Content Analysıs Of Studıes That The School Admınıstrators 'Vıews On In-Servıce Educatıon Actıvıtıes Are Examıned

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Abstract

Teachers need in-service training to complete their deficiencies both before and during service. The reasons such as the insufficiency of the information given before the service in the work environment, the desire to make a career in the employees, the necessity to adapt to the changes and developments, the fact that some knowledge and skills are learned only on the job, and the desire to learn and improve themselves require mandatory in-service training. In this study, content analysis of the studies in which school administrators' views on ın-service training activities were examined. For this purpose, studies in the related field have been examined in detail in terms of year, purpose, method and results achieved. In the study, document review was made. In the studies carried out between 2010-2020, the methods, data collection tools, gender distribution of the participants, the range of bibliographies and the distribution of the bibliographies were examined.

Keywords: In-Service Training, School Administrators, Content Analysis.

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Introduction

Human life has a constantly changing and developing dynamic structure. These changes and developments do not act at the same level in every region of the world, while they are fast in some societies, but not in some societies. Therefore, some societies lag behind developments in human life. It is becoming more and more important that societies keep up with this dynamic structure, and follow the changes and developments closely.

Faced with communication tools, computer technology, international relations, new inventions, developments in science and technical fields, individuals have to constantly update and re-learn the information they have gained or after. The most effective and basic means of keeping up with the changing age and following the age is "educatıon" (Bicen & Demir, 2020; Dogan, 2009). Changes and

developmetns progress in the same way as in the societies, as well as the education that is intertwined with the society. The best way to closely follow the dynamic structure of the societies and even reveal new products is through education and training. Changes and improvements in education can be defined as an effort to improve the existing capacity and create a change in behavior towards experience. With their development activities, people are prepared for greater responsibilities in the future as well as doing their job better (Yucesoy, Demir, Baglama, Bastas, M, Oznacar, 2020). In a country, education and training progress in the right proportion with community development and become a compulsory need for societies. Communities are becoming a necessity to meet this need in every region of the country and even to every individual. Otherwise, there will be an imbalanced difference between the regions where education is provided and the regions that it does not apply and problems will arise in development. Communities are obliged to provide this need regardless of the city and the countryside, in every area of the country where they live, in order to achieve balance.

It aims to ensure that it advances in the light of the developments occurring in the world, by establishing institutions and organizations, by making the individual functional, providing benefits to the society. The aim is to always demonstrate the most efficient work in all institutions and organizations that make up the training. For this reason, institutions need to follow up-to-date information as well as take into account the individual differences in order to obtain the most efficient work, and they need to apply them at the most appropriate level by designing training programs and time factor well (Baglama, Serttas and Demirok, 2017). Educational institutions are referred to as in-service training, as they do the need for implementation within themselves. In-service training provides many benefits such as effectiveness, efficiency, professional development, adaptation to changes and developments, increasing the motivation of the institution and the personnel and also providing satisfaction by providing quality service (Kol, 2009). Changes in technology and science also affect educational environments. School administrators should also follow these changes and improve themselves continuously. This is possible by participating in continuous in-service training activities. Teachers who do not make an effort to improve themselves should not be expected to perform an effective teaching in their lessons. For this, systematic and effective in-service training activities should be organized for teachers and school administrators. All institutions and organizations in the field of education need to benefit from in-service training. One of the most important institutions in the field of education in our country is the Ministry of National Education and the teachers working in it. Through educational activities, teachers and school administrators need to adapt their previously learned knowledge and skills to the current conditions. However, learning and teaching new knowledge and skills become an imperative need in education. Employees will be able to adapt their old skills to the conditions of the day, and also develop new skills through training activities. The development of technology and the increasing use of mechanization and automation in recent years increase the importance of education (Nacak, Baglama and Demir, 2020). As a result of mechanization, the tasks related to some tasks become more and require new knowledge and skills, while some of the tasks are getting narrower and the old ones are replaced by some completely new ones. All this greatly increases the role of in-service training (Kayikci, Altun and Altun, 2019). In-service training; educational actions that increase the knowledge, manners and skills that broaden their professional knowledge horizons and aim to make positive changes in their thoughts, rational decision-making, behavior and attitude, habits and understanding, so that individuals or their groups can perform the tasks they load in the business or will be assigned in the future. (Sahin and Turkoglu, 2019).

In their work in 2004, Kaya, Cepni and Kucuk stated that intensive efforts should be made on the pre-service and in-service training of teachers and prospective teachers in order to increase the quality of education in a country. Pre-service and in-service trainings are important for teachers and prospective teachers. Especially the implementation of in-service training ensures that it is kept fresh in the pre-service information.

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It is not possible for teachers to obtain all the information they have obtained before the service. For this reason, in-service training should be benefited to comprehend current issues before and during the service period. Teachers need in-service training to complete their deficiencies both before and during service.

The reasons such as the insufficiency of the information given before the service in the work environment, the desire to make a career in the employees, the necessity to adapt to the changes and developments, the fact that some knowledge and skills are learned only on the job, and the desire to learn and develop themselves are compulsory (Selimoglu and Yılmaz, 2009) .

The general purpose of in-service training is to ensure that employees have a qualified and equipped structure. This can be obtained from education by acting in accordance with sufficient level and up-to-date information about school administrators' changing and developing understanding of education. In addition to having the necessary professional knowledge and experience, it is also beneficial for school administrators to be open to innovations (Sutay, 2019).

In this study, to analyze the content of the studies on school administrators in our country and to analyze the common problems that arise as a result of this analysis. It is to emphasize the importance of in-service training as a result of the emergence of data such as positive developments, benefits of in-service training, situations that may arise during or when in-service training is not implemented.

The main purpose of this research is to examine the studies that examine the opinions of the school administrators about the in-service training activities by considering them in terms of various variables;

1. What is the distribution according to the languages in which they are published?

2. How is it distributed by years published?

3. What is the distribution of the methods in the research?

4. What is the distribution of data collection tools in the research?

5. How is the distribution of the managers involved in the research by gender?

6. What is the level of bibliography included in the research?

7. What is the distribution of the resources used in the studies by languages?

Method

Model of the Research

In this research, the content analysis method was used in this research, in which in-service training studies in which the opinions of the school administrators were examined, content analysis; It is the systematic narration and transfer of a content systematically (Berelson, 1952). In other words, content analysis; It is a research technique in which words, characters and themes in any subject in the text or texts community are determined and converted into a numerical data (Seggie & Bayyurt, 2015). Based on these two definitions, content analysis provides information about the content of many studies and provides comprehensive information about the research.

Data Criteria

In the studies published between 2010 and 2020, Google Scholar, ERIC, EBSCO, Ulakbilim, Web Of Science, Science DirectSpringer Nature, IndexCopernicus were found by searching the words "In-service training" and "School Administrators".

Data Analysis

Analysis of the studies, the language, method, year of publication, the distribution of the managers according to their gender, the bibliography range, the local foreign distribution of the bibliographies, the data collection tools and the data analysis tools. and interpreted in tables.

Results

What is its distribution according to the languages in which they are published?

Figure 1. Distribution of Researches According to the Languages Published

When Figure 1 is examined, if the distribution of the studies about the opinions of the school administrators regarding the in-service training activities is analyzed according to the languages they are published, it is determined that the most published language is 28 articles in Turkish and 11 articles in Turkish while 2 articles are from other international languages.

2. How is the distribution of the studies according to the years they were published?

Table 1. Distribution of the Studies According to Their Publication Years

Research Years	Number of Articles	Percentages %
2010	2	%4,9
2011	1	%2,4

2012	3	%7,4
2013	4	%9,7
2014	3	%7,4
2015	5	%12,2
2016	6	%14,6
2017	2	%4,9
2018	5	%12,2
2019	9	%21,9
2020	1	%2,4
Total	**41**	**%100**

When Table 1 is analyzed, it is seen that the year in which the most published year was 2019 with 21.9% in the distribution of the studies according to the years they were published, followed by 2016 with 14.6%, while the least published year was 2011 and 2020 with 2.4%. seen.

3. What is the Distribution of the Methods in the Research?

Figure 2. Distribution of Methods Used in Researches
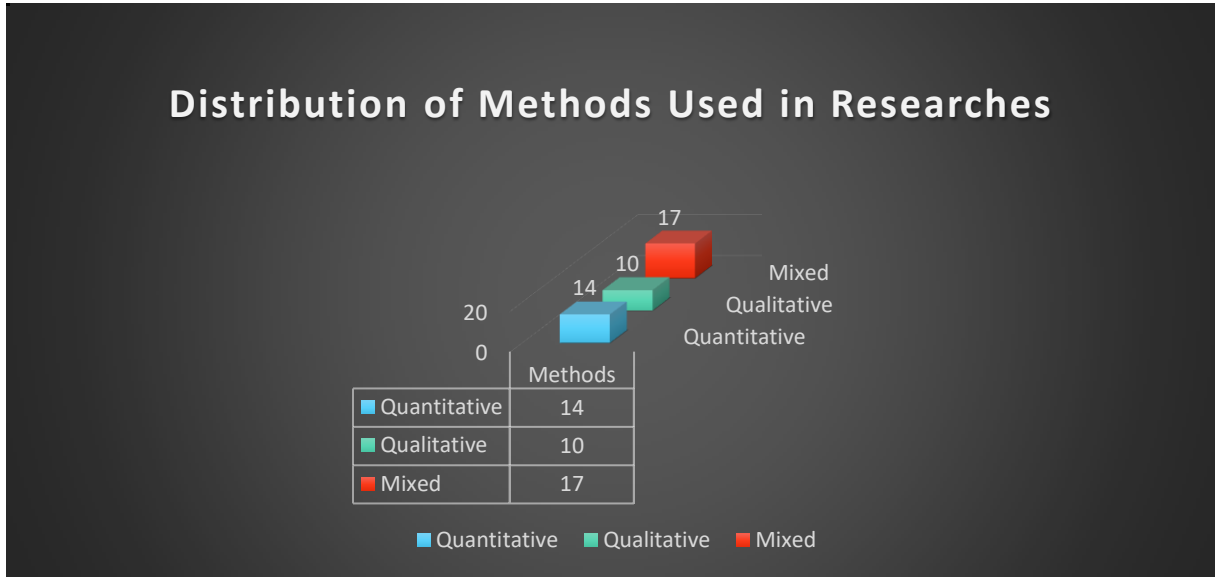
When Figure 2 is examined, it is seen that the most used research type is mixed research methods with 17, while the mixed research methods are followed by quantitative research methods, respectively, while the least used research methods are qualitative. It can be concluded that it is located in the figure.3.4. Distribution of Data Collection Tools in Research

4. Distribution of Data Collection Tools in Research

Table 2. Distribution of Data Collection Tools in Research

Data Collection Tools	Number of Data Collection Tools	Percentages%
Scale	22	%43,2
Interview	14	%27,4
Survey	11	%21,6
Document Review	4	%7,8
Total	**51**	**%100**

When looking at the distribution of data collection tools used in the studies where school administrators' views on in-service training activities are examined, the most used data collection tool was determined to be Scales with 43.2%. The data collection tool used was Document review, which received 7.8%.

5. How is the distribution of the managers involved in the research by gender?

Figure 3. Distribution of Managers in the Researches According to Gender
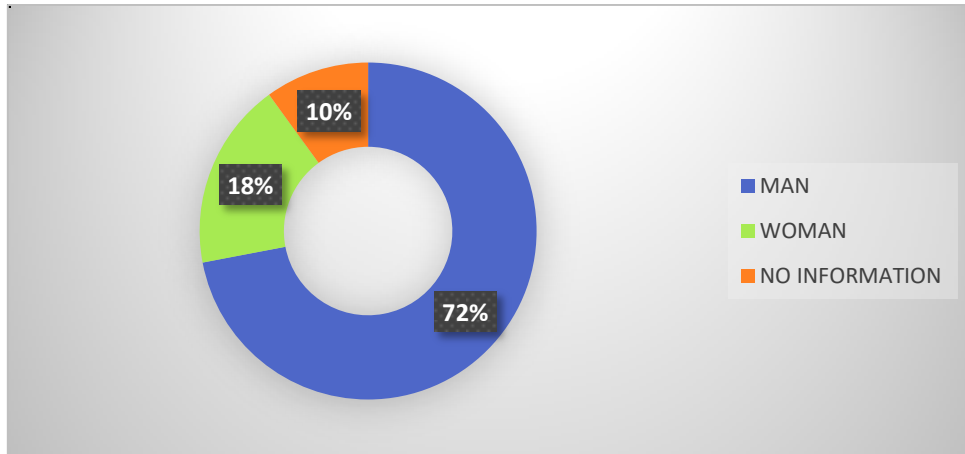
In the 41 studies, in which the opinions of the school administrators regarding the in-service training activities were examined, it was determined that 72% of the administrators were male and 18% were female.

6 What Level is the References in the Research?

Table 3. Distribution of Bibliography Range in the Researches

Bibliography Range	Number of Works	Percentages %
5-10	1	%2,4
11-20	24	%58,6
21-30	11	%26,8
31-40	3	%7,4
41-50	1	%2,4
50+	1	%2,4
Total	**41**	**%100**

When the distribution of the bibliography range in the studies in which the opinions of the school administrators about the in-service training activities are examined, it is seen that the range that is the most included in the studies is the range of 11-20 resources with a rate of 58.6% and this range is 21-30 with a ratio of 26.8%. the range follows the minimum intervals, with a ratio of 2.4% 5-10, 41-50, 50+ resource ranges.

7.What is the Distribution of the Resources Used in the Researches by Languages?

Figure 4. Distribution of Bibliographies Used in Researches by Languages
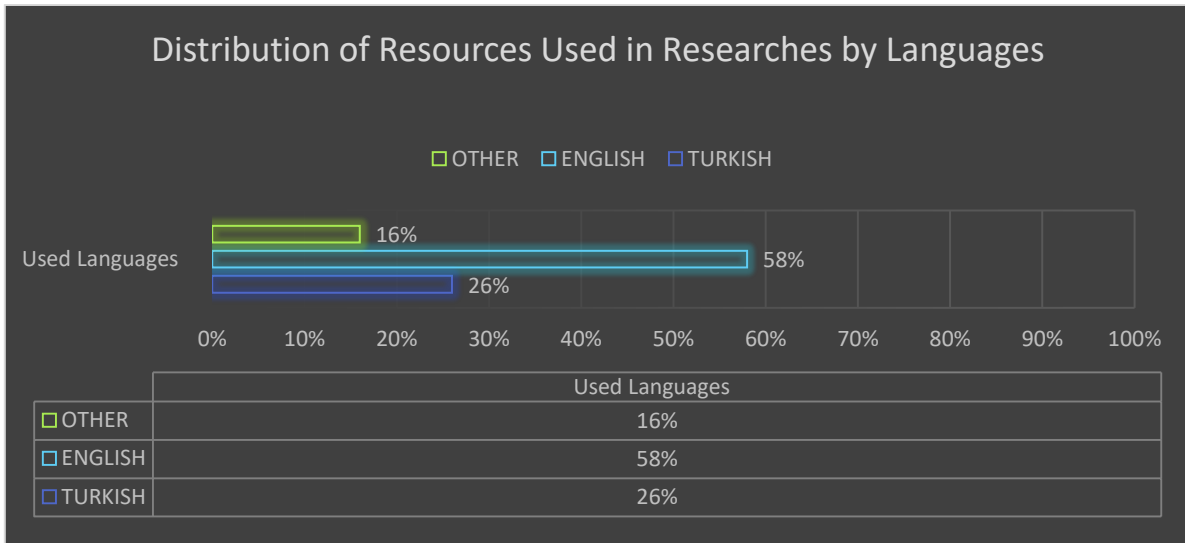
When the distribution of the bibliographies included in the studies where the opinions of the school administrators about the in-service training activities are examined, it is seen that the most frequently used bibliography language is 58%, while 26% is the second most used language of bibliography. It received 16%.

Conclusion and Discussion

Considering the results in the light of the data obtained, it is determined that the language in which the most published language is 28 Turkish and 11 articles in Turkish and 2 articles in other international languages are distributed to the distribution of the studies about the in-service training activities of school administrators. Güvelioglu (2019) made an evaluation in terms of content analysis of the articles related to preschool education published in Turkish academic journals according to the research. The articles

published in Turkish were followed by English articles. If the results obtained in the distribution of the researches which are the 2nd sub-purpose of the research according to the years they were published are examined, it is seen that the most published year is 2019 with 21.9%. While 2016 was followed by 2016 with 14.6%, the least published year was 2011 and 2020 with 2.4%. Yucesoy and Dagli included the distribution of the studies carried out in the field of Technology leadership in the content analysis in 2019, according to the years. According to the results obtained according to the research methods used in the studies, it was concluded that the most used method was the mixed research method found in 17 studies, while the mixed research was followed by the quantitative research methods in 14 studies, while the least used research method was the Qualitative research methods in 10 studies. In their content analysis for citizenship education, Danju and Uzunboylu (2017) have determined which methods are included in their studies in citizenship education. Considering the results regarding the distribution of the data collection tools used in the studies, the most used data collection tool was determined to be Scales with 43.2%. There have been 8 document reviews. Konan made a content analysis for Programming education in 2020. In this analysis, the results obtained for the data collection tools used in the studies are in the same proportion as this research and reached the conclusion that the most used data collection tools are scales.

In the examination made about the gender of the managers who participated in the studies, it was concluded that 72% of the managers were male and 18% were female. When the distribution of the bibliography range included in the studies, which is another sub-purpose of the research, is examined, it is seen that the most included range in the studies is 11-20 resource intervals with a ratio of 58.6%, followed by 21-30 resource intervals with a rate of 26.8%. small ranges were found to be 5-10, 41-50, 50+ resource ranges with a 2.4% ratio. When the bibliography of the bibliographies is analyzed, it is seen that the most used bibliography language is English with 58%, whereas Turkish bibliography is the second most used bibliography with 26%, while all other bibliographic languages are 16%. Arık and Türkmen (2009) conducted a review of articles in scientific journals published in the field of educational sciences. Accordingly, in his research, it was concluded that the most frequently cited sources in the articles were foreign sources in support of the result obtained in this study, and it was determined that Turkish sources were followed by foreign sources.

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