

## Evaluation of Classroom Teachers' Opinions about In-service Training (The Case of Muğla)

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### ABSTRACT

The current study aimed to evaluate the classroom teachers' opinions about in-service training process. Thus, the current study was designed as a descriptive case study. A total of 28 classroom teachers constituted the sample group of the research. The research process was carried out on the classroom teachers working in state elementary schools in the city of Muğla. A semi-structured interview form was used as the data collection tool in the research and the data were collected through focus group interviews. The results showed that teachers experienced significant problems related to in-service trainings and they found such trainings useful for their professional development. Moreover, the teachers made different suggestions for the improvement of these trainings.

**Keywords:** Classroom teachers, in-service training, teacher opinions

### INTRODUCTION

It seems to be a must for individuals to update themselves according to developments and changing conditions during their professional lives as well as during their pre-service training to be able to adapt to the society and to perform a particular job. Institutions where individuals work are as important as their personal endeavor for their professional development. Individuals' in-job training is called in-service training. In-service training is the training given to individuals employed in workplaces belonging to private or legal organizations for them to acquire knowledge, skills and attitudes required by their duties (Taymaz, 1981). In-service training also aims to provide employees with the knowledge, skills and attitudes that will enable them to be more successful, productive and happy in their profession (Gültekin & Çubukçu, 2008). It will be possible to achieve the desired outcomes during the educational process by providing teachers who are the basic element of education with opportunities to constantly renovate themselves through in-service and professional development trainings to be scientifically organized and conducted (Erisen, 1998). In other words, the ability of teachers to do their jobs best can only be improved through in-service training programs. The in-service training programs to be applied to teachers also have a very important place in terms of their personal and professional development and the continuity of the education.

One of the most important elements that make an education system effective is teachers trained with quality education. Seen from this perspective, the effectiveness of the learning-teaching process seems to depend on the quality of in-service training as well as of pre-service training. However, it can be said that teachers in Turkey have had important problems in terms of their in-service professional development. In this regard, it can be said that the lack of cooperation between the Ministry of National Education (MNE) and higher education institutions is the most serious one. Another important problem is the inadequate resources allocated to education by the MNE. It has been determined that the budget allocated for in-service training from the budget of the Ministry of National Education is quite low (TED, 2009). In this sense, it is not possible for MEB to organize qualified and effective in-service training activities to meet teachers' needs with such low budget. It is stated that in-service training courses organized by the In-Service Training Department are directed to different areas and to the participation of a limited number of teachers. It is also emphasized that in-service training programs do not take into account regional and local differences, and that teachers from different schools and from different regions cannot make

adequate use of these programs (Kaya & Kartalioğlu, 2010). In many studies on this field, it has been concluded that the in-service training activities of teachers are not functional enough (Aydoğan, 2002; Uçar, 2005; Durmuş, 2003; Önen, Mertoğlu, Saka, & Gürdal, 2009; Özen, 2004). Thus, it seems difficult to say that teachers' in-service training activities are effective enough.

The focus of the current study are classroom teachers working at elementary school level and this level of schooling includes a very important educational process in terms of laying the ground for the further levels of schooling and the personality development of children. It is possible to say that the quality of education in elementary school which plays an important role for the further stages of education is directly proportional to the quality of classroom teachers working here. Continuous in-service training is as important as pre-service training for teachers who take such a crucial role and deliver many courses in different areas and serve as role models for children to fulfill their instructional and educational duties effectively. In addition, given that classroom teachers come from different disciplines and that many people who did not receive any teacher formation training are still in office, it is necessary for classroom teachers to acquire the knowledge, skills, attitudes and behaviors required by the profession through in-service training programs, courses and seminars. Moreover, the development of new approaches and models in the education system with each day and the implementation of some of them have led to the change in the functions of educational institutions and the roles of the teachers working here. Seen from this perspective, it is imperative for teachers to be professionally developed because the knowledge and skills they have acquired during their pre-service training are not sufficient for effective teaching.

Determination of the training needs of teachers and provision of training in accordance with these needs can be seen as one of the most important duties of the Ministry of National Education, which is the institution responsible for schools and education. In fact, for schools to accomplish their services and functions effectively, teachers must be professionally developed and take an effective role (Boilen, 1988; Budak, 1999). In-service training programs to be organized for teachers will enable teachers to adapt to developing conditions while at the same time they will serve an important function for teachers to compensate for their pre-service weaknesses during the trainings (Karaküçük, 1987). However, for in-service training programs to accomplish their objectives, such programs should be prepared and conducted considering participants' needs and expectations (Gökdere & Çepni, 2004). Although the Ministry of National Education has organized seminars in different fields and topics, it seems possible to say that the inadequacies in teachers' professional content knowledge still persist. One of the most important reasons for this is the fact that the in-service training programs organized for teachers are planned without taking into consideration the needs and these programs are applied without being subjected to an evaluation process. The purpose of evaluating in-service training programs is to judge the effectiveness of the training programs as well as to determine which elements of the programs problems and flows arise from so that necessary corrections can be made and new programs can be developed in light of these evaluations. In this regard, while in-service training programs are being prepared, it is first necessary to carry out needs analysis and to develop the programs in line with these needs. Taking teachers' views is one of the most objective ways not only to determine in-service training needs but also to evaluate in-service training programs (Retalick & Mithani, 2003). However, it seems very difficult to say that the in-service training programs prepared by the MNE are adequately evaluated or that the programs are prepared according to the needs analysis considering the program development principles. Thus, it is quite difficult to argue that the in-service training programs developed and evaluated without considering teachers' opinions can be successful. Therefore, it seems to be of great importance to evaluate the in-service teacher training programs applied to classroom teachers on the basis of their opinions. The current study is an attempt to evaluate in-service teacher training programs by seeking an answer to the question "What are classroom teachers' opinions about in-service teacher training programs? To this end, answers to the following sub-questions were sought?

1. What are the classroom teachers' opinions about the effect of the in-service training courses they have participated in on their professional development?
2. What are the classroom teachers' opinions about the planning and preparation of in-service training programs?
3. How do the classroom teachers evaluate the content of in-service training programs?
4. What are the problems the classroom teachers encounter in in-service training courses?
5. How much importance is attached to classroom teachers' needs while in-service training courses are being organized?

6. What are the solutions suggested by the classroom teachers for effective in-service training?

### **PURPOSE OF STUDY**

The purpose of the current study is to determine the classroom teachers' opinions about in-service teacher training programs.

### **METHOD OF THE STUDY**

This is a descriptive case study. The most commonly used data collection methods in case studies are interview, observation and document analysis. In the current study, the focus group interview technique was employed (Yıldırım & Şimşek, 2013). The focus group interview was adapted by Morgan (1992, 1996) and started to be used in different disciplines such as sociological, pedagogical, educational and political sciences. The focus group interview refers to a discussion conducted by an existing or newly constructed group in an atmosphere of an interactive communication about any topic within a given time period (Brotherson, 1994; Överlien, Aronsson & Hydén, 2005).

### **SAMPLE OF THE STUDY**

The study group of the current research is comprised of 28 classroom teachers selected from five different schools with varying socio-economic levels in the city of Muğla. The teachers participated in the study on a volunteer basis. The data were collected by means of focus group interviews conducted in the spring term of 2016-2017 school year. Of the participant teachers, 15 are males and 13 are females. The ages of the teachers range from 34 to 57. The professional experience of the participants varies between 11 years and 35 years. Of the teachers, 13 hold an undergraduate degree and 8 hold an associate's degree in the field of classroom teacher education and 8 are graduates of different departments. All of the participants were found to have taken in-service training seminars in different periods.

### **Data Collection and Analysis**

As a data collection tool in the study, a semi-structured interview form was used. For the development of the form, the relevant literature was reviewed and thus the interview items were constructed. In light of expert opinions, some changes were made on the items. Then the piloting of the form was performed and some questions were discarded and final form with 6 items was obtained. Yet, while conducting interviews, some probing questions were also asked on the basis of expressed opinions. The interview form included; besides questions to elicit personal information, questions asking whether they have participated in any in-service training program, whether the in-service program they participated in made some contributions to their professional development, whether in-service programs are sufficient, problems they experienced during in-service training and their suggestions for solutions to the problems experienced during in-service training. The interviews were conducted as a focus group during the seminar period in June 2016-2017 with teachers, either in classrooms or in the teachers' room. With the permission of the teachers, the interviews were tape-recorded. The data from the interviews were analyzed by two researchers through the content analysis. The data obtained from the interviews were first transferred to the computer environment using the Office program. The texts were read several times line by line and the coding for this was created. Concepts used during coding were derived from the data in connection with the literature. During the analyses, continuous comparison method was employed. The continuous comparison method allows the researcher to clearly and accurately present the data (Kvale, 1996). The codes were then grouped together to find common themes (categories) that would form the main lines of research findings. The codes under the determined themes are explained in relation to each other and interpreted and the results are put forward in line with the aim of the research (Maykut & Morehouse, 1994).

### **Validity and Reliability**

Concepts such as credibility, transferability, verifiability and consistency are used instead of the concepts of validity and reliability in qualitative research. In the current study, the themes emerging from the analysis of the data were directly supported with quotations and thus transferability of the research was tried to be ensured. As for verifiability, it is recommended that the characteristics of the participants should be described in detail, the research process should be explained, and data collection and analysis processes should be explained clearly (Yıldırım & Şimşek, 2013). Great care was taken for the detailed explanation of these elements in the method and

findings section of the research. For the consistency of the study, help of another researcher was sought in the analysis of the data. Both researchers co-encoded the data together and reached a consensus on codes and themes.

## FINDINGS

In the current study aiming at evaluating the in-service training programs on the basis of the opinions of the classroom teachers, some findings were obtained about the contribution of in-service training to the professional development of teachers, the problems experienced in in-service training programs and suggestions for solutions. Findings related to the problems expressed by the classroom teachers in relation to the planning of in-service training seminars are given in Table 1.

**Table 1.** Findings related to the Classroom Teachers' Opinions about the Problems in the Planning of In-service Training Seminars

Codes	f
There is no needs analysis	9
There is no planning and preparation	6
Teachers' opinions are not sought	3
The timing is bad	13
Teachers' needs are ignored	6
There is a lack of organization and seriousness	9

When Table 1 is examined, it is seen that the highest number of teachers complain about the bad timing of in-service trainings (f:13), which is followed by absence of needs analysis (f:9), lack of organization and seriousness (f:9), lack of planning and preparation for seminars (f:6), negligence of teachers' needs (f:6), and lack of attention to teachers' opinions (3). In this connection, some quotations from the teachers' statements are given below.

SÖ 6. "In-service training programs are organized for the sake of organizing."

SÖ12. "In-service training programs are offered due to procedural requirements."

SÖ17. "I believe that in-service training programs should be initially planned well. Planning them before the school opens between September 1 and 15 seems to be highly suitable. In-service training programs organized when the school opens is not very useful."

SÖ18. "Our opinions are not sought while in-service training programs are being planned."

SÖ22. "In-service training programs are not prepared considering our needs."

SÖ24. "I believe that in-service training programs are conducted very superficially; we cannot get the intended benefits."

SÖ26. "In-service training programs are inadequate; as they are planned without considering the real classroom environment, we cannot implement what we have learned in our classrooms. Classroom teachers' needs should be determined and the in-service training should be designed according to these needs."

SÖ27. "Our opinions are taken every year. But we see that these opinions are not considered while programs are being planned."

**Table 2.** Findings related to the Classroom Teachers' Opinions about the Benefits of In-service Training Programs

Codes	f
It did not meet my needs, did not make any contribution	12
It was beneficial	9
It was partially beneficial	7
The ones we voluntarily participated in were beneficial	9
The ones we were required to participate in were not beneficial	6
Those given outside the MNE were beneficial	4

As can be seen in Table 3, different opinions were reported about the benefits of the in-service training. While the highest number of teachers stated that it did not meet their needs (f:12), some others were of the opinion that it was partially beneficial (f:7); on the other hand, the number of those stating that it was beneficial is not small (f:9). The teachers also stated that whether the participation is required or voluntary is important in terms of finding the in-service training beneficial. In this connection, while some of the teachers stated that the seminars they voluntarily participated in were more beneficial, some others stated that they could not get any benefits from the seminars in which participation was required. Some participants stated that seminars organized outside the MNE were more beneficial (f:4).

SÖ 2 “very few of the seminars I participated in were useful and these were organized by some other institutions apart from the MNE. They were very useful. For example, one of them was organized by ÖRAV.”

SÖ 5 “They were partially beneficial, we cannot say they accomplished their objectives. They made some contributions.”

SÖ7. “In-service training is not very efficient most of the time. Everybody wants to leave the training immediately after they have signed. The seminars organized by the Teacher Academy of Garanti Bank were wonderful. They were practice-based. The seminars of The Ministry of National Education are not so effective.”

SÖ8. “I think that in-service training programs are partially useful because while deciding on the topics of training, general topics concerning Turkey are selected.”

SÖ 18. “In-service training is useful. Timing can be bad sometimes. If they are within the term, we have to hurry to arrive on time after the class. If they were organized in better times, they could be more beneficial.”

SÖ19. “Some of them are unnecessary. Yet, there are also some useful ones.”

SÖ21. “In general they contributed to my professional development but there are some not conducive. Depending on the topic they focus on, this changed. I did not get much benefit from the ones in which participation was required. On the other hand, the ones I voluntarily participated were useful.”

SÖ26. “If in-service training programs are conducted in suitable time and place, then they will be beneficial.”

SÖ28. “Of course, in-service training seminars are useful, as long as they fit for purpose.”

**Table 3.** Findings related to the Classroom Teachers’ Opinions about the Content of In-service Training Seminars

Codes	f
Theory-based Content	9
Lack of practice	7
Limited content	4
Lack of emphasis on topics we want	6
Lack of emphasis on classroom application.	7
Inclusion of topics irrelevant to us.	6

As can be seen in Table 3, the classroom teachers are of the opinion that the content of in-service training programs mostly includes theory (f: 9), not enough emphasis is put on practice (f:7), classroom applications are not much included in the content (f:7), the content is limited ( f:4) and topics irrelevant to them are also included in the content. Some quotations related to these findings are given below:

SÖ 6 “The content of in-service training courses is somewhat empty.”

SÖ 7 “The titles seem to be wonderful but the content is very limited. I think one of the reasons for this is the limited time.”

SÖ14. “The time is very limited in in-service trainings. A lot of information is tried to be given in a very limited time period, and of course this is not good.”

SÖ11. “Regular in-service trainings are always focused on theory. Practice is lacking.”

SÖ28. “If we can meet our needs then they can be useful for; if we are presented with information that we won’t use in the class, then it is useless. But in general, they are not suitable for our needs. Irrelevant topics are presented. If they present information about classroom applications and children, then they will be more useful.”

**Table 4.** Findings as regards the Problems Encountered by the Teachers during the Implementation of In-service Training Seminars

Codes	f
Lack of practice	11
Use of traditional methods	19
Lack of teacher participation	5
Bad planning of time	16
Unsuitable places	12
Lack of equipments	8
Lack of instructors	14
Lack of seriousness in the organization	8
Transportation, food and beverage	3

As can be seen in Table 4, the most important problem experienced by the teachers during the in-service training seminars is the use of traditional methods (f:19) and it is followed by the bad timing because seminar are usually held when schools are open (f:16), lack of instructors giving in-service training (f:14), unsuitable places where in-service training is given (f:12), lack of seriousness in the organization and implementation of in-service training programs (f:8) and lack of teacher participation (f:5). Some quotations related to these findings are given below:

SÖ3 "Seminars are given in a very short time span; thus, in general they do not have any benefits."

SÖ5. "I find the timing and place unsuitable."

SÖ7. "When the place is unsuitable, teachers may perceive it as an unrespectful attitude towards them. This is very important because in many other professions such trainings are organized in hotels with a nice atmosphere. I do not mean we want this. But, this is the indication of respect shown to your profession, personality. We have never felt this respect. We are given in-service training in cold places while sitting on hard chairs."

SÖ8. "Instructors giving the in-service training should plan their training with an awareness of the fact that they are addressing teachers and what their levels are. This should not be done with ordinary techniques."

SÖ10. "When such courses are applied, they become more useful for me. If they are not so, they are not efficient."

SÖ11. "If in-service training courses became more practice-based and included more sample applications showing how teachers could be more useful for their students, then they would be more useful."

SÖ14. "Places are not very suitable. There is no practice; there is only pure lecturing and it is very boring".

SÖ15. "When in-service training programs are held within the term, then we have to hurry to arrive on time. Sound systems are not good in places thus we cannot hear well."

SÖ24. "We are trained in small and airless halls. Therefore, trainings should be given in better places suitable for teachers."

SÖ26. "When starting their in-service training seminars, instructors tell that it would not be long, which kills our enthusiasm. They are in a hurry to finish their training."

SÖ27. "I think we are not motivated enough. We are not told why we should take this seminar."

**Table 5.** Findings related to the Teachers' Participation in the Planning Process of In-service Training Seminars

Codes	f
Our opinions are not taken	7
Our opinions are taken but not reflected into the application	18
Courses we want are not opened	6
Participation is required	7
Our opinions are taken	2

As can be seen in Table 5, many teachers stated that although their opinions are taken, they are not reflected into the application (f:18). Some of them are of the opinion that their opinions are not taken while in-service training programs are being prepared (f:7), some others stated that the courses they want are not opened (f:6). On the other hand, some teachers think that the courses they are required to participate in are not very useful (f:7).

SÖ 2. "Our opinions are taken. Some of them are put into practice. But, in general, they are overlooked."

SÖ 3. "Opinions are taken but more importance is attached to their own opinions while planning seminars."

SÖ 4. "Opinions are taken for in-service trainings. Then, some of these opinions are not taken into consideration."

SÖ5 "Initially, opinions are taken but then they do not find any reflections in practice."

SÖ9. "Our opinions are asked but the courses we want are not opened."

SÖ 12. *“In-service training courses we want are not opened. We do not willingly participate in courses organized by the Ministry of National Education as they do not much cater to our needs.”*

SÖ15. *“The Ministry prepares a plan for a year. Our opinions are taken at the end of the school year through teacher committees. Yet, these are not taken into consideration most of the time.”*

SÖ16. *“Sometimes our opinions are taken through questionnaires. Yet, most of the time, our opinions cannot find reflections in practice.”*

SÖ22. *“We are generally reporting what kinds of in-service training we want through our teacher committees. Yet, as understood, they are not taken into consideration while trainings are being planned. Topics are presented in general, specific issues are not addressed. Therefore, we cannot get enough benefits.”*

SÖ 24. *“Our opinions are not taken into consideration.”*

**Table 6.** Findings related to the Solutions Suggested by the Classroom Teachers for In-service Training Seminars to be More Effective

Codes	f
Needs analysis	9
Instructors specialized in the field	15
Better timing	14
Attaching greater importance to the teacher	3
Motivating teachers	4
Building places for in-service training	5
More emphasis on practice	8
Taking teachers' opinions into consideration	5
Cooperation with universities and other institutions	8
Utilization of active methods	6
More suitable educational environments	14

As can be seen in Table 6, the teachers think that for better in-service training instructors should specialized in their field (f:15), timing of in-service trainings should be better planned (f:14), educational environments should be more suitable in terms of equipments, tools and sound systems (f:14), special places should be built for giving in-service trainings (f:4), greater importance should be attached to teachers (f:3), teachers who participate in seminars should be rewarded to increase their motivation (f:4), instead of lecturing and reading from slides, active methods promoting teacher participation should be used (f:6), cooperating with universities and other institutions while organizing in-service training programs should be encouraged (f:8), teachers' opinions should be taken into consideration while organizing in-service training programs and they should find reflection in practice (f:5) and needs analysis should be conducted to determine teachers' needs (f:9). Some quotations related to these findings are given below:

SÖ2 *“Instructors should be qualified, I think that it would be more beneficial to organize in-service trainings within the two weeks before the school opens and after it closes.”*

SÖ4 *“It could be more effective to organize seminars in the summer holiday within June and September.”*

SÖ5 *“Standardized in-service training centers should be built in each city. These centers should be well equipped so that we go there enthusiastically.”*

SÖ6. *“We are people doing practice in the field. Therefore, such in-service training programs should be more practice-centered.”*

SÖ8. *“If our opinions are taken into consideration through teacher committee meetings and end-of-term meetings, they can be more efficient.”*

SÖ8 *“Cooperation can be established with universities.”*

SÖ9 *“Practice-focused applications taking teachers' needs into consideration would be more useful.”*

SÖ10 *“If instructors are more qualified and places are more comfortable, then in-service trainings will be more effective.”*

SÖ12. *“They should be conducted in cooperation with universities. Especially education faculties should be involved and academicians specialized in their relative fields should prepare and give these training programs.”*

SÖ14. *“The time of in-service training should be better planned and they must be applied. A very good preparation*

*needs to be done.”*

*SÖ16. “Teachers should not always be in the position of listeners, it would be better if they actively participated in.”*

*SÖ18. “If they are given in smaller groups, then they will be more effective.”*

*SÖ19. “Better planning of time, good places, qualified instructors will make in-service training more effective.”*

*SÖ20. “Extra points can be given to those participating in in-service trainings by the Ministry. Additional course fee should be given to those participating in weekend and evening seminars.”*

*SÖ22. “The needs of teachers should be precisely determined, and the trainings should be developed on the basis of these needs.”*

*SÖ23. “Teachers participating in seminars should be rewarded.”*

*SÖ24. “Participation should be on a volunteer basis not required. If teachers are called at the weekend, additional course fee should be paid to them. Points should be given to teachers participating in seminars.”*

*SÖ25. “I think larger budget should be allocated. Private sector is a good example of it because they allocate a really good budget. ”*

*SÖ26. “Pre-interviews should be conducted for in-service trainings to be successful. If teachers’ problems and needs are determined and seminars are developed according to these, then they will be more effective. ”*

## CONCLUSIONS

The interviews conducted with the classroom teachers revealed that there are some problems related to planning and implementation of in-service training programs. Regarding the planning, they pointed out that in-service trainings are carried out without conducting needs analysis, taking teachers’ opinions, without enough planning and preparation work. In the study conducted by Pepeler, Murat, and Akman (2016) on elementary school teachers, it was revealed that the teachers complained that their in-service training seminars were not well planned, they were not motivated in their work and that there was no co-operation. In the study conducted by Sıcak and Parmaksız (2016), they found that there was no role of teachers in the process of needs analysis within the context of professional development activities. As can be understood from the research results, while conducting in-service trainings, the first thing to be done is to conduct needs analysis; yet, this is not done and moreover, teachers’ opinions are also not taken into consideration while planning and implementing trainings and these are the most important factors affecting the effectiveness of in-service training programs. In fact, without determining the problems and needs of teachers, it seems to be not possible to develop in-service training programs that can have goals, content, learning processes and evaluation to meet teachers’ needs.

In the study conducted by Sıcak and Parmaksız (2016), it was determined that the contribution of developmental activities to the professional development of teachers was at the theoretical level, the methods and techniques used in in-service training programs were not appropriate and the evaluation process was inadequate.

Findings derived from the teachers' opinions show that in-service training is not as efficient as desired. In the same way, the opinions of the teachers indicating that the seminars they participated in on a volunteer basis were more effective than the required ones also show that seminars teachers willingly participate in are more functional than the required ones. Some of the classroom teachers stated that though they experience some problems arising from physical conditions, in-service trainings are useful in general. In a similar manner, Özen (2006) also reported that though elementary school teachers find in-service trainings useful, they experience problems arising from timing and physical conditions. In Madden’s (2003) study, it was concluded that in-service training activities can partially impart the intended knowledge to teachers; yet, they cannot make adequate use of this knowledge in their professional life; thus, such trainings do not increase teachers’ efficiency in work places at the desired level.

Regarding the content of in-service training, the classroom teachers mostly stated that the programs cover theoretical issues, that classroom practices are not adequately provided, that the content is very limited and that topics that are needed by them are not generally included in programs. As can be seen at the end of the current research, the organized in-service training seminars cover theoretical topics rather than the classroom-based content that the teachers need. In this regard, it seems to be quite difficult for teachers to carry what they have learned in the seminars into their classrooms. Similar to the research results, it has been found out that in-service training seminars are more theoretically structured, the application dimension is ignored, scheduling is inappropriate, places are not suitable and eating and drinking facilities are inadequate (Eroglu, 2005; Seferoğlu

2001; Özen, 2006).

As a result of the current research, it was seen that the classroom teachers encountered many problems during the application process. According to the teachers, these problems are mostly due to the fact that the theoretical issues in the implementation of the in-service training programs are explained by reading from the slide, the timing is not functional since the school is usually open, the places where the in-service training is given are inappropriate and the trainers providing in-service training are inadequate and teachers cannot actively participate in the process. In the study conducted by Özen (2006), it was determined that the in-service training programs are not serious in practice, the teachings are mostly about theory, there is very little practice, scheduling of programs is not appropriate and the physical and technological facilities are inadequate. In the literature, it has also been reported that teachers participating in in-service training programs sometimes make use of what they have learned in these programs. The reasons for not utilizing what they have learned are claimed to be lack of physical facilities at school, theoretical knowledge's not being functional in practice and crowded classroom (Kanlı & Yağbasan 2002; Tekin & Ayas, 2005).

According to the results of the current research, the vast majority of the classroom teachers stated that while their opinions are taken to plan in-service trainings, their opinions do not find enough reflection in practice and very few of the topics they want are included in programs.

The classroom teachers who participated in the research have made remarkable suggestions to make in-service training programs more effective. Some of these suggestions are as follows; instructors should be qualified in their fields, in-service training programs should be scheduled so that teachers can participate in when schools are closed, places where in-service trainings are organized should be made more suitable in terms of physical conditions, tools and equipments, places for in-service trainings to be organized should be built in cities, comfortable environments should be created for teachers to participate in in-service trainings, material and spiritual rewarding systems should be established to increase the motivation of teachers, active methods should be employed to encourage teachers to participate, cooperation should be developed with universities and other institutions while organizing in-service training seminars, teachers' opinions should taken into consideration while organizing in-service training programs and needs analysis should be conducted to determine teachers' needs. Günbayı and Taşdoğan (2012) found that teachers are positively affected by in-service training programs when the participation is voluntary, in-service trainings are qualified, they are given people specialized in their fields, they are applied, teachers participate actively, in-service training programs meet the classroom needs of teachers and in-service training programs have up-to-date and interesting topics. In the same study, it was determined that the most important expectation of teachers in terms of effectiveness of in-service training is the improvement of educational environments. On the basis the teachers' opinions, following suggestions can be made for more effective in-service training;

- In-service training programs should be designed on the basis of needs analysis and by taking teachers' opinions into consideration,
- Places and educational settings where in-service training programs are held and equipments and tools to be used should be organized in such a way as to allow effective learning,
- In-service training programs should be conducted as practice-centered and to allow teacher participation,
- In-service training programs should be organized when schools are closed so that more teachers can participate,
- Teachers participating in in-service training programs should be provided with different opportunities such as additional course fee, service points and promotion,
- Instructors who will give in-service trainings should be selected from among those specialized in their fields,
- Food, beverage and transportation should be provided for teachers who will participate in in-service trainings,
- More resources should be allocated to in-service training of teachers,
- Cooperation should be developed with universities and other institutions for in-service trainings.

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