

Evaluation of In-Service Training Needs of Coaches Working in the Provincial Directorate of Youth and Sports (Gaziantep Province Sample)*

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Abstract:

Today, rapid changes in both social and other fields affect business life. It is seen that some professions' knowledge loses its value over time and loses its validity, and therefore new knowledge is needed. In this sense, institutions and working individuals need to have up-to-date information as well as renewing themselves. Especially in recent years, technological developments are reflected in institutions. The way to adapt to these innovations and developments is through direct education. This study is a study conducted to evaluate the opinions of trainers about in-service training programs. In the study group of the research, face-to-face interview technique was used with 40 coaches working in Gaziantep Provincial Directorate of Youth and Sports and on a voluntary basis. In the research, using the interview method, which is one of the qualitative research methods, the data obtained were analyzed by the content analysis method. As a result of the research; As a result, it was seen that the coaches saw the in-service training program as beneficial and stated that it should be continuous. In addition, the trainers in-service training program; It has been determined that it is a program that provides professional development, improves communication skills and needs to be increased. While it is seen that the research group needs in-service training in general, it has come to the fore that they participate in in-service training programs in certain periods. During the in-service training program of the coaches participating in the research; It has been observed that they have problems due to the inadequacy of the training providers, the fact that the subjects are not interesting, the subjects are the same, and the training programs are crowded. It has been stated that the in-service training program benefits the coaches in many ways and they gain new knowledge, while it is beneficial in terms of providing multiples for their professional development and providing benefits related to their branches. The coaches stated that in-service training should be given on the basis of branches, in all needed areas, in the field of child development, in the field of communication skills, social and psychology. In addition, while the coaches expressed that the in-service training program should be more



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frequent and continuous, it was concluded that the trainings should be given by experts and academicians.

Keywords: *Coach, youth and sports, in-service training.*

INTRODUCTION

It is possible to take personal development skills to a higher level in order to be beneficial to the people and institutions working there, whether in the private sector or public institutions. In order to obtain efficiency from employees, it has become mandatory to regularly provide training on social, economic and technological developments by the institutions and organizations where they work. For this reason, these trainings should be continued within a specific program, whether in a private or public institution. One of the reasons that makes in-service training mandatory is to develop knowledge, skills and abilities, to follow new technological fields closely and to apply this education to professional life and to move up the career ladder. needs to be developed. In this regard, in-service training should be continuous throughout business life. In-service training aims to enable businesses to adapt more easily to working areas and increase work efficiency. For this reason, employees in workplaces have learned their duties better and have gained knowledge and experience. The main goal of in-service training is to increase the work efficiency of working people.

It is now possible for a society to improve itself and maximize its individual capabilities. For this reason, individuals need to gain the habits of knowledge and skills to keep up with the changing society, improve themselves, develop professional skills, move forward, increase their level of advancement. The way to increase these qualities of individuals is to provide various trainings and seminars (Karasolak et al., 2012).

As long as a person reflects the developments in his profession, he can improve his profession and continue his profession at a better level. It depends on the continuity of training in the job in order to adapt to change and development (Göçmen, 2004). The importance of the health profession has been emphasized from the beginning to the present (Gallagher, 2007). As a necessity of lifelong education, in-service training aims to provide employees with the knowledge and skills that will enable them to be more productive and successful in their professions (Atay et al., 2009).

It is known that people aim to diversify their skills in order to increase the efficiency of their work and that in-service training is carried out systematically and continuously in institutions (Yıldız, 2009). The biggest purpose of in-service training is to allow employees to overcome all their shortcomings. (Milone, 2006).

According to Aydın (2011), in-service training can be defined as follows: "In-service training is the training service provided to individuals who have received a certain pre-service training and participated in the service process, in order to provide them with the new competencies they need for their job." Although the quality of the education individuals receives before entering service is very good, in-service training is of great importance in terms of gaining new competencies during the work process. As for Fındıkçı (2002), in-service training; defined it as "in-service training is the training aimed at meeting the training and development needs that will arise over time for the individual who is appointed and starts working after the induction training."

The impact of in-service training is seen everywhere, whether in business life or in the workplace, due to the social, economic, technological and change and development effects that emerge today. Institutions and organizations that produce information and technology products need to adapt to changing and developing innovations. Previously acquired knowledge, skills and abilities may not be able to adapt to changing, developing and new conditions. Therefore, the absolute necessity of in-service training emerges. Employees need to renew and develop themselves according to today's needs. (Özden, 2010). The definition and rise of an effective management approach in private and state institutions and economic, technical and social responsibilities in working life has become more of an obligation than an importance. Following social and industrial changes, it is now mandatory for state institutions, not the private sector, to adapt to the innovations brought by the age. All of the studies carried out in this field have become part of the function of the state institution. In the effort to achieve corporate goals, organizations must strive to adapt to the changing situation by allowing employees to play more. For these reasons, in-service training is one of the methods used to increase the effectiveness of the institution (Ulutaş, 2013).

The necessity of achieving the effectiveness and efficiency targets, which are the main goals of organizations, is qualified labor force rather than a large number of labor force. The aim of in-service training is to increase the motivation of employees, ensure that they work in a spacious environment, enable the organization to better achieve its goals and increase productivity, and support the fighting power of organizations (Chaghari et al., 2017; Öztürk & Sancak, 2007). In-service training provides various advantages for both employees and businesses and public institutions. Advantages provided individually for employees provide positive emotions such as motivation, satisfaction and trust, development opportunities and increased earnings, as well as contributions to businesses such as increased production, increased sales and profit levels, increased quality and increased productivity (Okşit & Kılıç, 2019).

In our country, in-service training has become an important step in public institutions and private sectors. Despite this, structural problems related to the in-service training system come to the fore in many studies. For this reason, it seems that there is always a need for research that develops holistic solution ideas for emerging problems, taking into account the development around the world. The aim of this study, which was carried out considering the need in question; The opinions and suggestions of the Coaches Working in the Provincial Directorate of Youth and Sports who benefit from in-service training and the changes that can be made in the system within this framework; The question is what kind of a holistic model can be proposed in this context. In addition, including the opinions of coaches with different seniority in this study provides the opportunity to obtain opinions regarding the studies and regulations regarding in-service training. Within the scope of this purpose, answers to the following questions will be sought;

1. What are your general opinions about the in-service training program?
2. Do they need an in-service training program?
3. Have they participated in an in-service training program related to their field before?
4. What are the problems encountered during the in-service training program?
5. What are your opinions about the benefits of the in-service training program?
6. In which areas should the in-service training program be given?
7. What are your opinions about the duration of the in-service training program?
8. What are your views on who should provide the in-service training program?
9. What are your suggestions regarding the in-service training program?

METHOD

Research Model

Conducting research in the field of education differs from other fields. An important reason for this stems from the complex systems of the professionals involved in education and the learning institutions in which they work, and the need to conduct research within the framework of ethical rules, laws and social relations at every stage. In order to understand this complex system, a researcher needs to meet with people involved in education, listen to them, observe their environment and evaluate the teaching methods used. For this reason, more qualitative research is needed in the field of education (Creswell, 2003). Qualitative research is defined as research in which qualitative data collection methods such as observation, interview and document analysis are used and a qualitative process is followed to reveal perceptions and events in a realistic and holistic way in a natural environment. Qualitative research is an approach that prioritizes researching and understanding social phenomena within their environment, with an understanding based on theory building. The research design is the Phenomenology pattern, one of the qualitative research designs. The phenomenology pattern focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding of. In the research, the interview method was used as it would be effective in obtaining more detailed information about the opinions, approaches and comments of the Coaches Working in the Provincial Directorate of Youth and Sports regarding the evaluation of in-service training needs (Yıldırım & Şimşek, 2013).

Study Group

In the research, the in-service training needs of the coaches working in the Provincial Directorate of Youth and Sports were evaluated. For this purpose, the study group of the research consists of coaches working in Gaziantep Provincial Directorate of Youth and Sports. In the selection of the study group, maximum diversity sampling, which is one of the purposeful sampling methods, was used (Creswell, 2003). The number of coaches in the sample group in this study was determined as 40.

Data Collection Tools

In order to develop the interview form, a comprehensive literature review was conducted and an interview form was prepared. The form was then submitted to the opinions of three experts in the field of Sport Sciences. The experts evaluated the questions in terms of fitness for purpose and compliance with spelling rules. A pilot study was conducted with five coaches to evaluate the interview form in terms of fitness for purpose, clarity and comprehensibility. The data obtained from the interviews were analyzed, and the questions that were not understood during the interviews, were incomplete, or caused distraction from the purpose were rearranged and re-submitted to the expert opinions. After the expert opinions were received, the interview form was finalized.

Data Analysis

The frequently used content analysis technique was used to analyze the data obtained from the questions in the interview form. The aim is to reach concepts that can explain the collected data (Creswell, 2003). The steps followed are as follows:

- Collection of research data
- Coding of data

- Creation of themes
- Organizing the data according to codes and themes
- Interpretation of findings

The data obtained at the end of the interviews were transcribed from the audio recordings without making any changes, and each participant was given codes starting from 1 as A1, A2, A3, Codes were given to each participant starting from 1. The codes were created by reading the texts several times line by line. The codes were digitized and expressed as frequencies. The codes were brought together, their commonalities were found and themes were created according to the conceptual framework. For the reliability of the content analysis, the statements in the interview forms were asked to be examined by three academicians working in the field of Sports Sciences and were subjected to coding. At the end of this process, the codes made by the researcher and the expert academicians were compared and Miles and Huberman's (1994) formula for the reliability of the research, ($\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}} \times 100$) was used. If the percentage of agreement obtained as a result of this formula is 70% and above, the results are considered reliable. As a result of the analysis, the percentage of agreement was calculated as 90%. Thus, it was seen that a reliability percentage at the desired level was determined. In order to ensure internal validity in the research; codes were supported with direct quotations. In order to ensure the consistency of the findings, the consistency of the concepts forming the themes among themselves and with other themes was evaluated and it was tested whether they formed a meaningful integrity. In order to ensure external validity, from the preparation of the data collection tool to the application.

FINDINGS

This section presents the findings related to the data obtained after the interviews with the study group. While giving direct quotations from the interviews, the sequence number given in the participant list was added before the quotations to indicate which participant these quotations belong to.

Table 1. Distribution of participants' views on the in-service training program.

Themes	N	%
A useful program	18	15.3
A must-have program	18	15.3
A program to be cherished	16	13.6
A program that needs to be qualified	16	13.6
A program that provides professional development	15	12.7
A program that improves communication skills	14	11.8
A program whose number should be increased	13	11.1
An inadequate program	8	6.7
Total	118	100

When the opinions of the participants regarding the in-service training program are examined in Table 1; 15.3% of them stated that it was a useful program and that it was a program that should be continuous. In addition, 13.6% of the coaches participating in the study stated that it is a program that should be given importance and a program that should be qualified. In addition, 12.7% of the participants stated that it is a program that provides professional development, 11.8% stated that it is a program that improves communication skills, and 11.1%

stated that it is a program whose number should be increased. Eight coaches who participated in the research stated that the in-service training program was an inadequate practice.

Some of the coaches expressed their opinions as follows.

"I think that in-service training programs should be conducted more frequently and continuously."(A1).

"It is a very useful program, but it needs to be improved a little more." (A9).

"It is a useful training program in terms of our professional development." (A10).

"In-service training should be continuous and at least once a month."(A25).

"In-service trainings contribute to the coaches to see their deficiencies."(A26).

"I think that in-service trainings are effective for teachers to renew and improve themselves." (A40).

Table 2. Distribution of participants' opinions on whether they need in-service training program.

Themes	N	%
Yes	36	90
No	4	10
Total	40	100

In Table 2, when it is examined whether the participants need in-service training program or not, almost 90% of them stated that they need it. On the other hand, 4 coaches stated that they did not need in-service training.

Some of the coaches expressed their opinions as follows.

"I think I need in-service training for personal development and because I see myself incomplete." (A2).

"Of course, as in all fields, there are changes in our working areas day by day. I think we need in-service training in order to adapt to these changes." (A3).

"I think it is necessary to add new knowledge to myself." (A5).

"I think it is a lifelong need." (A19).

"It is necessary because we always need to improve ourselves."(A23).

"I think that I need it throughout my professional life and as our ancestors say, working iron does not rust."(A36).

Table 3. Distribution of the participants' opinions on whether they have participated in any in-service training program related to their field before.

Themes	N	%
I participated	36	90
Did not participate	4	10
Total	40	100

In Table 3, when the opinions of the participants on whether they had participated in any in-service training program related to their field were examined, almost 90% of them stated that they had participated, while 4 participants stated that they had not participated in any training program.

Some of the coaches expressed their views as follows.

"I attended computer and language courses." (A7).

"I attended the seminar organized by the Turkish Football Federation." (A8).

"Yes, I attended and I think it was productive. I think it would be healthier to increase in-service training activities and to have more participants." (A9).

"I attended many in-service training seminars organized by the institution." (A15).

"Yes, I have participated and I think it was productive. I have participated in many on-line and face-to-face training programs." (A36).

"I attended a training seminar before, but it was not very productive." (A38).

"I have never participated in any training, but I hope it will be useful when I do." (A40).

Table 4. Distribution of participants' views on the problems encountered during the in-service training program.

Themes	N	%
Inadequate training providers	18	29.2
I did not encounter any problems	14	22.5
Lack of interesting topics	8	12.9
Same subject matter	8	12.9
Crowded areas where training programs are held	8	12.9
Insufficient physical areas	6	9.6
Total	62	100

When the opinions of the participants regarding the problems encountered during the in-service training program process are examined in Table 4, 29.2% stated that they had problems due to the insufficiency of the trainers, while 22.5% stated that they did not encounter any problems. In addition, 12.9% of the coaches stated that they had problems because the subjects were not interesting, the subjects were the same and the areas where the training was held were crowded. 6 coaches had problems due to insufficient physical areas.

Some of the coaches expressed their views as follows.

"I did not encounter any problems."(A13).

"In-service training should be planned more clearly beforehand."(A29).

"The main problem is that there are very few applications for in-service trainings and therefore not being able to benefit from many trainings."(A34).

Table 5. Distribution of participants' views on the benefits of in-service training program.

Themes	N	%
It benefits in many ways	26	21.7
Providing new knowledge	24	20.1
Contributes to our personal development	19	15.8
Contributes to our professional development	18	15
Providing benefits related to our branch	17	14.1
Provides communication skills	16	13.3
Total	120	100

When the opinions of the participants about the benefits of the in-service training program are examined in Table 5; 21.7% stated that it provided benefits in many ways, 20.1% stated that it provided new information. In addition, 15.8% of the coaches stated that it contributed to their personal development and 15% stated that it contributed to their professional development. It was seen that 14.1% of the teachers who did not participate in the study stated that the in-service training program provided new information about their branches and 13.3% stated that it provided communication skills.

Some of the coaches expressed their opinions as follows.

"I would like to state that it is useful in terms of preparing training programs more efficiently and communicating effectively with athletes." (A5).

"It is a useful program in terms of updating ourselves on issues that are required by the profession, gaining different perspectives and being useful to athletes."(A7).

"It is a program that enables us to have information about new developments in our branch."(A9).

"It is a program that is useful in terms of increasing the knowledge and skills of coaches, but it is also a program that keeps them up-to-date professionally."(A26).

"Yes, it gave me a different perspective and made me look at things in a multidimensional way."(A33).

Table 6. Distribution of participants' opinions on the areas in which in-service training programs should be provided.

Themes	N	%
By branch	34	26.6
In every field	24	18.7
In the field of child development	17	13.3
Ability to communicate	16	12.5
In the field of social and psychology	15	11.7
In the field of personal development	14	10.9
Technology use	8	6.2
Total	128	100

In Table 6, when the opinions of the participants on the areas in which in-service training programs should be given, almost all of them, 26.6%, stated that it should be on the basis of branch, while 18.7% stated that it should be given in every field. In addition, 13.3% of the coaches stated that in-service training should be given in the field of child development, 12.5% in the field of communication skills, and 11.7% in the field of social and psychology. In addition, 10.9% of the coaches stated that in-service training should be provided on personal development and 6.2% on the use of technology.

Some of the coaches expressed their opinions as follows.

"It should be given in the field of personal development and professional development." (A1).

"It should be given separately for each branch." (A8).

"I think it should be given on how the communication between coach-athlete-parent should be." (A9).

"In-service training should be given in all areas in need." (A12).

"I think it should be about the use of technology." (A15).

"Trainings should be given on athlete training and child development." (A17).

"It should be given in the field of training science." (A20).

Table 7. Distribution of participants' views on the duration of the in-service training program.

Themes	N	%
It should be more frequent and continuous	37	55.3
It should be in certain periods	20	29.9
It should be 4 times a year	7	10.4
It should be once a year	3	4.4
Total	67	100

When the opinions of the participants on the duration of the in-service training program were examined in Table 7, it was seen that almost all of them, 55.3%, stated that it should be more frequent and continuous. While 29.9% of the coaches stated that in-service training should be

in certain periods, 10.4% of them stated that it should be 4 times a year. In addition, 3 participants stated that in-service training should be once a year.

Some of the coaches expressed their opinions as follows.

"I think it will be healthier when it is in longer periods of time." (A2).

"I would like to state that the duration should be short and full." (A6).

"It can be 3 to 5 days depending on the training." (A8).

"In my opinion, the number and duration of in-service training activities should be increased." (A9).

"I think it would be sufficient to organize in-service training seminars once a year." (A15).

"In general, in-service training programs should be 3-4 times a year." (A17).

"The duration may vary depending on the training provided." (A22).

Table 8. Distribution of participants' opinions on who should present the in-service training program.

Themes	N	%
Should be given by experts in the field	34	47.3
Should be taught by academics	22	30.5
It should be given by professionally experienced coaches	16	22.2
Total	72	100

In Table 8, when the opinions of the participants on who should present the in-service training program are examined, the majority, 47.3%, came to the fore that training should be given by experts in their field. In addition, 30.5% of the coaches participating in the research stated that training should be provided by academicians and 22.2% stated that training should be provided by professionally experienced coaches.

Some of the coaches expressed their opinions as follows.

"I think that experienced and specialized people should give training." (A2).

"In-service training should be given mostly by academicians and should be from people who have established themselves in their field." (A8).

"I think it should be given by people who have professional experience and are involved in the field."(A17).

"The people who give the training should have achieved success in their field." (A22).

"It will be useful to give in-service training by people who have competence in their field, have a smooth diction and have general culture knowledge."(A25).

"It should be given by experts in the field who stand out in our country and around the world."

There should be educators who not only have knowledge, but also have body language that can attract the attention of the listener and convey their knowledge in a good way."(A37).

Table 9. Distribution of participants' suggestions regarding the in-service training program.

Themes	N	%
Experts in the field should provide in-service training	28	15.9
Duration and frequency of in-service training should be increased	28	15.9
Persons providing in-service training must have competence in their branch	22	12.4
Training on training knowledge should be provided	20	11.3
In-service training should be branch-oriented	20	11.3
In-service training should be based on up-to-date information	16	9
Training should be given on how to communicate with the athlete	16	9
Different coaches should train	14	7.9
Seminars on child development should be given	13	7.3
Toplam	177	100

When the suggestions of the participants regarding the in-service training program are examined in Table 9, the majority of the coaches, 15.9% of them, stated that the in-service training should be given by experts in their field and the duration and frequency of the in-service training should be increased. In addition, the coaches who participated in the study stated that 12.4% of them stated that the people who provide in-service training should have competence in their branch, 11.3% stated that training should be given on training knowledge, and 11.3% stated that in-service training should be branch-oriented. In addition, it was seen that 9% of the coaches suggested that current information should be mentioned while giving in-service training, training should be given to communicate with the athlete, 7.9% of them suggested that different coaches should give training, and 7.3% of them suggested that seminars should be given on child development.

Some of the coaches expressed their opinions as follows.

"The number of in-service training activities should be increased and given by different trainers." (A1).

"The areas where in-service training will be given should be selected well and the environments should be made healthier and attendance should be compulsory for the participants." (A4).

"In general, I want in-service training programs to become more efficient." (A6).

"I am in favor of making in-service training programs more qualified and introducing a reward system for participants." (A8).

"We want the trainings given in our field to be more practical." (A10).

"In general, in-service training programs should be prepared branch-specific. In-service training programs should be encouraged financially and morally." (A17).

"I think feedback should be received on all courses." (A34).

DISCUSSION AND CONCLUSION

In this part of the study, the research results obtained based on the findings are analyzed and discussions are given in this regard.

It was seen that the coaches who participated in the study saw the in-service training program as useful and stated that it should be continuous. In addition, while it was stated that the coaches participating in the study should give importance to the in-service training program, it was stated that it should be qualified. In addition, regarding the in-service training program of the coaches; it was determined that it is a program that provides professional development, a program that improves communication skills and a program that should be increased in number.

From this point of view, we can state that the coaches find the in-service training program useful and positive because it contributes to them in many ways.

In different studies, results related to the necessity of in-service training activities were found. It was seen that these studies obtained results that support the findings on the necessity of in-service training activities. Participants generally emphasized the necessity of in-service trainings and showed positive attitudes on this issue (Budak & Demirel, 2003; Camuzcu & Duruhan, 2011; Gültekin & Çubukçu, 2008; Yıldız et al., 2013;).

Hensen (1996) states that in-service training expands teachers' pedagogical repertoire, makes teachers responsible for what they do, and supports professional development by encouraging learning new things and being open to innovations (as cited in Johnson & Christensen, 2014).

George and Lubben (2002) reported that teachers who participated in in-service training programs had a positive impact on their professional and social development. Durmuş (2003) concluded in his study that the information provided in in-service training activities supported teachers' personal and professional development.

In his study, Başkan (2001) stated that teachers keep up with the innovations and developments in the field with in-service training programs and complete their deficiencies by gaining knowledge and skills. Hamdan (2003) revealed that the reason why primary school teachers participate in in-service training activities is to follow the innovations in the field. Kanlı and Yağbasan (2002) stated that in-service training courses are beneficial in terms of improving teachers' professional knowledge and skills.

When it was examined whether the coaches participating in the research needed in-service training program or not, it was seen that almost all of them needed in-service training. In addition, it was stated that some coaches did not need in-service training. From this point of view, we can say that coaches need in-service training in general.

When we look at whether the coaches participating in the research have participated in any in-service training program related to their field before, it was determined that a large proportion of them participated. In this sense, it can be said that coaches are subjected to in-service training from time to time. Tutaş (2018), in this study conducted to determine the in-service training needs of sportive training specialists working in the Ministry of Youth and Sports, concluded

that 69.3% of the participants participated in the in-service training program and 30.7% did not participate in the in-service training program before.

While it was stated that the coaches participating in the research had problems due to the inadequacy of the trainers during the in-service training program process, it was seen that some coaches did not have any problems in the process. In addition, the participants stated that they had problems because the subjects were not interesting, the subjects were the same and the areas where the training program was held were crowded and the physical areas were insufficient. In this sense, we can say that in the process of in-service training program, the participants faced some problems from time to time due to different situations.

Aydın (2014) stated that in-service trainings in public institutions in our country are not of the desired quality and quantity. Büyükcan (2008), in his study, found that seminars were not well planned and that there were difficulties due to the inadequacy of the materials used. In different studies, the lack of the requirement that the people who give courses should be experts in their field contradicts this study. At the same time, it has been stated that the use of different methods and techniques is also important in terms of individual differences (Arıbaş & Göktaş, 2014; Boydak & Dikici, 2001; Kubat, 2017; Şenel Çoruhlu et al., 2008).

When we look at the opinions of the coaches participating in the study regarding the benefits of the in-service training program; it was seen that it was beneficial in many ways and they obtained new information. In addition, it was stated that the participants found the in-service training program useful because it contributed to their personal development, contributed to their professional development, contributed to their branches and contributed to their communication skills. Therefore, it can be said that the in-service training program generally benefits the coaches. Tutaş (2018) stated in his study that the experts who participated in the in-service training program found this program useful because it was beneficial in their business and professional lives and facilitated the work in their institutions.

When the opinions of the coaches participating in the study on the areas in which the in-service training program should be given, it was found that almost all of them should be on the basis of branch. In addition, while the coaches participating in the study stated that in-service training should be given in every field, it was determined that it should be given in the field of child development, communication skills, social and psychology. In addition, it was seen that the coaches participating in the study should be given in-service training on personal development and the use of technology. From this point of view, we can say that when coaches are subjected to in-service training programs, the branch should be prioritized and training should be given in different areas needed in certain periods. Teachers stated that they most wanted to receive in-service training in the field of innovations in education and guidance activities (İnce et al., 2019).

When the suggestions of the coaches participating in the study regarding the in-service training program were examined, it was stated that the majority of them should be given in-service training by experts in their field and the duration and frequency of in-service training should be increased. In addition, the coaches who participated in the study suggested that the people who provide in-service training should have competence in their branch, training should be given on training knowledge and in-service training should be branch-oriented. In addition, the coaches suggested that current information should be mentioned while providing in-service training,

training should be given to communicate with the athlete, different coaches should give training and seminars should be given on child development.

As a result, it was seen that the coaches saw the in-service training program as useful and stated that it should be continuous. In addition, it was determined that the in-service training program is a program that provides professional development, improves communication skills and its number should be increased. While it was seen that the research group needed in-service training in general, it came to the fore that they participated in in-service training programs in certain periods. It was seen that the coaches who participated in the research had problems in the process of in-service training program because of the insufficiency of the trainers, the subjects were not interesting, the subjects were the same and the areas where the training program was held were crowded. While it was stated that the in-service training program benefited the coaches in many ways and that they obtained new information, it was stated that it was beneficial in terms of contributing to their professional development and providing benefits related to their branches. Coaches stated that in-service training should be given on the basis of branch, in all areas needed, in the field of child development, communication skills, social and psychology. In addition, while the coaches stated that the in-service training program should be more frequent and continuous, it was concluded that the trainings should be given by experts and academicians.

Suggestions

- First of all, the research can be applied to coaches working in different provinces.
- Comparisons can be made by applying to coaches of different branches.
- This study was conducted with qualitative method. The same subject can be investigated with quantitative methods.
- The number of in-service trainings can be increased at certain intervals in order to improve some classroom skills of coaches.

Ethical Text

In this article, research and publication ethics rules are followed. The responsibility of any violation regarding the article belongs to the author(s).

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