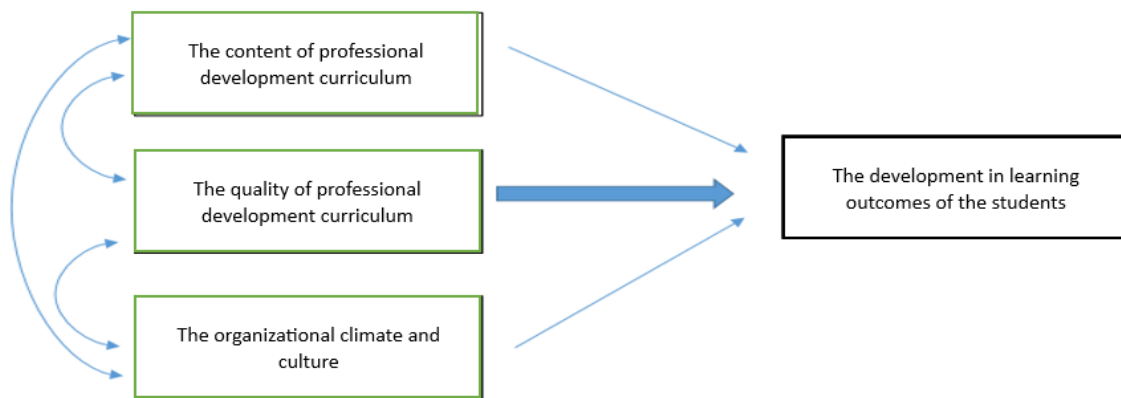
Professional development is encountered as a roof concept of lifelong learning. Professional development is an umbrella concept that contains following concepts such as in-service training, career development, personnel development and human resources development (Elçiçek, 2016; Bümen et al., 2012). Professional development concept is identified in different ways by the different organizations and the researchers. Accordingly, some of the definitions can be listed as follows:

- The sum of natural learning experiences and the conscious and planned activities that intend to provide direct or indirect benefit to the individuals, group and the school and that will contribute to the quality of the training within the classroom (MoNE, 2017).
- Maintenance of learning processes by the teachers throughout their careers (Broad & Evans, 2006).
- Conscious and planned learning experiences by the teachers, either directly or indirectly, to increase the qualifications of the students and the school (Day, 1999).
- Constant monitoring of the developments by the individual regarding his/her profession once the individuals start their service and adapting to such developments (Hamarat, 2002).
- Systematic efforts to make amendments to the classroom activities, attitudes and beliefs of the teachers and the learning outcomes of the students (Guskey, 2002).
- The process includes activities such as courses, seminars etc., which are organized to train the teachers during the in-service training process (Adey, 2004).

Considering these definitions for the professional development of the teachers, it can be said that definitions of professional development emphasize being planned, increasing in the qualities of learning and self-development of the teachers in their fields. The fundamental objective of professional development is to make positive changes in the learning outcomes of the students. The factors considered significant in the professional development for the fulfillment of this objective by Guskey and Sparks (1991, p.73) are presented in Figure 1.

Figure 1

Significant Factors for Professional Development (Guskey & Sparks, 1991, p.73)



As can be seen in Figure 1, professional development incorporates the content of the professional development curriculum, the quality of the professional development curriculum, organizational climate and culture, as well as the development of learning outcomes of the students. Accordingly, the content of the professional curriculum should respond to the training requirements of the teachers. The quality of the professional development curriculum is closely related to the presentation style of the curriculum. Organizational climate and culture are identified through the confidence and support provided for the teachers in this process. All these processes are interrelated and they have a direct impact on the learning outcomes of the students. The learning outcomes considered in this process incorporate the entire cognitive, emotional and psychomotor behaviors of the students (Guskey & Sparks, 1991).

Professional development activities help to increase student success by improving the qualifications of the teachers, increasing the business satisfaction and creating a positive classroom climate. In many studies conducted, it is put forward that the professional development of the teachers is the leading factor that determines the learning outcomes and performance of the students among the intramural factors (Caena, 2011). Guskey (2002) identified the change of the teacher in the professional development process as the change in the classroom activities of the teacher, the change in the learning outcomes of the students and the change in the beliefs and attitudes of the teacher. These activities must be intentional, constant and systematic so that professional development activities could make a mark. Accordingly, the characteristics can be described as follows (Guskey, 1999):

- Professional development as an intentional process: Professional development is not a series of random and irrelevant activities without a concrete direction or intention. The intentions in the professional development ensure the selection of the content and the materials, design of the process and the identification of the measurement and assessment procedures. It is essential to start with the description of the open target, make sure that the targets are valuable and determine how to evaluate the targets so that professional development processes are intentional.
- Professional development as a constant process: The extension of the knowledge base in the educational field, how individuals learn and the increase in insight regarding the structures and procedures that contribute to the effective learning environments require the teachers to follow this recent knowledge and approaches very closely.

Therefore, educators must be constant learners, analyze the efficiency of their service all the time, think about the current practices, make adaptations when things do not go well and discover new alternatives and improvement opportunities all the time.

- Professional development as a systematic process: True professional development is a systematic process that pays attention to the change for a long time and that considers all levels of the organization. According to the systematic approach, professional development is for all individuals that affect the learning process of the student.

Requirements, content, implementation and assessment stages in the professional development models are the keystone of all models. It is essential to plan professional development activities rather regardfully and systematically so that the same could meet the current requirements, be useful for any training stakeholders and that the influence of the issues that prevent professional development could be minimized. Odabaşı (2009) describes the planning of professional development in four stages i.e., identification of the requirements, configuration of the content, designing the implementation and assessment. In the stage regarding the identification of the professional development requirements of the teachers, training requirements are identified regarding the areal, pedagogical, administrative and personal professional development fields of the teachers. A requirement identification study is carried out to determine the learning and professional requirements of the students and the teachers (MoNE, 2007). In the Teachers Strategy Document by the Ministry of National Education, identification of the requirements is emphasized as follows: "...to carry out a performance assessment system which will be performed periodically in order to determine the developmental needs of the teachers and increase the quality of personal and professional development activities since the beginning of the probationary period" (MoNE, 2017, p. 10). Considering these sub-goals, it is underlined that professional development studies must be designed by looking directly at the teacher requirements. Moreover, intermural cooperation is also needed in professional development activities. This is further stated in 2023 Vision Document. In this context, it is anticipated to create a new understanding, system and model of professional development, thereby supporting the professional development activities of the teachers and school directors by means of faculties of education. In this respect, it is cited that professional development is planned to be reconfigured through the following steps such as (MoNE, 2018):

- the establishment of face-to-face, formal and/or distance learning cooperation with the universities and NGO's to constantly support the professional developments of the teachers and school directors,
- launch of specialization program for teaching profession, transformation of in-service training activities into the accredited certification programs by means of the universities; and
- the launch of sub-branch programs at postgraduate level for the teachers in the required fields.

Despite all these planning activities, it seems impossible to talk about the existence of efficient professional development activities considering the in-service training requirements for the primary school teachers. In fact, the research findings indicate that serious problems are encountered in the current system regarding the primary school teachers' professional development. The problems experienced by the primary school teachers during the in-service training process are listed by Sıcak and Parmaksız (2016) as follows:

- Not to be informed to what and how to create the contents of the in-service training curriculum,
- Failure to elicit the ideas from the teachers in the needs analysis process,
- Inadequacy of the methods and techniques used in in-service training and the failure to arouse interest,
- Failure to make assessment following the in-service training activity,
- Lack of incentive elements such as participation certificates, rewarding etc., after the in-service training activity.

The in-service training of the primary school teachers, who carry out a major function of the educational system, are just as important as their pre-service training. The primary school teachers, who ensure development of the children not only academically but also socially, emotionally and psychologically and that contribute to the versatile development of the same, are required to improve themselves constantly, either personally or professionally. This is possible only through constant and efficient professional development. With this study, it is considered significant to make contribution to the professional development of the primary school teachers.

In the study, it is anticipated to increase the attitudes of primary school teachers regarding professional development through university-school cooperation, to support their professional developments and create and maintain environments for their professional development and disseminate the university-school cooperation model following the study and pave the way for the pursuit of recent models. In this context, it will be possible to increase the awareness of the primary school teachers about the professional development through the seminars to be organized within the scope of professional development, to satisfy their educational needs regarding the issues they need, to ensure that they acquire new and current knowledge and skills and pave the way for them to make efforts about constant professional development. This is why we studied in the research with the primary school teachers who work in the disadvantageous territories in terms of working conditions and access to professional development opportunities in the villages, districts and cities. In this manner, it is anticipated that primary school teachers make use of university environment, take part in professional development activities, raise awareness about professional development, acquire Professional knowledge and skills and create insights for their professional development. Thanks to this study, it will be possible for the teachers who take part in the training to provide added value for their environments as much as themselves. Because, it is anticipated that the teachers who work in the rural areas also improve their environments while they enhance their schools.

In this respect, the aim of the study is to increase the primary school teachers' attitudes towards professional development through university-school cooperation, support their professional development and create a university-school cooperation model. In this regard, these questions are intended to be responded:

1. What is the impact of professional development curriculum prepared for primary school teachers on the teachers' attitudes regarding the professional development?
2. What is the impact of professional development curriculum prepared for primary school teachers on the teachers' attitudes regarding in-service training?
3. What are the primary school teachers' opinions about the prepared professional development curriculum?

4. What kind of a model can be designed that will enable university-school cooperation in the primary school teachers' professional development?

Method

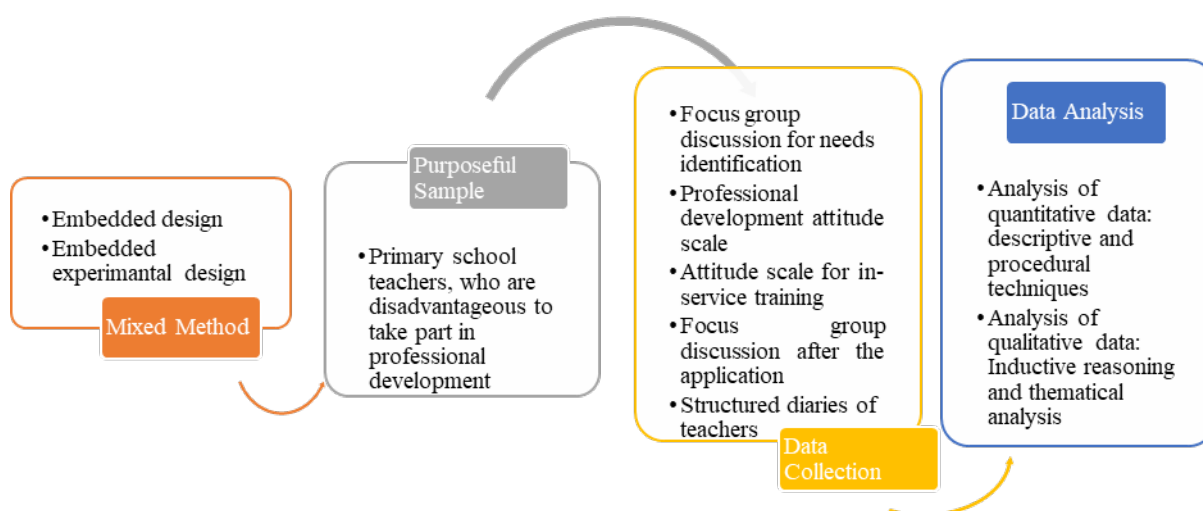
In the context of this section, the research design, participants, needs identification process, and experimental process are addressed. In addition, data collection instruments are introduced in this section. The data analysis section is also explained in detail.

Research Design

In the study, embedded experimental design was used among mixed research methods. In the embedded mixed design, the researcher initially creates a quantitative or qualitative data set, and then makes use of the other quantitative or qualitative data set that supports the previous data set (Creswell and Plano Clark, 2007). In this study, embedded experimental design was used as part of embedded mixed design. The research design adopted in the study is indicated in Figure-2.

Figure 2

Research Design



Participants

Criterion sampling method, which is one of the purposive sampling types, was used to determine the participants. In this context, being a classroom teacher and serving in a disadvantageous position in the village, district and city center were decided as the criteria so as to identify the participants in the study. Accordingly, the characteristics of the participants are shown in Table 1.

Table 1*Characteristics of the participants*

<i>Characteristics of the participants</i>	<i>f</i>
<i>Gender</i>	
Female	39
Male	10
<i>Work place</i>	
Village	16
District	16
City center	17
<i>Seniority</i>	
0-10 years	24
11-25 years	25
<i>Graduation Degree</i>	
Bachelor's	44
Postgraduate	5

As seen in Table 1, in total 49 primary school teachers (39 females and 10 males) took part in the study. Sixteen primary school teachers work in the villages, 16 teachers work in the district and 17 of them work in the city center. Twenty-five primary school teachers in the study have a length of service for 11-25 years. Once again, 44 attending teachers have bachelor's degree. Thirty-nine teachers took part in the study due to teachers who failed to take part in the study during the implementation of the tests.

Needs Analysis

A needs analysis process was designed in order to determine the subjects in which primary school teachers need professional development training and when they would like to receive such training. In this respect, a focus group discussion was carried out with seven primary school teachers. Teachers participating in the focus group interview work in village, district and city schools as easily accessible sampling.

As well as the questions regarding the contributions of the in-service training to the teachers, the opinions of the teachers regarding teaching profession and the professional development, educational needs of the teachers, the problems encountered in the previous training received by the teachers and the solution suggestions regarding the same were included in the focus group discussion performed thereof. Following the inductive analysis, the perceptions of teachers regarding the professional development within the scope of the opinions of the teachers about the professional development, assessment of the professional development activities and the suggestion themes were elicited. The teachers identify the professional development as keeping up with the times, following the current developments and the literature. The teachers who underline the fact that the teachers, who take part in the developmental training must be strictly evaluated and their ideas must be elicited, emphasize that an assessment should be made based on the theme of the training through the preparation of a lesson plan, performance of a small Project regarding the training, responding to a survey, participation to written exams and alternative assessment techniques and the opinions of the teachers should be elicited. As part of the suggestions thereof, the teachers recommend that the trainings they took part should have value. In their opinion, the value

expectation, which may take the form of a certificate, participation document etc., should be in the form of progress in the profession and scoring points. Considering the opinions about subjects in which the teachers need in-service training, it was revealed that the teachers need training much more in artistic training, games, developing materials, technology, drama, communication with the family, classroom management and philosophy for the children. The problems encountered by the teachers about the professional development are gathered under the themes of problems about the profession and the problems regarding the professional development. Teachers address the problems in the profession as the insufficient salary, working conditions and low status. According to the teachers, failure to design the professional development activities by considering the needs of the teachers is the leading problem. As such, it is revealed that participation in the training against signature, which is not directly needed by the teacher, adversely affects the enrollment motivation of the teachers. The teachers further stated that the quality of the training is weak in general, the trainers are not specialists in the relevant field in some cases and that this also reduces the quality. Some of the teachers informed that they had problems to get permission from the managers in some special cases, such as postgraduate education, and that they lack the sufficient financial return to take part in scientific activities and congresses. It was further emphasized that the multidisciplinary structure of primary school teaching increases the fields of themes requiring training and this makes the professional development process difficult for this reason.

Considering the analysis results of the data from the focus group discussion and the results of the studies conducted in the literature in this respect, a training need identification form was created. The personal information about the teachers, training subjects, the time and place of the training, the problems encountered, open and closed-ended questions regarding the teachers' expectations from the in-service training activities are included in this form. This form was applied to the teachers in the professional development training before starting the research.

The data obtained by means of the training needs identification form was analyzed via the descriptive statistical methods, and interpreted by means of the frequency tables. In the light of the outcomes obtained thereof, a curriculum outline was created by revealing the subjects in which the primary school teachers need professional development training and when they would like to receive such training. Accordingly, it was found out that 38 teachers wanted to receive the training in the afternoon on weekdays, 10 teachers wanted to receive the same in the seminar period, and one teacher wanted to have the same in the morning on weekdays, at the weekend and mid-term breaks. It was observed that 31 teachers had problems with the compulsory nature of the in-service training and 34 teachers had the similar problems with gathering signatures for participation to the training. 31 teachers stated that they had problems due to the failure of the trainer to be an expert in their fields, 26 teachers stated to have problems since the training was not useful, efficient and entertaining and 25 teachers informed to have partial problems due to the failure to determine the contents of the training regarding the requirements. It was observed that the training topics, which are mostly preferred by the teachers, are the following themes such as the use of artistic activities in the lessons, STEM-STEMA implementations, the use of game activities in the courses, child psychology and drama. Moreover, it was found out that village teachers want to receive training most about mind and intelligence games, district teachers wanted to receive training about mind and intelligence games, scientific and experimental implementations and coding and the city

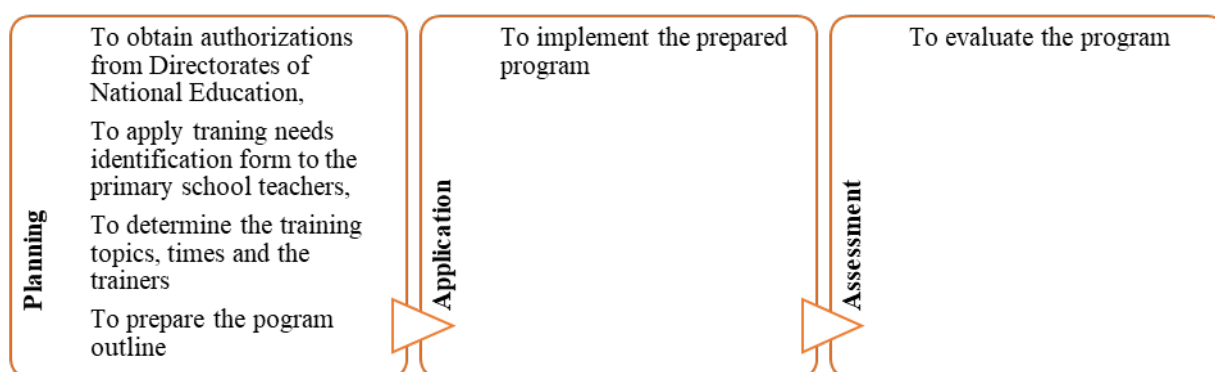
teachers wanted to have training about music (Orff) and story-telling. While the choices of the teachers are reflected in the training curriculum of the study; arrangements were made according to the choices of the teachers who serve in the village, district and city schools and individual and joint training environments were designed accordingly. Opportunities regarding the access to the leading experts are also considered while identifying the training topics to be addressed in the sessions.

Experimental Process

Thanks to the data collected from the teachers via training needs identifications form, the subjects in which the teachers need training were identified and a curriculum outline was prepared. Accordingly, the professional development model anticipated under the study is indicated in Figure 3.

Figure 3

Professional Development Model



As seen in Figure 3, the anticipated professional development model was carried out considering the planning, application and assessment stages. Initially, the training activities were prepared considering the needs of the primary school teachers once the required authorizations were obtained at the planning stage. Then, the leading expert training staff to carry out the training activities were identified and a program was created to carry out the training activities at the time zones suitable for the teachers. Experts in the fields of primary education teaching, drama, mathematics teaching, science education, curriculum and instruction provided training in line with the needs of primary education teachers. The curriculum which was prepared at the application stage was put into practice on the determined days and at the times in the universities or the schools. Finally, the efficiency of the implemented curriculum was evaluated at the assessment stage. The total of these trainings was three hours each. The training was conducted by an expert in the field. The curriculum which was prepared in this respect is included in Table 2.

Table 2*Training Activities*

<i>Location of the school</i>	<i>Name of the training activity</i>	<i>Place of training</i>	<i>Number of participants</i>
Village	Learning obstacles	University	16
Village	Active Learning Techniques	School	16
District	Drama at primary school	School	16
District	Mind and Intelligence Games	University	16
City center	Music, Movement, Statement based on Orff Approach	University	17
City center	STEM-STEMA Applications	School	17
	Teacher's qualifications in the changing society and professional development of the teachers	University	44
Joint activities	The use of artistic activities at the primary schools	University	39
	Learning through games at the primary schools: Let's play together	University	39

Data Collection

Within the research process, the data were collected through the personal information form, focus group discussion form for the identification of the needs, training needs recognition form, professional development attitude scale, in-service training attitude scale, teachers' diaries and post-application focus group discussion. In this context, while the focus group discussion form regarding the identification of the needs and the training needs identification form were used to plan the training activities, the professional development attitude scale and in-service training attitude scale were used as pretest and posttest. The diaries of the teachers and post-application focus group discussion were used to disclose the teachers' opinions and assessment about the professional development training.

Data Collection Instruments

Various data collection instruments within the scope of quantitative and qualitative research methods were used to collect the data of the study. Personal information form, focus group interview form, training needs identification form, professional development attitude scale, attitude scale for in-service training, structured diaries of the teachers, and post-application focus group interview form were used in this study. The data collection instruments, which were used to collect the data, can be described as follows:

Personal Information Form

This form was used to identify the demographic information of the teachers who took part in the study. Closed-ended questions were included in the form. These questions were related to gender, place of duty, length of service and educational background.

Focus Group Interview Form for the Identification of the Needs

First, a draft interview form was created and this form was presented to three experts. The form was finalized according to the opinions of the experts. Focus group interview form

consists of eight semi-structured questions and the sub-questions are included under these questions.

Training Needs Identification Form

Designed both in accordance with the data obtained from the focus group discussion for the identification of the needs and the data obtained from the literature, the draft training needs identification form was presented to three experts and it was finalized according to their opinions. Incorporating 43 questions, the form consists of two sections; i.e., a) personal information and b) in-service training information. In the in-service training information section, open-ended, Likert-type and ordinal questions are included about which day and what time the teachers will participate in the training, the problems encountered in the training which the teachers have participated up to now, the required training topics and the expectations regarding the training to be provided as part of the study.

Professional Development Attitude Scale

Professional Development Attitude Scale was used as a pretest and posttest to detect the primary school teachers' attitudes regarding the professional development. The scale employed in the study was developed by Özer and Beycioğlu (2010). Developed as 5-point Likert scale, this scale contains a single factor and 6 items. The total reliability coefficient of the scale is .78. The reliability coefficient was found as .75 in this study.

Attitude Scale for In-Service Training

As part of the study, an In-Service Training Attitude Scale was used as a pretest-posttest to determine the attitudes of the primary school teachers regarding the in-service training. This scale used in the study was developed by Yaman and Tekin (2010). Developed as 5-point Likert scale, this scale consists of 29 items and four factors i.e., "attitude towards inefficiency, attitude towards expectation, attitude towards efficiency and attitude towards valuation." The scale stands for the 51.68% of the total variation. The reliability coefficient of the scale regarding the first factor, the second factor, the fourth factor and the fourth factor is respectively .89, .88, .80 and .93. The total reliability factor of the scale was found as .93. The total reliability coefficient was found as .88 in this study.

Structured Diaries of The Teachers

The diaries kept by the teachers, who took part in the professional development training, in which the teachers reflected the research process and the experiences they had during the research process, are identified as the diaries of the teachers. In the diaries provided to them at the end of each training within the scope of the study, the teachers included their feelings, thoughts and experiences regarding the activities performed for that day.

Post-Application Focus Group Interview Form

A focus group interview form was developed in order to reveal the primary school teachers' opinions and assessments regarding the professional development training conducted within the scope of the study. The draft form developed was submitted to three experts' opinions and it was finalized once the essential adjustments had been made. The form consists of five semi-structured main questions and the inspection questions included under these questions. Several questions with respect to past experiences regarding the professional development training, the opinions about the trainings within the scope of the study, the reflections of the

applied curriculum in the professional development and the suggestions are included in the form, which was applied to eight primary school teachers who work in the village, district and city center and that took part in the discussion voluntarily.

Data Analysis

In the study, the quantitative data were collected by means of personal information form, attitude scale for professional development and the attitude scale for in-service training. Among descriptive statistical techniques, frequency was used to analyze the personal information form. Skewness and Kurtosis values for normality were considered for the analysis of the scales. It was concluded that such values were .37 and .74 (Büyüköztürk, 2013). Therefore, among the parametric tests, the t test was used for the dependent samples for the analysis of the scales used in the study.

The data of the focus group discussion, the structured diaries of the teachers and post-application focus group discussion data carried out for needs identification were analyzed through thematic analysis. In the thematic analysis process, the stages of transforming the researcher into data, samples of the initial codes, searching for themes, examining the themes, examining and naming the themes, and writing reports (Braun and Clark, 2006) were used. In this way, the research data was first read, codes were extracted from the data, themes were created by bringing the codes together, then the relationship between the codes and themes was reviewed, the themes were given their final form and the research was reported. In order to ensure the validity and reliability of qualitative data in the research, different data collection tools were used together, participant confirmation was obtained, the findings were compared with the literature, and qualitative and quantitative data collection tools were used together in the research (Erlandson vd., 1993). Following the analyses, the findings were presented through direct quotations. The code names, which were allocated by the teachers on their own, were used to submit such quotations.

Results

In this chapter, the findings revealed during the research process are included in accordance with the sub-goals.

Attitudes of the Primary School Teachers about the Professional Development

As part of the study, the findings concerning whether or not there is a significant difference in the primary school teachers' professional development were obtained through the implementation of the professional development attitude scale as a pretest-posttest. As such, the results of the t test concerning the teachers' attitudes to the professional development are included in Table 3.

Table 3

The Results of the t Test for the Independent Groups Regarding the Attitude Scale for the Professional Development

	N	\bar{x}	ss	t	p
Pretest	39	25.02	3.95	-2.362	.023
Posttest	39	26.89	2.97		

As is seen in the Table 3, while the average score of primary school teachers for the pretest regarding their professional development is 25.02, the average score for the posttest is 26.89. When it is tested with the t test if the difference between these obtained averages is significant, it was revealed that the difference is significant at .05 level ($p=.023$). Accordingly, it was found out that the training activities performed have a positive impact on the attitudes of the teachers regarding professional development. Eta square value was used to calculate the size of the effect. In this context, eta square was calculated as ($\eta^2= 0.12$). According to Cohen (1988) (0.10 small, 0.30 medium and 0.50 large), it was concluded that the effect of the performed training activities was small.

Attitudes of the Primary School Teachers regarding in-Service Training

The findings about whether there is a significant difference in the attitudes of the primary school teachers regarding the in-service training, were obtained through the implementation of the attitude scale for in-service training as a pretest-posttest. As such, the results of the t test regarding the attitudes towards the in-service training are indicated in Table 4.

Table 4

The Results of the t Test for The Dependent Groups Regarding the Attitude Scale for The In-Service Training

	N	\bar{x}	ss	t	p
Pretest	39	118.79	10.54	-3.106	.004
Posttest	39	126.58	10.99		

As is seen in Table 4, while the average score of primary school teachers for the pretest regarding in-service training is 118.79, the average score for the post-test is 126.58. When it is tested with the t test if the difference between these obtained averages is significant, it was revealed that the difference is significant at .05 level ($p=.004$). Accordingly, it was found that the training activities performed have a positive impact on the attitudes of the teachers regarding in-service training. Et square value was used to calculate the size of the effect. Following this calculation, et square was calculated as ($\eta^2= 0.23$). Once again, it was concluded that this effect is small.

Opinions of the Primary School Teachers regarding the Training Processes

The primary school teachers who attended the professional development training completed the structured diaries regarding the training processes at the end of each training. The findings obtained from the diaries were collected under the following themes such as the assessment of the training in terms of professional development, opinions about the training, opinions about the trainers and recommendations.

The primary school teachers' opinions regarding the assessment of the training in regards to professional development was presented under the following sub-themes of knowledge, skill, raising awareness, emotional characteristics and implementation. These sub-themes and the codes created there are indicated in Table 5.

Table 5

The Opinions of The Teachers Regarding the Assessment of The Training in Terms of Professional Development

<i>Information</i>
Learning the methods and techniques
Interdisciplinary approach
Joint problems
Learning by practicing and experience
Refreshing knowledge
Being informed about the efficient teaching of lessons
<i>Skill</i>
Decision-making
Creative thinking
Group cooperation
<i>Raising Awareness</i>
Emphasis on the teaching profession
Breaking down the prejudices
The importance of learning by joy
The importance of the games
<i>Emotional characteristics</i>
Positive perceptions about the profession
Feeling valuable
Ensuring motivation
<i>Implementation</i>
Using the activities in the classes
Meeting in different projects

Among the teachers, Nesli who stated that her prejudices were broken down following the trainings she received and that she learnt different methods and techniques, reported her opinions under STEM activity as follows:

"I took part in a training regarding STEM for the first time. Everything was told very clearly. It was efficient and enjoyable. The word "STEM" was difficult and complex for me. In fact, I understood that it is easily applicable in the class. My prejudices about the issue were broken down."

Furthermore, among the teachers, Emel, who stated that she found the activities in training enjoyable and that she learned by practice and experience, reported her opinions as follows: *"It was an enjoyable and at the same time a didactic activity. We learned where we can use these activities by doing so many activities."* One of the teachers who remarked the importance of refreshing the knowledge addressed the issue as follows: *"It was good to remember what I already knew about learning obstacles."* Another teacher whose code is 1453 and who stated that he will make use of the activities in his classes, emphasized the importance of the artistic

activities and delivered his opinion as follows: *"The activity which I attended helped us to have a different perspective about the importance of the artistic activities. I believe that I will use the artistic activities much more efficiently in my classes following this activity."* Once again, the same teacher built on cooperation with the group and creative thinking further including the following statements in his opinions:

"In the activity, in which I took part, I saw that much more creative ideas were generated in the group work. I realized at the end of this activity, which I initially thought to be a simple one, that there were very good sharing opportunities thanks to the combination of different ideas and that effective projects were carried out."

Accordingly, the teachers pointed out that the training they received improved themselves professionally, and they helped them to acquire different perspectives. The teachers considered these trainings useful and functional. The opinions of the primary school teachers regarding the training they received are indicated in Table 6.

Table 6

The Opinions of The Primary School Teachers Regarding the Trainings

<i>Opinions about the trainings</i>
Arousing interest
Enjoyable
Functional
Applicable
Share-based
Not suitable for the levels of the students

As is seen in Table 6, the teachers construed the activities as arousing interest, enjoyable, functional, applicable, share-based and not suitable for the levels of the students. The teachers delivered negative opinions only about the suitability for the levels of the students. While Ekinoks teacher, who considered the activities enjoyable, delivered his opinion as follows: *"I found the activities enjoyable"*; another teacher delivered his opinion as follows:

"I have not taken part in this kind of training for a long time. However, this was at another dimension. I just took another step to discover myself in my body. I am leaving here with a smile on my face. It was very special to make something intentionally."

And the teacher, who delivered a negative opinion in this respect, and pointed out that the activities are not suitable for the primary school students, delivered his opinion as follows: *"Enjoyable, but I think that they address the adults. They are not applicable in the classes. However, they can be carried out in the free activities lessons."* Accordingly, it can be said that the teachers considered the activities productive. The opinions of the primary school teachers regarding the training are indicated in Table 7.

Table 7*The Opinions of The Teachers Regarding the Trainings*

<i>Professional characteristics</i>
Subject matter knowledge
Effective classroom management
Fluent use of language
Giving current samples
Efficient use of time
Effective communicative skills
<i>Personal characteristics</i>
Funny
Merciful
Cheerful
Patient
Interested
Sympathetic

The opinions of the primary school teachers about the trainers in the training received are gathered under two main themes i.e., professional and personal characteristics. Whereas the professional theme consists of the following codes in the form of *“having subject matter knowledge, effective classroom management, fluent use of language, giving current samples, efficient use of time and effective communicative skills”*, the personal characteristics theme consists of the following codes in the form of *“being funny, merciful, cheerful, patient, interested and sympathetic.”* Accordingly, stating her opinions as follows; *“he has a concerned and enjoyable narration. It is very nice that he has a good command of the subject and he could transfer the same.”* Seda26 expressed that the trainers are the leading experts, they are patient, concerned, funny and they delivered current examples. The recommendations of the primary school teachers for more functional trainings are included in Table 8.

Table 8*The Recommendations of The Primary School Teachers for More Functional Training*

<i>Suggestions</i>
to increase the implementation period
to give more examples
to have more activities carried out
to add music to activities
to make time adjustments
to share the activities with the teachers

As is seen in Table 8, the primary school teachers delivered their suggestions so that the training they took part would be more functional. Under this theme, the following codes are included in the form of *“increasing the implementation period, including more examples, having more activities carried out, adding music to the activities, performing time adjustments, sharing the activities with the teachers.”* Accordingly, Filuk teacher emphasized the extension of musical part and addition of music by stating her opinion as follows: *“It was rather functional. We learned by practice. I think the practicing section could be longer. More activities would have been carried out. Music should have been included in the activities.”*

Opinions of the Primary School Teachers regarding University-School Cooperation Model in Professional Development

At the end of the study, a focus group discussion was held with the primary school teachers who took part in professional development training. The themes obtained following this discussion are indicated in Table 9.

Table 9

The Themes and Sub-Themes Regarding the Opinions of The Teachers Following the Practice

<i>Opinions of the Teachers Following the Practice</i>
General findings regarding professional development training
Previous experiences regarding the professional development training
Professional development experiences regarding the training
-Experiences about the training sessions
-Experiences about the teachers
-Experiences about the general qualification of the training
-Experiences regarding the planning and timing of training sessions
-Experiences related to the university-school cooperation
Suggestions

With reference to the opinions of the teachers following the training received thereof, general findings regarding the professional development training, previous experiences regarding the professional development training, professional development experiences about the trainings and the suggestions' themes were obtained.

When the findings of the teachers regarding the professional development training are considered, it is seen that according to the teachers, there are some identifiers that affect the nature of the training and the learning outcomes obtained from this training. Most of the teachers emphasized that the content structure of the professional development training and the suitability of this structure to the field of primary school teaching is a very significant marker. The teachers think that the training in which they are able to reflect the acquired knowledge and skills in the classroom, are more effective, enjoyable and functional. Accordingly, Öznur Teacher delivered her opinions as follows: *"I am able to include the children much more into the practice as much as I am included in the same. It is more useful for me when I am more active rather than theoretical information."* At the same time, the teachers stated that the competence of the trainer providing the training in their fields is also an important determiner. Ayşe Teacher stated her opinions in this respect as follows:

"Whether these seminars are listened to or not, took participation or not, is related to both the content of the training and the command of the trainer, I believe that we all have the same opinion. That is to say, if the content of the training attracts your attention a little bit more, and we take part in the activities, and become active, they are more enjoyable and productive. At the same time, if the trainer, who provides the training, is able to keep us active with a good command of the subject matter, then I think that the seminars become more efficient."

According to the findings of the teachers, it was revealed that the trainers who do not have a good command of the subject matter failed to deliver good examples. Then the teachers

carry out a fluent presentation. According to the teachers the trainings were ineffective and inefficient as a consequence.

Another theme created following the research refers to the previous experiences regarding the training on professional development. Most of the teachers stated they had negative experiences in many trainings they took part, mainly the ones organized by MoNE. Stating that the previous trainings, which they had received before these trainings they received as part of this study, were inefficient and ineffective in general, some teachers pointed out that this unfavorable situation stems from several reasons. According to them, the failure of the presented training content to meet the requirements directly is the leading among these reasons. Musa Teacher, who is one of the above-mentioned teachers, stated his experience regarding the content that fails to satisfy his needs as follows:

"I had just attended an in-service training yesterday. It was once again a search and rescue training which was enrolled ex officio... Well, the content was not suitable. Why? I am not obliged to know the types of concrete. What should I do in search and rescue as a teacher? This must be told to me. Well, you should not expect any feedback from a teacher by loading information on a teacher at an engineering level."

The teachers emphasized that some trainings are provided by trainers who are not competent in the subject matter, and these trainings are mostly trainer-centered, they do not involve the learner in the process and they are carried out theoretically. Some teachers expressed that the training in which they are assigned ex officio and the participation is compulsory, are generally theoretical and that even the question-answer technique is not used since the trainers are not competent in the subject matter. Buket teacher delivered her opinions as follows: *"...as my friends also expressed, the in-service training for which are theoretical, well the training is all about a presentation from the projector. Our questions remain unanswered, the other teacher colleagues have a better command of the subject matter."* The teachers also stated that some of the trainings organized by MoNE are effective and efficient. They emphasized that learner and activity centered trainings are effective. Moreover, the teachers, who stated that the training which they participated voluntarily and in which the trainers are competent, increased their professional development motivations, implied that they were able to reflect in the classroom the gains acquired from such training.

The theme of professional development experiences regarding the training received by the teachers in the research process was categorized into sub-themes such as experiences regarding the training sessions, experiences about the trainers, experiences regarding the general quality of the training, experiences regarding the planning and timing of the training sessions, experiences about the university-school cooperation and the reflections in the teaching profession.

Most of the teachers pointed out that the professional development training they received as part of the study was effective and efficient, and they further stated that the fact that the training was generally enjoyable and learner-centered had a contribution to this situation. Furthermore, they emphasized that preparation of the training topic and content according to their needs in a professional manner ensures that the content is suitable both for them and their students. As such, Gülseren Teacher, who emphasized that the training was enjoyable and efficient, delivered her opinions as follows: *"...the activities were very good. This is why we came*

here with joy; I mean we came here happily...Well, the teachers were very productive and the communication was very good." The teachers specified that teaching with games training, Orff training and art training came to the forefront for them among these trainings. Stating that teaching with games training is effective, the teachers remarked that they had the chance to practice by engaging in this training process actively and that they would be able to reflect on what they learned more easily in the classroom since they have experienced the exercises one-to-one. Öznur Teacher delivered her opinions regarding the same as follows:

"Especially in the activities in which we took part personally, I particularly... at let's play together part, both enjoyed the activity and definitely used many things, i.e., within the curriculum, in a way to apply the same to my students at the practicing stage. Well; I can make use of the same for mathematics as well. I can adapt them to any lessons."

Some teachers further pointed out that the training regarding art training presented effective practicing samples and that the training gained them a reflective experience in this way. Some other teachers emphasized that Orff training was enjoyable for them, that they would be able to visit the world of the children very comfortably thanks to this training and that the newspaper exercise performed as part of this training was rather efficient. However, the teachers who considered both the training related to the art training and the Orff training effective, stated that the single-session trainings are short and that they should be extended for a couple of sessions. In consideration of all these findings, it can be alleged that the trainings which are actively participated by the teachers, that are learner-centered and enjoyable, are more permanent.

Teachers delivered important opinions about the planning and timing of the training sessions too. Most of the teachers pointed out that training sessions started and ended in time as it was informed to them and that they had no problems with the starting and ending times and the trainings were maintained within the scope of the program as planned. Especially, they considered it a professional and planned step to plan the topics and contents of the training according to the lists of needs obtained from them based on their schools. Delivered her opinions in this respect, Yasemin's opinions are as follows:

"The seminars started in time and generally ended in time. Well, I can say that this time it was taken more seriously. More like it, the content was good, the narrators had a good command of the subject matter, the training were more serious and therefore, we came here voluntarily. To tell the truth, we talked to each other about how nice the seminars of the university are..."

Some teachers remarked that the performance of the training immediately after their own classes at the school increased their fatigue, and that this had an adverse impact on their motivation to participate in the training. Although transportation opportunities were available for the teachers, especially the teachers, who come from village schools, voiced criticism in this respect.

The teachers stated that they were able to meet with the trainers at any time during their trainings that they could ask any questions whatsoever and that they could receive satisfactory responses for their questions. In this context, it can be said that the establishment of an open contact channel between the trainers and the teachers motivated them to the process.

Addressing the emphatic relation between the trainer and the teachers, Gülseren Teacher expressed her opinions as follows:

"For instance ... the classes were rather a conversation and they were like a therapy. We had a talk with the university teacher... It made us relaxed to talk to someone, who understands our problems, who knows what we want, what kind of problems we have, what they are and that he understands our problems, knows our needs and even contact him in that manner."

The teachers shared their opinions as part of university-school cooperation model as well. The fact that training is carried out both jointly under the umbrella of the training faculty, and separately at different schools in a way that brings together the teachers of more than one school was considered to be a positive step in terms of the teachers. Most of the teachers emphasized that the established university-school cooperation brought the academics and the teachers together, and that it increased the cooperation among the teachers and the experience-sharing opportunities, thereby motivating the teachers at different schools in line with the same purpose. Stipulating that once again they met up at the academy, from which they remained separate for a long time, thanks to the university-school cooperation model, some teachers expressed that they had the chance to learn the recent methods and techniques thanks to the leading experts, they had access to the latest information thanks to this model and that this increased their professional self-confidence. Esin Teacher delivered her opinions concerning the issue as follows:

"For me, it was very efficient... Anyway, here is where this work has its origins... As a result, we all graduated from the universities. It was much better for us to have training here again; it was something like we returned to ourselves again and we exchanged ideas with our colleagues here. Well, it further enabled us to see our deficient points."

Musa Teacher distinctively remarked the university- MoNE cooperation issue, which is included in 2023 Training Vision and expressed that university-school cooperation does not only make professional contribution to the teacher, but it also enables the academics to meet with the field of practice. Musa Teacher's relevant statements are as follows:

"In fact, what I want to express here is.. well there was an explanation in the vision of ministry for 2023. As a matter of fact, I believe that a very good step has been taken. Because, the fact that our ministry gets support from the source of the work about in-service training indicates that they are on the right track... Well, it will be an advantage for both sides when the personnel and the onsite experiences of the institution which trains us, the teachers, come together. Because it is a serious problem if the academics at the university has never experienced classroom teaching. That is to say, what is written in theory and what we encounter in practice may be very different for the students. Well, in my opinion, it was a good project since both parties could exchange their experiences."

In consideration of their previous experiences, general findings regarding the training and the training based on university-school cooperation, which they experienced during the study, the teachers delivered their suggestions about how professional development training should be. The teachers recommended that the content of the training sessions should be created following a needs identification process. Emphasizing that observation should also be engaged

in the needs identification process as well as the technique to elicit ideas, Musa Teacher delivered his opinion as follows: *"I think that the academics or the lecturers can organize the training in the fields which we really need thereby making observations at our schools. We can utter this verbally; however, there may be some deficiencies which I am not aware of, as a teacher..."* At the same time, all teachers suggested that professional development trainings should also be learner-centered, applied and enjoyable within the scope of the latest and current issues just as these trainings, and that this is only possible thanks to the trainers who are leading experts in their fields. Moreover, the teachers also offered that the videos or the information manuals regarding the training should be distributed in order to increase the permanence and reflection of the same in the classroom. Those, who consider the single-session training to be short and that criticize the performance of the training after school, suggested based on such experiences that training should be extended over a period of time and carried out minimum as couple of sessions and that they would be registered as officially permitted on the days when the trainings will be held. Besides, the teachers emphasized that the training based on university-school cooperation should be maintained, this cooperation should be set at the trivet of MoNE -university-school by engaging the central organization of MoNE and that it will be effective to increase the academic-teacher meetings in the seminar periods in this manner.

Model Suggestion Created as Part of the Research

The aim of the University-School Cooperation Model regarding the primary school teachers' professional development is to provide functional, sustainable and generalized professional development with the aim of increasing the professional qualities of primary school teachers employed in the educational system. In line with this objective, University-School Cooperation Model in the professional development of primary school teachers should be applied regarding the following principles:

This model should be;

1. implemented to develop the teachers' professional knowledge and skills, ensure equality of opportunity and chances and in accordance with the generality, equality and volunteerism, and validity principles.
2. carried out in cooperation with the training faculties or the relevant departments of the universities (continuing education centers etc.) and the Provincial Directorates of National Education.
3. devoted to primary school teachers initially and then disseminated to the branch teachers.
4. enable online performance of the professional training curriculum; and
5. the professional training curriculum prepared as part of the model should be based on the needs analysis.
6. the professional training curriculum prepared as part of the model should be prepared in compliance with the certificate basis; the credits of the lessons/topics to be included in the curriculum should be determined accordingly.
7. the professional training curriculum prepared as part of the model should be organized regularly every year.

University-School Cooperation Model regarding the professional development of primary school teachers should be carried out in cooperation with the education faculties or the relevant departments of the universities (continuing education centers etc.) and the Provincial Directorates of National Education. At the universities, a "Education Faculty Lifelong Teacher Training Center" must be established within the training faculty for the professional development of the teachers. At the same time, with the Lifelong Teacher Training Center to be established within the Training Faculties of the Universities, it must be ensured that both the School Experience, Teaching Application and Seminar courses carried out as part of the undergraduate study and the candidate teacher training as well as the lifelong in-service training requirements of teachers be fulfilled.

In the University-School Cooperation Model regarding the professional development of the primary school teachers, the manager of the Faculty of Education, Lifelong Teacher Training Center must be responsible for the operation on the part of the faculty and the Assistant Principal of National Education, who serves as the school coordinator of the practice school, must be responsible for the part of the Directorate of National Education. In this context, the duties and responsibilities of the organizations are as follows: Accordingly, Lifelong Teacher Training Center should determine the needs regarding the professional development, prepare the professional training curriculum, and carry out the implementation and the assessment and cooperate with the Directorate of National Education. The Directorate of National Education should support the needs identification process, determine the teachers who would take part in the training and make cooperation with the Lifelong Teacher Training Center. Operation in the University-School Cooperation Model regarding the primary school teachers' professional development consists of planning, implementation and assessment stages. The operation of the Model is indicated in Table 10.

Table 10

Operation in University School Cooperation Model

<i>Step 1 Planning</i>
Identification of the needs
Preparation of the professional development program based on the training needs
<i>Step 2 Implementation</i>
Implementation at the determined days, hours and places
<i>Step 3 Assessment</i>
Assessment of the applied programs

As is seen in Table 10, the Professional Development Model envisaged in the study is carried out in consideration of planning, implementation and assessment stages. The planning stage consists of the following stages; i.e., identification of the training needs of the teachers, Preparation of the professional development curriculum based on the training needs and identification of the participants. In the preparation stage of the professional development curriculum, the topics, time of the training, training environments and the trainers are determined. Furthermore at this stage; ultimate attention must be shown in that professional development curriculum should be suitable for the working hours of the teachers and they must be easily accessible, they should be practice-based as much as possible, they must be carried out in the locations that comply with the characteristics of subjects, they must be

organized so as to take place both at the school and the university and that the trainers should have a good command of the subject matter and be experienced in adult training. At the implementation stage; professional development curriculum, which was prepared in advance, is applied on the determined day, the specified hour and locations. At the assessment stage; the evaluation of the implemented professional training curriculum is performed. In this context, it is essential to carry out the assessment through the suitable methods, techniques and instruments so that the efficiency of the professional development curriculum could be determined.

Discussion

According to the results of this study, the primary school teachers consider professional development as a contributory process in terms of monitoring the developments of the current age. The studies conducted in the literature support this finding of the research. In the study conducted by Gültekin and Çubukçu (2008), it is revealed that teachers consider professional development as a contributory activity both personally and institutionally; and in the study conducted by Yalçın İncik and Akbay (2018), it is found out that the teachers consider professional development activities as a productive process that enables them to update their knowledge and share their experiences.

Primary school teachers think that their enrollment in the professional development activities should be evaluated and that the professional development activities should be planned by eliciting the ideas of the teachers. Moreover, the teachers indicate that there must be a return of participation to the professional development activities. The teachers emphasize that the trainers who are assigned to professional development activities must have a good command of the subject matter and that they should have effective communication skills, they should value the teachers and develop empathy with the teachers. Primary school teachers point out that the training should be useful, efficient, enjoyable and based on the needs, they must be applicable on-site, they should be permanent, and they should be carried out at the proper locations and times, they should not be compulsory and that the training and the performance of the participants should be evaluated through suitable methods and techniques. The studies in the literature have parallels with these findings of the research. In the study performed by Yalçın İncik and Akbay (2018), the teachers state that the trainers should have a good command of the subject matter of the training, they should have effective communication skills, be informed about teaching principles and methods and they should be academics so that the professional development activities could be successful. According to the results of the study conducted by Kahyaoğlu and Karataş (2019), the teachers state that it is possible to succeed in the professional development activities if the activities are designed as learner-based. The teachers further remark that the training should be determined according to their needs, and that the learning activities, which are based on rich content and that are carried out through practices, are permanent and enjoyable (Aykal, 2018).

With respect to their professions, the primary school teachers have problems with insufficient salaries, difficult working conditions and low status of the job; as for professional development, they have the following problems such as the failure to design the professional development activities in consideration of the needs of the teachers, compulsory participation to the activities against signature, useless, inefficient and unenjoyable training, failure of the trainers to have a good command of the subject matter, mostly trainer-centered and

theoretical training. According to the research findings, this has a negative impact on the motivation of the teachers regarding the professional development activities. Primary school teachers think that the quality of the professional development activities is low and insufficient, they think that the trainers are not leading experts, they encounter with bureaucratic obstacles regarding the professional development and they have financial difficulties. The teachers also think that the multidisciplinary structure of the classroom teaching field aggravates the professional development process in that it extends the scope of the professional development activities. The results of the studies in the literature also support these findings. As a matter of fact, in the study conducted by Kahyaoğlu and Karataş (2019), the teachers criticize the professional development activities organized for them in that they are rote, theoretical and red tape practices on paper, they are not practical, the seminars are not provided by the experts and the professionals of the subject matter, interesting issues are not included in the, the training locations are not suitable, the teachers participate the training compulsorily, seminar periods are long, the state pays unnecessary extra class payments, a lot of meetings are held and that the studies are not audited. According to the findings of the research conducted by Spratt (2019), the hierarchical obligations and the structural obstacles in front of the cooperation are the leading factors preventing professional development of the teachers. According to the findings of the research conducted by Yirci (2017), it is revealed that the teachers have financial difficulties throughout the professional development process.

According to the research findings, the in-service training needs of the primary school teachers are identified as art training, games, material development, technology, drama, family communication, classroom management and philosophy for children; and the training subjects, which are mostly preferred by the teachers, are the use of artistic activities in the lessons, STEM-STEMA practices, the use of the game activities in the courses, child psychology and drama. The teachers in the villages wanted to have training most about mind and intelligence games, the teachers in the districts wanted to have training most about mind and intelligence games, scientific and experimental practices as well as coding and the teachers in the cities wanted to have training most about music (orff) and story-telling. These findings of the research have partial similarities with the studies in the literature. In the research conducted by Uştu et al. (2016), it was observed that the teachers need training about communication, information technologies, teaching methods and techniques, student psychology and body language; and in the study carried out by Şahin (2013), it was further revealed that the teachers need training about creative drama, early childhood training, physical training and game teaching, science and technology laboratory applications, child literature, first aid and music.

The quantitative results of the research indicate that the training activities carried out through university-school cooperation increase the attitudes of the teachers towards professional development. These results are rather significant for the literature. Because, nearly in all definitions of the professional development concept; it is stated that one of the main objectives of the professional development activities is to increase the attitudes of the teachers towards professional development (Guskey, 2002). In this context, it can be said that the training activities carried out throughout the research process met the objective. Thus, although many factors play a role in that professional development activities meet the objectives, the most important ones among these factors are the professional development requirements of the teachers, the subjects they are interested in and their attitudes (Özer, 2004). The fact that the attitude towards the professional development is a significant variable

that can be used to describe the occupational professionalism increases the importance of the findings of the research (Eroğlu et al., 2018). In addition, this finding of the research shows parallelism with the studies conducted in the literature. The studies indicate that the professional development activities in which the content is prepared so as to respond to the needs, and that are functional, elaborate and sustainable are effective in increasing the attitudes of the teachers regarding professional development, develop their beliefs and classroom practices, and that this development is reflected positively in the learning outcomes of the students and the teachers delivered positive opinions in general about this kind of professional development activities (Babinski et al., 2018; Canaran, 2017; Erdaş, 2015; ÖRAV, 2009; Piper et al., 2018; Yılmaz, 2020). It is considered that the following factors such as the selection of the applied training activities according to the needs of the teachers, voluntary participation of the teachers in the process, delivery of the training by the leading experts and in cooperation with the university, are important in that this result of the research is revealed.

The study indicates that the training activities carried out through university-school cooperation increase the attitudes of the teachers regarding in-service training. This finding of the research is significant in that the studies conducted in the literature indicate that teachers have negative perceptions and attitudes towards in-service training (Karasolak, Tanriseven & Yavuz Konokman, 2013; Özoğlu, 2010a, 2010b). In the study carried out by Gökdere and Çepni (2005) in order to implement and evaluate the in-service training curriculum, which was prepared for the science teachers of gifted children, it was found through the data of the attitude survey conducted following the curriculum that there is a positive increase regarding the attitudes of the teachers against the curriculum, who took part in-service training seminar. In addition, the studies in the literature indicate that the professional development activities and the in-service trainings provided for the teachers had a positive contribution for the teachers (Drewes et al., 2018; Ma, Xin & Du, 2018; Mellom, et al., 2018). Çelen, Kösterelioğlu and Akın Kösterelioğlu (2016) point out that the participation levels regarding the engagement with the in-service training will increase if the training is suitable for the requirements of the teachers, the training arouses their interest, the time when the training will be carried out is suitable and provided that the person who will give the training is a leading expert in this field, and it will have an indirect impact on them to develop a positive attitude.

The research findings indicate that the professional development activities carried out in the study improved the primary school teachers in terms of knowledge, skill, creating awareness, emotional characteristics and applicaiton dimensions. This finding of the research overlaps with the studies in the literature. According to the findings of the research carried out by Prast et al. (2018), it was observed that the professional development curriculum, which was prepared based on the needs, increased the knowledge and skills of the teachers and they further made contributions to the teachers in terms of classroom practices. The results of the study carried out by Desimone et al. (2002), indicate that the professional development curriculum, which focuses on certain teaching practices, increases the teachers' application level to use such exercises in the classroom.

The professional development activities within the scope of the research are considered to be interesting, enjoyable, functional, practicable and shared by the primary school teachers and some of the activities are considered not to be suitable for the students' levels. According to the research findings in the literature, the teachers deliver positive opinions about the professional development curriculum that is prepared as planned in a certain field of subject,

and based on needs (Baykan, 2015; Kefeli, 2013; Yiğit, 2016). Moreover, the specialists in the trainings carried out, were considered by the teachers to be efficient and productive in terms of their professional and personal characteristics, the open and barrier-free communication established by the experts with the attendants was appreciated by the participants. When the results of the study are considered, it was observed that the teachers think that the training is maintained as planned and programmed. The primary school teachers emphasized that the preparation of the contents of the activities within the scope of the study in a planned and professional manner based on their needs ensured that the content is suitable both for them and their students and they further stated that this increased their motivation for engagement. The fact that the teachers talked mostly about the activities such as art training, drama and learning through games especially in the post-exercise discussions indicated that the applied training with suitable content created a permanent effect. The findings of the studies in the literature also support this finding of the research. Thus, in the findings of the research conducted by Gökdere and Çepni (2005), it is revealed that the professional development curriculum, which is designed according to the needs of the teachers contributed to the teachers not only in terms of the cognitive area but also emotionally.

Emphasizing that the performance of the activities as joint and independent activities and establishment of university-school cooperation increased the cooperation and sharing opportunities among the teachers, the primary school teachers stated that the activities were rather effective in that they could stay up to date in the educational area and that they could increase their self-confidence regarding the profession. According to the findings of the study conducted by Altun and Cengiz (2012), it was observed that the cooperation among the teachers played a significant role for the efficiency of the professional development. As for the negative opinions of the primary school teachers about the training activities; they stated that these activities are not continuous, the performance of the training immediately after their own school lessons increased their fatigue, and that transportation is problematic especially for the teachers who come from the village.

With respect to the professional development activities, the teachers generally suggested that the content should be created following a needs identification process, the training should be learner-centered, applied and enjoyable within the scope of contemporary and current subjects, the training should be given by the leading experts, they will be considered as officially permitted on the days when the trainings will be carried out, the trainings should be maintained based on university-school cooperation and thus they should be built on MoNE-university-school trivet. According to the findings of the research conducted by Uştu et al. (2016), the teachers state that they want to be supported by the universities about their professional development. In accordance with the findings of the study carried out by Süngü (2012), it is revealed that the teachers think that the professional development curriculum should be organized under the cooperation of MoNE and the university.

Conclusion and Implications

Following the professional development training, primary school teachers' attitudes to professional development and attitudes to in-service training were positively affected. In other words, as a result of the research, primary school teachers' attitudes to professional development and attitudes to in-service training showed a significant difference. Additionally, primary school teachers found the training contributive in terms of professional development.

Accordingly, primary school teachers emphasized learning by doing and experiencing, interdisciplinary approach, learning methods and techniques in the training process. In addition, they found it productive in terms of cooperation, creative thinking and decision-making. Primary school teachers emphasized positive professional perception and motivation with these activities. Teachers found the training fun and functional. Teachers' views on the implementation process were expressed under the headings of general determinations regarding professional development training, past experiences regarding professional development training, professional development experiences regarding training and suggestions. The functioning of the University-School Cooperation Model obtained as a result of the research consists of planning, implementation and assessment stages.

Recommendations

In consideration of the entire findings obtained within the scope of the study, the following recommendations can be delivered for the scholars and the decision-makers:

- Learner-centered, applied, enjoyable training curricula, which are easily reflected in the classrooms, should be designed and implemented in accordance with the needs of the teachers.
- The impact of the professional development activities based on university-school cooperation model on the branch teachers can be analyzed.
- A longitudinal professional development research based on university-school cooperation model can be fulfilled and the long-term reflection of the activities on the teachers can be revealed.
- As part of the university school cooperation model developed, a training curriculum, which brings the leading experts and the teachers together and increases cooperation and experience sharing among the stakeholders, should be designed and implemented.

Author Contributions

The authors contributed equally to the article.

References

- Adey, P. (2004). *The professional development of teachers: Practice and theory*. Kluwer Academic.
- Altun, T. & Cengiz, E. (2012). Upper primary school teachers' views about Professional development opportunities. *International Online Journal of Educational Sciences*, 4(3), 672-690.
- Aykal, F. Y. (2018). *Öğretmenlerin profesyonel gelişim süreçlerini destekleyecek eğitim ihtiyaçlarının belirlenmesi: Antalya'da bir özel okul örneği. [Identifying teachers's supportive needs of Professional development processes]*. (Publication No. 518420). [Master dissertation, İstanbul Kültür University]. Council of Higher Education Thesis Center, Turkey.
- Babinski, L., Amendum, S. J., Knotek, S. E., Sanche, M., & Malone, P. (2018). Improving young English learners' language and literacy skills through teacher professional development: A Randomized controlled trial. *American Educational Research Journal*, 55, 117-143. <https://doi.org/10.3102/0002831217732335>

- Baykan, P. (2015). *Kimya öğretmenlerinin etkileşimli tahta kullanımına ilişkin ihtiyaçlarına dayalı örnek hizmet içi eğitim etkinliği geliştirilmesi, uygulanması ve değerlendirilmesi. [Being development implementation and evaluation of the sample in-service training activity based on chemistry teachers' needs of using interactive whiteboard].* (Publication No. 429636). [Doctoral dissertation, Ataturk University]. Council of Higher Education Thesis Center, Turkey.
- Bayram, D. (2010). *Türkiye, ABD, Japonya, İngiltere ve Avustralya'da fen ve fizik öğretmenlerine yönelik mesleki gelişim programlarının karşılaştırılması [The comparison of professional development programs for science and physics teachers in Turkey, the Usa, Japan, England and Australia].* (Publication No.279928). [Doctoral dissertation, Ataturk University]. Council of Higher Education Thesis Center, Turkey.
- Braun, V. & Clarke, V. (2006). *Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77-101.* <https://doi.org/10.1191/1478088706qp063oa>
- Broad, K. & Evans, M. (2006). *A review of literature on professional development content and delivery modes for experienced teachers.* Initial Teacher Education Program. <https://www.oise.utoronto.ca/ite/UserFiles/File/AReviewofLiteratureonPD.pdf>
- Bümen, N. T., Ateş, A., Çakar, E., Ural, G. & Acar, V. (2012). Türkiye bağlamında öğretmenlerin mesleki gelişimi: Sorunlar ve öneriler. [Teachers' professional development in Turkish Context: Issues and suggestions.] *Milli Eğitim, 41(194), 31-50.*
- Büyüköztürk, Ş. (2013). *Sosyal bilimler için veri analizi el kitabı.* Pegem Akademi.
- Caena, F. (2011). *Literature review quality in teachers' continuing professional development.* European Commission. http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/doc/teacher_development_en.pdf
- Canaran, Ö. (2017). *A new perspective into team teaching as a continuous professional development model for English teachers.* (Publication No. 483394). [Doctoral dissertation, Hacettepe University]. Council of Higher Education Thesis Center, Turkey.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.) Erlbaum.
- Creswell, J. W. & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research.* SAGE Publications.
- Çelen, Ü., Kösterelioğlu, İ. & Akın Kösterelioğlu, M. (2016). A case analysis of the expectations and attitudes of teachers to participation in-service training. *Journal of Human Sciences, 13(3), 3696-3710.* <http://dx.doi.org/10.14687/jhs.v13i3.3955>
- Day, C. (1999). *Developing teachers.* Routledge Publications.
- Desimone, L. M., Porter, A. C., Gareti M. S., Yoon, K. S. & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis, 24(2), 81-112.* <https://doi.org/10.3102/01623737024002081>
- Drewes, A. Henderson, J. & Mouza, C. (2018). Professional development design considerations in climate change education: Teacher enactment and Student learning. *International*

Journal of Science Education, 40 (1), 67-89.
<https://doi.org/10.1080/09500693.2017.1397798>

- Elçiçek, Z. (2016). *Öğretmenlerin mesleki gelişimine ilişkin bir model geliştirme çalışması. [A model development research related to teachers' professional development]*. (Publication No. 441100). [Doctoral dissertation, Gaziantep University]. Council of Higher Education Thesis Center, Turkey.
- Erdaş, E. (2015). *Bilimin doğasının öğretiminde öğretmenlerin mesleki gelişimlerinin süreç boyunca desteklenmesi: Bir mesleki gelişim programı modeli. [Supporting the teachers' professional developments though the process about teaching NOS: A continuing professional development program model]*. (Publication No. 418153). [Doctoral dissertation, Abant İzzet Baysal University]. Council of Higher Education Thesis Center, Turkey.
- Erlanson, D. A., Harris, E. L., Skipper, B. L. and Allen, S. D. (1993). *Doing naturalistic inquiry: A guide to methods*. SAGE Publications.
- Eroğlu, M. & Özbek, R. (2018). Öğretmenlerin mesleki gelişim kavramına ilişkin metaforik algıları. [Teachers' metaphorical perceptions related to concept of professional development] *Uluslararası Sosyal Araştırmalar Dergisi*, 11(59), 754-765. <http://dx.doi.org/10.17719/jisr.2018.2684>
- Gökdere, M. & Çepni, S. (2005). Üstün yeteneklilerin fen bilimleri öğretmenlerine yönelik bir hizmet içi eğitim uygulama ve değerlendirme çalışması. [An in-service training application and evaluation study for gifted science teachers]. *Türk Eğitim Bilimleri Dergisi*, 3(3), 271-296.
- Guskey, T. R. (1999). *Evaluating professional development*. Corwin Press.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching*, 8 (3), 381-391.
- Guskey, T. R. & Sparks, D. (1991). *What to consider when evaluating staff development*. Educational, School, and Counseling Psychology Faculty Publications. https://uknowledge.uky.edu/edp_facpub/19
- Gültekin, M. & Çubukçu, Z. (2008). İlköğretim öğretmenlerinin hizmetiçi eğitime ilişkin görüşleri. [Perceptions of primary school teachers about in-service training]. *Sosyal Bilimler Dergisi*, 19, 185-201.
- Kahyaoğlu, R. B. & Karataş, S. (2019). Mesleki gelişim eğitim seminerlerine ilişkin öğretmen görüşleri. [Teaching opinions on professional development education seminars]. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 37, 191-220. <https://doi.org/10.30794/pausbed.536050>
- Karasolak, K., Tanrıseven, I. & Yavuz Konokman, G. (2013). Öğretmenlerin hizmetiçi eğitim etkinliklerine ilişkin tutumlarının belirlenmesi. [Determining teachers' attitudes towards in-service education activities] *Kastamonu Eğitim Dergisi*, 21 (3), 997-1010.
- Kefeli, P. (2013). Öğretim sürecinde etkileşimli tahta kullanımına yönelik geliştirilen bir hizmet içi eğitim kursu ve yansımaları. [An in-service training course developed for the use of interactive whiteboard in teaching process and its reflections]. (Publication No. 344506).

- [Master thesis, Karadeniz Technical University]. Council of Higher Education Thesis Center, Turkey.
- Ma, N., Xin, S., & Du, J. Y. (2018). A peer coaching-based professional development approach to improving the learning participation and learning design skills of in-service teachers. *Educational Technology & Society, 21* (2), 291-304.
- Millî Eğitim Bakanlığı [Ministry of National Education]. (2017). *Öğretmen strateji belgesi [Teacher strategy paper]*. Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü. http://oygm.meb.gov.tr/meb_iys_dosyalar/2017_06/09140719_Strateji_Belgesi_Resmi_Gazete_sonrasY_ilan.pdf
- Millî Eğitim Bakanlığı [Ministry of National Education]. (2018). *2023 vizyon belgesi [2023 vision document]*. http://2023vizyonu.meb.gov.tr/doc/2023_EGITIM_VIZYONU.pdf
- Mellom, P. J., Straubhaar, R., Balderas, C., Ariail, M. & Portes, P. R. (2018). They come with nothing: How professional development in a culturally responsive pedagogy shapes teacher attitudes towards Latino/a English language learners. *Teaching and Teacher Education, 71*, 98- 107. <https://doi.org/10.1016/j.tate.2017.12.013>
- Odabaşı, H. F. (2009). Öğretmenlikte mesleki gelişimin kuramsal ve kavramsal yapısı. [Theoretical and conceptual structure of professional development in teaching]. In B. Erişti & H. F. Odabaşı (Eds.), *Öğretmenlikte mesleki gelişim. [Professional development in teaching]*. (pp. 59-80). Anadolu University Açıköğretim Publications.
- ÖRAV (2009). *Öğretmen Akademisi Vakfı 2009 faaliyet raporu [Teacher Academy Foundation 2009 annual report]*. Öğretmen Akademisi Vakfı. <https://docplayer.biz.tr/4992310-Ogretmen-akademisi-vakfi-2009-faaliyet-raporu.html>
- Özer, B. (2004). In-service training of teachers in Turkey at the beginning of the 2000s. *Journal of In-service Education, 30*(1), 89–100.
- Özer, N. & Beycioğlu, K. (2010). The relationship between teacher professional development and burnout. *Procedia Social and Behavioral Sciences, 2*, 4928-4932.
- Özoğlu, M. (2010a, July 23). *Hizmetiçi eğitimde sorunlar ve çözüm önerileri. [Problems and solutions in in-service training]*. Millî Eğitim Bakanlığı'nda Hizmetiçi Eğitimin Yeniden Yapılandırılması Panel ve Çalıştayı [Panel and Workshop on Restructuring of In-Service Education at the Ministry of National Education], Ankara, Turkey. http://hedb.meb.gov.tr/net/duyuru_dosyalar/calistay.pdf
- Özoğlu, M. (2010b). *Türkiye'de öğretmen yetiştirme sisteminin sorunları. [Problems of teacher training system in Turkey]*. SETA-Siyaset, Ekonomi ve Toplum Araştırmaları Vakfı. <http://www.setav.org/Ups/dosya/20275.pdf>
- Özsoy, S., & Özsoy, G. (2013). Effect size reporting in educational research. *İlköğretim Online, 12*(2), 334-346.
- Piper, B., Zuilkowski, S. S., Dubeck, M., Jepkemei, E. & King, S. J. (2018). Identifying the essential ingredients to literacy and numeracy improvement: Teacher professional development and coaching, student textbooks, and structured teachers' guides. *World Development, 106*, 324-336. <https://doi.org/10.1016/j.worlddev.2018.01.018>

- Prast, E. J., Van de Weijer-Bergsma, E., Kroesbergen, E. H. & Van Luit, J. E. (2018). Differentiated instruction in primary mathematics: Effects of teacher professional development on student achievement. *Learning and Instruction*, 54, 22-34. <https://psycnet.apa.org/doi/10.1016/j.learninstruc.2018.01.009>
- Sıcak, A. & Parmaksız, R. Ş. (2016). İlköğretim kurumlarındaki mesleki çalışmaların etkililiğinin değerlendirilmesi. [An evaluation of efficacy of in-service training in primary schools]. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 17(1), 17-33. <https://doi.org/10.17679/iuefd.17144668>
- Sprott, R. A. (2019). Factors that foster and deter advanced teachers' professional development. *Teaching and Teacher Education*, 77, 321-331. <https://doi.org/10.1016/j.tate.2018.11.001>
- Şahin, Ü. (2013). Sınıf öğretmenlerinin hizmet içi eğitim ihtiyaçlarının belirlenmesi ve bir model önerisi. [Determining the inservice training needs of the classroom teachers and a suggestion of a model]. (Publication No. 327396). [Doctoral dissertation, Adnan Menderes University]. Council of Higher Education Thesis Center, Turkey.
- Uştu, H., Mentiş Taş, A. & Sever, B. (2016). Öğretmenlerin mesleki gelişime yönelik algılarına ilişkin nitel bir araştırma. [A qualitative study about the perceptions of teachers on professional development]. *Elektronik Mesleki Gelişim ve Araştırma Dergisi*, 1, 15-23. <https://doi.org/10.32706/tusbid.481509>
- Yalçın İncik, E. & Akbay, S. E. (2018). Ortaöğretim öğretmenlerine yönelik bir çalışma: mesleki gelişim faaliyetlerine yönelik tutumları ve eğitim ihtiyaçları. [A study for secondary school teachers: Their attitudes towards professional development activities and education needs] *Turkish Studies*, 13(27), 1653-1676. <http://dx.doi.org/10.7827/TurkishStudies.14381>
- Yaman, S. & Tekin, S. (2010). Öğretmenlerin hizmet içi eğitime yönelik tutum ölçeğinin geliştirilmesi. [Developing an attitude scale towards inservice education for teachers]. *Bayburt Üniversitesi Eğitim Fakültesi Dergisi* 5, 76-88.
- Yılmaz, B. (2020). *Okul öncesi kaynaştırma sınıfı öğretmenlerine uygulama temelli koçluk ile sunulan mesleki gelişim programının sınıfların kalitesine, öğretmenlere ve çocuklara etkisinin incelenmesi*. [Investigating the effects of practice based coaching professional development program on the quality of inclusive preschool classrooms, teachers and children]. (Publication No. 612534). [Doctoral dissertation, Gazi University]. Council of Higher Education Thesis Center, Turkey.
- Yiğit, E. (2016). *Du-TE modeli çerçevesinde tasarlanan hizmet içi eğitimin etkililiğinin incelenmesi*. [An investigation of the effectiveness of Du-TE model based in-service teacher education]. (Publication No. 453668). [Master dissertation, Bülent Ecevit University]. Council of Higher Education Thesis Center, Turkey.
- Yirci, R. (2017). Öğretmen profesyonelliğinin önündeki engeller ve çözüm önerileri. [Barriers to teacher professionalism and suggestions for solution]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, 18 (1), 503-522.



Sınıf Öğretmenlerinin Mesleki Gelişiminde Üniversite-Okul İş Birliği Modeli

Giriş

Araştırma ile üniversite-okul iş birliği yoluyla sınıf öğretmenlerinin mesleki gelişim konusundaki tutumlarının artırılması, mesleki gelişimlerinin desteklenmesi ve mesleki gelişimlerine yönelik yapabilecekleri ve bunu sürdürebilecekleri ortamlar oluşturulması ve araştırmanın ardından öngörülen üniversite-okul iş birliği modelinin yaygınlaştırılması ve yeni model arayışlarının önünün açılması beklenmektedir. Bu kapsamda mesleki gelişim kapsamında gerçekleştirilecek seminerler yoluyla sınıf öğretmenlerinin mesleki gelişim konusundaki duyarlılıklarının artırılması, ihtiyaç duydukları konularda eğitim ihtiyaçlarının giderilmesi, yeni ve güncel bilgi ve beceriler edinmelerinin sağlanması ve sürekli mesleki gelişim konusunda çaba göstermelerinin yolunun açılması mümkün olacaktır. Bunun için araştırmada köy, ilçe ve şehirde çalışma koşulları ve mesleki gelişim olanaklarına ulaşma bakımından dezavantajlı bölgelerde çalışan sınıf öğretmenleriyle çalışılmıştır. Bu yolla sınıf öğretmenlerinin üniversite ortamından yararlanmaları, mesleki gelişim etkinliklerine katılmaları, mesleki gelişim konusunda farkındalık oluşturmaları, mesleki bilgi ve beceri kazanmaları ve mesleki gelişimleri için öngörüler oluşturmaları beklenmektedir. Bu araştırma yoluyla eğitime katılan öğretmenlerin kendileri kadar, çevrelerine de katma değer sağlamaları mümkün olacaktır. Çünkü kırsal yörelerde görev yapan öğretmenlerin okullarını geliştirirken çevrelerini de geliştirmeleri beklenmektedir.

Bu doğrultuda araştırmanın amacı, üniversite-okul iş birliği yoluyla sınıf öğretmenlerinin mesleki gelişim konusundaki tutumlarını artırmak, onların mesleki gelişimlerini desteklemek ve üniversite-okul iş birliğine dayalı bir model oluşturmaktır. Bu kapsamda şu sorulara yanıt aranmıştır:

1. Sınıf öğretmenlerine yönelik hazırlanan mesleki gelişim programının öğretmenlerin mesleki gelişime yönelik tutumlarına etkisi nedir?
2. Sınıf öğretmenlerine yönelik hazırlanan mesleki gelişim programının öğretmenlerin hizmet içi eğitime yönelik tutumlarına etkisi nedir?
3. Sınıf öğretmenleri hazırlanan mesleki gelişim programındaki sürece ilişkin görüşlerini öğrenme günlüklerine nasıl yansıtmıştır?
4. Sınıf öğretmenlerinin hazırlanan mesleki gelişim programına ilişkin görüşleri nelerdir?

5. Sınıf öğretmenlerinin mesleki gelişiminde üniversite-okul iş birliğini sağlayacak nasıl bir model geliştirilebilir?

Yöntem

Araştırmada, karma araştırma desenlerinden gömülü karma desen kullanılmıştır. Bu araştırmada gömülü karma desen kapsamında gömülü deneysel desenden yararlanılmıştır. Araştırmaya testlerin uygulanması sırasında yer almayan öğretmenlerden kaynaklı olarak 39 kişi katılmıştır. Sınıf öğretmenlerinin hangi konularda mesleki gelişim eğitimine ihtiyaç duydukları ve söz konusu eğitimleri hangi zaman diliminde almak istediklerine ilişkin bir ihtiyaç belirleme süreci tasarlanmıştır. Bu süreçte veriler odak grup görüşmesi ve görüşmeye dayalı olarak eğitim ihtiyaçları belirleme formuyla toplanmıştır. Bu ihtiyaçlar doğrultusunda hazırlanan program uygulamaya geçirilmiştir. Programda "Öğrenme Engelleri, Etkin Öğrenme Teknikleri, İlkokulda Drama, Akıl Ve Zekâ Oyunları, Orff Yaklaşımına Dayalı Müzik, Hareket, Söz, STEM-STEMA Uygulamaları, Değişen Toplumda Öğretmen Nitelikleri Ve Öğretmenlerin Mesleki Gelişimi, İlkokulda Sanat Etkinliklerinin Kullanımı, İlkokulda Oyunla Öğrenme: Gelin Birlikte Oynayalım" başlıkları ile eğitimler tasarlanmıştır. Araştırma sürecinde, veriler kişisel bilgi formu, ihtiyaç belirlemeye ilişkin odak grup görüşmesi formu, eğitim ihtiyacı belirleme formu, mesleki gelişim tutum ölçeği, hizmet içi eğitime yönelik tutum ölçeği, öğretmen günlükleri ve uygulama sonu odak grup görüşmesi aracılığıyla toplanmıştır. Araştırmada nicel verilerin analizinde parametrik testlerden yararlanılmış, nitel verilerin analizinde tümevarımsal analiz kullanılmıştır.

Bulgular

Yapılan eğitim etkinliklerinin öğretmenlerin mesleki gelişime yönelik ve hizmet içi eğitime yönelik tutumlarını olumlu yönde etkilediği bulunmuştur. Sınıf öğretmenlerinin eğitimlerin mesleki gelişim açısından değerlendirilmesine ilişkin görüşleri bilgi, beceri, farkındalık oluşturma, duyuşsal özellikler ve uygulama temaları altında toplanmıştır. Öğretmenlerin aldıkları eğitimler sonucunda görüşlerinden yola çıkarak mesleki gelişim eğitimlerine ilişkin genel saptamalar, mesleki gelişim eğitimlerine ilişkin geçmiş deneyimler, eğitimlere ilişkin mesleki gelişim deneyimleri ve öneriler temalarına ulaşılmıştır. Araştırmada öngörülen Mesleki Gelişim Modeli planlama, uygulama ve değerlendirme aşamaları dikkate alınarak gerçekleştirilmektedir.

Tartışma

Sınıf öğretmenleri; eğitimlerin ihtiyaca yönelik olması, yararlı, verimli ve eğlenceli olması, sahada uygulanabilir olması, sürekli olması, uygun yer ve zamanda yapılması, zorunlu olmaması ile eğitim ve katılımcıların performansının uygun yöntem ve tekniklerle değerlendirilmesi gerektiğini ifade etmektedirler. Yalçın İncik ve Akbay (2018) tarafından gerçekleştirilen araştırmada öğretmenler, mesleki gelişim faaliyetlerinin başarıya ulaşabilmesi için eğitimcinin eğitim verdiği konuda uzmanlığının olması, etkili iletişim becerisine sahip olması, öğretim ilke ve yöntemleri bilgisine sahip olması ve akademisyen olması gerektiğini belirtmişlerdir. Öğretmenler, eğitimlerin kendi ihtiyaçlarına göre belirlenmesi gerektiğini, zengin içeriğe dayalı uygulamalı gerçekleştirilen öğrenmenin kalıcı ve eğlenceli olduğunu belirtmektedir (Aykal, 2018). Sınıf öğretmenleri, meslekleriyle ilgili maaş yetersizliği, çalışma koşullarının zorluğu ve mesleğin statü düşüklüğü; mesleki gelişim ile ilgili ise mesleki gelişim etkinliklerinin

öğretmenlerin ihtiyaçları göz önüne alınarak tasarlanmaması, etkinliklere zorunlu bir şekilde ve imza karşılığı katılmaları, eğitimlerin yararlı, verimli ve eğlenceli olmaması, eğitim alanlarında uzman olmaması, çoğunlukla eğitim merkezli olması, kuramsal bir şekilde gerçekleşmesi açısından sorun yaşamaktadırlar. Nitekim Kahyaoğlu ve Karataş (2019) tarafından gerçekleştirilen araştırmada, öğretmenler kendilerine yönelik mesleki gelişim etkinliklerini; ezberci, teorik ve kâğıt üstünde formalite uygulamalar olması, pratiğe dönük olmaması, seminerin uzmanlar ve konunun profesyonellerince verilmemesi, ilgi çekici konuların programda yer almaması, eğitim ortamlarının uygun olmaması ve öğretmenlerin zoraki katılımı, seminer süresinin uzun olması, devletin gereksiz yere ek ders ödemesi, çok toplantı yapılması ve yapılan çalışmaların denetlenmemesi yönlerinden eleştirmektedir. Araştırma sonuçlarına göre sınıf öğretmenlerinin hizmet içi eğitim ihtiyaçları; sanat eğitimi, oyun, materyal geliştirme, teknoloji, drama, aile ile iletişim, sınıf yönetimi, çocuklar için felsefe olarak belirlenmiş; en çok tercih ettikleri eğitim konuları ise derslerde sanat etkinliklerinin kullanımı, STEM-STEMA uygulamaları, derslerde oyun etkinliklerinin kullanımı, çocuk psikolojisi ve drama olmuştur. Mentiş Taş ve Sever (2016) tarafından gerçekleştirilen araştırmada öğretmenlerin iletişim, bilişim teknolojileri, öğretim yöntem ve teknikleri, öğrenci psikolojisi ve beden dili alanlarında; Şahin (2013) tarafından gerçekleştirilen araştırmada ise yaratıcı drama, erken çocukluk eğitimi, beden eğitimi ve oyun öğretimi, fen ve teknoloji laboratuvar uygulamaları, çocuk edebiyatı, ilk yardım ve müzik alanlarında eğitime ihtiyaç duydukları görülmüştür.

Sonuç ve Öneriler

Yapılan eğitim etkinliklerinin öğretmenlerin mesleki gelişime yönelik ve hizmet içi eğitime yönelik tutumlarını olumlu yönde etkilediği sonucuna ulaşılmıştır. Sınıf öğretmenleri mesleki gelişim etkinliklerini işlevsel, yararlı ve uygulamaya yönelik olarak değerlendirmişlerdir. Kendi eğitim ihtiyaçları doğrultusunda hazırlanması onların görüşlerini olumlu yönde etkilemiştir. Araştırmada öngörülen Mesleki Gelişim Modeli planlama, uygulama ve değerlendirme aşamaları dikkate alınarak gerçekleştirilmektedir.

Araştırma kapsamında ulaşılan tüm bu sonuçlar göz önüne alındığında, araştırmacılara ve karar vericilere şu öneriler getirilebilir:

- Öğretmenlerin ihtiyaçları doğrultusunda; öğrenen merkezli, uygulamalı, eğlenceli ve sınıf içine kolaylıkla yansıtılabilir eğitim programları tasarlanmalı ve uygulanmalıdır.
- Üniversite-Okul İş Birliği Modeli'ne dayalı mesleki gelişim etkinliklerinin branş öğretmenleri üzerindeki etkisi incelenebilir.
- Üniversite-Okul İş Birliği Modeli'ne dayalı boylamsal bir mesleki gelişim araştırması gerçekleştirilip, etkinliklerin öğretmenler üzerindeki uzun soluklu yansımaları ortaya çıkarılabilir.
- Geliştirilen Üniversite-Okul İş Birliği Modeli kapsamında, alan uzmanları ile öğretmenleri bir araya getiren, paydaşlar arasında iş birliği ve deneyim paylaşımını artıran eğitim programları tasarlanıp uygulanmalıdır.