

The Examination of In-Service Training Programs via Distance Education in Turkey According to Teachers' Opinions

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The aim of this study is to determine teachers' satisfaction with in-service training programs organized through distance education and their opinions about the program. In this research, the survey model, one of the quantitative research methods, was used. The sample of this study consisted of 955 teachers working in kindergartens, primary schools, secondary schools and high schools affiliated with the Ministry of National Education in Eskişehir province, in Turkey, in the 2020-2021 academic year. Stratified sampling was used in sample selection. In the study, Satisfaction Questionnaire for In-Service Training Programs Implemented by the Ministry of Education through Distance Education, In-Service Program Evaluation Questionnaire Implemented by the Ministry of National Education Through Distance Education were used. 921 scales and surveys collected for data analysis were evaluated. Statistical Package for the Social Sciences (SPSS) analysis program was used to analyze the data. The analysis results were tabulated and the data obtained were interpreted with numbers (N) and percentages (%). Descriptive analyzes were used in the research. It has been concluded that the 54.6 percent of the teachers are satisfied with the in-service training courses implemented through distance education so far. In addition, it has been revealed that teachers' opinions about in-service activities organized by the Ministry of National Education through distance education are positive.

Keywords: learning management system, distance learning, in-service training through distance education, teacher training, in-service training satisfaction

INTRODUCTION

The concept of distance education is not a concept that has emerged in recent years. While distance education was carried out in the past with tools such as letters, radio, books, newspapers, today, distance education activities are carried out with various tools such as television, computer, tablet, mobile phone through the opportunities provided by technology (Kurnaz and Arı, 2024, p. 99). There are various definitions of the concept of distance education which the technology is a critical element. According to Bates (2005) distance education, is less a philosophy and more a method of education. Students can study in their own time, at the place of their choice (home, work or learning centre), and without face-to-face contact with a teacher. Students can study at their own time, wherever they prefer, and without meeting a teacher face to face. For example, they can study and learn something new with a technology tool at home, at work, at school, in a library or in a study center. Here, technology is a critical element of distance education. The use of tools such as satellite, video, audio, graphics, computer and multimedia technology is important in distance education. In this education system, the use of electronic tools or written materials and similar materials is the basic approach to reach students. In this context, competencies related to the teaching profession are undergoing a

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major transformation with developing technology. It becomes necessary to benefit from the opportunities offered by rapidly changing technologies in improving the professional standards of teachers. In this process, fast and flexible applicable programs that will contribute to the professional development of teachers are needed. Distance education and open university applications make a significant contribution to the professional development of teachers, such as building, open and distance learning, among the opportunities offered by developing Technologies (Gelişli, 2015, p. 315).

Teacher education and training is of great importance for countries. There have always been expectations from teachers that they can help them develop their potential in different areas. In order to meet these expectations, teachers need to reveal their own potential in the best way, ensure transformation in education and society, develop their own self-confidence and creativity with their changing attitudes towards work and education, and be the best role models for students (Perraton, 2003, p. 4). Meeting these expectations requires good teacher training. Since social and technical developments are constantly evolving, pre-service training alone is not sufficient. It becomes mandatory to implement in-service training programs during service (Tonbul, 1996, p. 2). For these reasons, the Ministry of National Education in our country carries out in-service training activities for teachers.

The Ministry of National Education carries out these in-service activities face to face, as well as through distance education today. Distance in-service training is an educational process and system in which all or a significant part of the teaching is carried out by a person, separate from the student in time and place. For distance education, there must be a structural planning, well-designed courses, special teaching methods and techniques, communication and other technological equipment (Burn, 2011, p. 9). Ministry of National Education, sees in-service training through distance education as an easy, economical and effective tool for teachers to improve their field knowledge, increase their knowledge and understanding of the subjects they will teach, keep their pedagogical knowledge up to date, and develop their practical skills and competencies (Kılınç, 2015, pp. 11-13).

The Ministry of National Education organizes various courses and seminars in order to raise teachers and administrators who are more successful, productive, dynamic, and who always have positive attitudes towards their profession, and who are also knowledgeable, skilled and equipped in this way (Limon, 2014, p. 1). Because today, individuals come face to face with the realities of the age when they are exposed to sudden developments. This requires students, teachers and administrators, who are the elements of the education system, to have different skills and equipment and to adapt to developing technologies (Orakcioğlu, 2019, p. 4). The fact that the information given by the Ministry of Education to teachers before service has become inadequate over time, the increasing desire of teachers to make a career, the fact that some knowledge, skills and practices can only be acquired in the school environment, the desire of people to continue their profession for a long time, the desire of teachers to be informed about the technological and pedagogical developments, motivate them towards their professions and increasing the quality and efficiency in education are the reasons for carrying out in-service training activities (Zorkun, 2010, pp. 3-4).

In order to effectively carry out vocational training activities in our country, the Ministry of National Education constantly determines new policies and provides significant developments in this field. While determining these policies, it also conducts in-service needs analysis within a specific plan for the short, medium and long term. The Ministry of National Education is in constant cooperation with higher education institutions, public institutions and organizations, and non-governmental organizations in the planning and execution of in-service activities. In addition, MEB receives support from universities, taking into account professional and technological developments, to increase the qualifications of educators who will provide training in in-service activities (Limon, 2014, pp. 1-2). While carrying out these in-service activities, the needs and demands of the teaching profession,

scientific developments, laws and regulations, research reports, board and council recommendations, ministry programs, action and strategic plans are taken into consideration. On the other hand, the budget share allocated to education from the central budget is increasing day by day (Öztürk and Sancak, 2007, pp. 779-780).

In parallel with these decisions and policies, the Ministry of Education accelerated its efforts to train all personnel in the early 2000s. In order to make in-service training activities faster, more effective and more widespread, great importance has been given to in-service training practices carried out through distance education as an alternative to face-to-face training (Yavuz, 2015, pp. 60-61). In this context, the General Directorate of Teacher Training and Development has carried out Certificate-Based In-Service Training Project (e-Certificate), Witpet Project, Intel Teacher Program Trainings, Constructivist Interactive In-Service Training Program and Distance English Trainings in cooperation with Ministry Units, universities and non-governmental organizations. (Limon, 2014, p. 3). With the Covid19 epidemic, which started in China in January 2020 and affected the whole world in a short time, the Ministry of Education increased the number of in-service training provided through distance education, and expanded the in-service training provided through distance education throughout the country (Arslan, 2021, p.1603).

With technological developments, it is considered important for teachers to receive continuous in-service training to improve and renew themselves throughout their professional lives. The fact that the Ministry of Education prefers distance education while carrying out these in-service activities aims to increase the quality of education by reaching almost all of the teachers. However; It is necessary to learn the experiences of teachers in order to know to what extent these practices will increase the quality of education and how useful they will be for teachers. Because; It is thought that the underlying realities of these practices are hidden in the experiences of teachers, who are the actors of the field. It will be possible with this research to determine how useful distance education applications are, what problems are experienced in practice, to discover what the positive aspects of the activities are, and to know how effective these applications are in teacher education.

In summary, the Ministry of National Education has important responsibilities for teachers, like other individuals working in the country, to keep themselves up to date with the developments and changes taking place in the world, and for the personal, professional and field development of teachers and administrators. In order to fulfill these responsibilities, the Ministry of National Education must implement in-service training activities in a planned manner. However, it is important to consult teachers' opinions in order to carry out in-service activities efficiently, both face-to-face and through distance education. Because the perspectives and experiences of the teachers, who are the actors of the field, on these activities will be the key to the activities to be organized later. In this context, the aim of this study is to determine teachers' attitudes towards distance education and their opinions about in-service training programs provided through distance education. Within the scope of this research, answers to the following question will be sought.

1. What is the satisfaction level of teachers regarding the in-service training programs provided by the Ministry of National Education through distance education?
2. What are teachers' opinions about in-service training programs provided by the Ministry of National Education through distance education?

METHOD

Research design

Survey model was used in the quantitative research approaches of the study. The quantitative approach means that targeted questions can be answered systematically, enabling the development of useful information. The most preferred model in social sciences is the quantitative research model,

which describes individuals' beliefs, opinions, characteristics and past or present behavior (Punch, 2014, p. 229).

Sampling

The population of this study consists of teachers working in schools affiliated with the Ministry of National Education in Eskişehir. Stratified sampling was used in sample selection. In this study, stratified sampling type was used to reach teachers working in kindergartens, primary schools, secondary schools and high schools serving within the Ministry of National Education. The sample of this research consisted of 921 teachers working in public schools affiliated with the Ministry of National Education, located in the center and other districts of Eskişehir province, and who attended the in-service training course through distance education between 2017 and 2021.

Research Instrument

In order to collect data according to the model of the research, the Satisfaction Survey on In-Service Training Programs through Distance Education Organized by the Ministry of National Education and the In-Service Program Evaluation Survey through Distance Education Implemented by the Ministry of National Education were used. While preparing the In-Service Program Evaluation Survey through Distance Education Implemented by the Ministry of National Education, a comprehensive literature study was conducted by scanning national and international sources based on the purpose of the research. As a result of the literature review, a draft was created based on the eight dimensions of the e-learning framework discussed systematically and comprehensively by Khan (2004, p. 1). Afterward, a question pool was created to evaluate the in-service training programs organized by the Ministry of Education through distance education. Khan (2004, p. 1) stated that learning represents a paradigm shift not only for students, but also for the educator, teachers, administrators, technical and other support services personnel and the institution. E-learning, on the other hand, has been seen as an innovative approach for the open and distance learning environment to provide a redesigned, learner-centered, interactive and facilitated learning environment to anyone, anywhere, anytime, by using the qualities, resources and other appropriate learning materials of various digital technologies (Cited in Mishra et al, 2009 p. 48). In this context, Khan (2004, p. 3) stated that many factors in the educational environment help create a meaningful learning environment and that many of these factors are systematically interrelated and interdependent. A systematic understanding of these factors can help educators create meaningful learning environments. Khan (2005, p. 15) examined these dimensions in eight dimensions: pedagogical, technological, interface design, evaluation, management, resource support, ethical and institutional. The E-Learning Framework that can be used to meet an institution's e-learning inventory addressing issues covering eight dimensions of open and distance learning environments is given in Table 1:

Table 1
Eight dimensions of the e-learning framework

E Learning Dimensions	Descriptions
1. Pedagogical	The pedagogical dimension includes teaching and learning activities. It covers content, audiences, target and tool analysis, design approach, creation of e-learning environments, teaching methods and strategies..
2. Technological	This dimension examines technology infrastructure issues in learning environments. This includes infrastructure planning, hardware and software.
3. Interface design	It refers to the overall look and feel of e-learning programs. The interface design aspect covers page and site design, content design, interface navigation and usability testing.
4. Evaluation	It includes both evaluation of students and evaluation of the teaching and learning environment.
5. Management,	It refers to the creation of a learning environment and the presentation of learning activities to the target learner.
6. Resource Support	This dimension examines the online support and resources necessary to develop meaningful learning environments.
7. Ethical	It deals with social and political impact, cultural diversity, bias, geographic diversity, learner diversity, information accessibility, etiquette, and legal issues.
8. Institutional	It is concerned with issues of administrative affairs, academic affairs and student services related to e-learning

(Khan, 2005, s. 15).

Taking into account the eight dimensions of Khan (2004, p. 1)'s E-Learning Framework, a survey consisting of two parts, "Personal Information Form" and "Teacher Opinions", was designed. As a result of the feedback received from field experts, necessary arrangements and changes were made. The survey was finalized by taking into account the suggestions from experts. However, no changes were made to the demographic characteristics of the first part of the survey. The sub-dimensions of the survey created after the pilot application consisted of 27 items in total: pedagogical 8 items, technological 3 items, interface 3 items, evaluation 3 items, management 3 items, resource support 1 item, ethics 3 items, institutional 3 items.

Data collection and Data Analysis Procedure

To analyze the data SPSS version 24 software was utilized. Descriptive analyzes were used to determine teachers' satisfaction and opinions about in-service training courses conducted through distance education. The analysis results were tabulated and the data obtained were interpreted with numbers (N) and percentages (%).

FINDINGS

Findings regarding their satisfaction with the in-service training provided by the Ministry of National Education through distance education

Table 2

Findings Regarding Their Satisfaction with the In-Service Training Provided by the Ministry of National Education through Distance Education (n=921)

Statements	I strongly disagree		I disagree		I'm undecided		I agree		I absolutely agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. I liked the in-service trainings provided through distance education that I have attended so far.	38	4,1	131	14,2	249	27	371	40,3	132	14,3	921	100
2. I think that in-service training provided through distance education is useful for my own personal development.	28	3	130	14,1	188	20,4	425	46,1	150	16,3	921	100
3. I think that in-service training provided through distance education is beneficial for my own professional development.	36	3,9	119	12,9	182	19,8	431	46,8	153	16,6	921	100
4. I would prefer to receive future in-service training activities through distance education.	70	7,6	177	19,2	212	23	305	33,1	157	17	921	100
5. I recommend my colleagues to take their in-service programs through distance education.	69	7,5	165	17,9	231	25,1	293	31,8	163	17,7	921	100

According to the research findings, the majority of teachers stated that they were satisfied with the in-service training activities provided through distance education that they have participated in so far. A significant portion of the teachers (27.7%) reported that they were undecided on the first item of the research. While the percent 50.1 of teachers thought that they would prefer to receive in-service training activities through distance education from now on, a significant part of them (26.8%) responded negatively. A significant part of the teachers (23%) remained undecided on this opinion. While half of the teachers participating in the research recommended in-service programs to their colleagues through distance education, 25.1% were undecided on this decision. When Table 2 is examined, a significant portion of teachers (49.5%) recommend in-service training programs to their colleagues via distance education, while a significant portion (25.4%) do not recommend their colleagues to receive in-service training via distance education. A significant part of the teachers (25.1%) were undecided on this judgment.

Findings about Teachers' Opinions Regarding In-Service Training Programs Provided by the Ministry of National Education Through Distance Education

Findings Regarding the Third Problem of the Research are included in the Findings about Teachers' Opinions on In-Service Training Programs Provided by the Ministry of National Education through Distance Education. The frequency and percentage distributions of their answers regarding the sub-

dimensions, such as "Pedagogical", "Technological", "Interface", "Evaluation", " Management", "Resource Support", "Ethical" and "Institutional", were examined.

Teacher opinions regarding the evaluation of the pedagogical sub-dimension of the in-service training program provided by the Ministry of National Education through distance education.

Table 3

Teacher opinions regarding the evaluation of the pedagogical sub-dimension (n=921)

Statements	I strongly disagree		I disagree		I'm undecided		I agree		I absolutely agree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Activities related to my professional life are carried out in the courses.	19	2,1	85	9,2	153	16,6	543	59	121	13,1	921	100
2. The training provided in the courses is carried out in a clear and understandable manner.	11	1,2	74	8	162	17,6	549	59,6	125	13,6	921	100
3. Trainers use techniques that ensure effective learning in the distance in-service training program.	13	1,4	91	9,9	253	27,5	442	48	122	13,2	921	100
4. In order to facilitate learning, the courses include elements that increase the quality of the teaching service.	13	1,4	85	9,2	217	23,6	481	52,2	125	13,6	921	100
5. The courses include activities to develop teachers' higher-level thinking skills.	29	3,1	127	13,8	279	30,8	357	38,3	129	14	921	100
6. The educational activities in the courses are of a nature that will contribute to my personal development.	14	1,5	78	8,5	176	19,1	534	58	119	12,9	921	100
7. The educational activities in the courses are of a nature that will contribute to my professional development.	12	1,3	72	7,8	159	17,3	543	59	135	14,7	921	100
8. The educational activities in the courses are of a nature that will contribute to my development of field knowledge.	19	2,1	98	10,6	206	22,4	486	52,8	112	12,2	921	100

When Table 3 is examined, they expressed positive opinions about the Pedagogical Sub-Dimension of the survey. However, although the answers to this dimension of the survey are generally positive, hesitant answers to some items are noteworthy. Although the 61.2 percent of teachers participating in the research think that techniques that enable effective learning are used in in-service training courses conducted via distance education, the number of undecided teachers is a significant rate (27.5%). When Table 3 is examined, a significant number of teachers (47.2%) did not express a positive opinion that the courses included activities to develop teachers' higher-order thinking skills. When Table 3 is examined, the percent 65 of teachers think that the educational activities in the courses will contribute to the development of field knowledge. However, the proportion of teachers who are undecided on this judgment (22.4%) is also noteworthy.

Teacher opinions regarding the evaluation of the technological sub-dimension of the in-service training program provided by the Ministry of National Education through distance education.

Table 4
Teacher opinions regarding the evaluation of the technological sub-dimension (n=921)

Statements	I strongly disagree		I disagree		I'm undecided		I agree		I absolutely agree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
9. Multimedia technologies (video, audio, text, image) in the learning management system in courses increase the quality of the course.	12	1,3	48	5,2	137	14,9	520	56,5	204	22,1	921	100
10. Educators effectively use technological tools and equipment to manage and deliver online content.	14	1,5	77	8,4	207	22,5	492	53,4	131	14,2	921	100
11. In case of technological disruptions during the course, alternative training activities are provided to complete the in-service training activity.	39	4,2	136	14,8	249	27	386	41,9	111	12,1	921	100

When Table 4 is examined, it is seen that teachers' opinions regarding the evaluation of the Technological sub-dimension are positive. When Table 4 is examined, the 54 percent of teachers expressed a positive opinion about providing alternative training activities in order to complete the in-service training activity in case of technological disruptions during the course. However, there is also a significant proportion of those who are undecided (27%) about whether instructors use technological tools and equipment effectively in managing and presenting online content. According to these results, the percent 54 of the teachers think that alternative training activities are offered to complete the in-service training activity in case of technological disruptions during the course, while the number of teachers who do not agree with this opinion is significant.

Teacher opinions regarding the evaluation of the Interface design sub-dimension of the in-service training program provided by the Ministry of National Education through distance education.

Table 5
Teacher opinions regarding the evaluation of the Interface design sub-dimension (n=921)

Statements	I strongly disagree		I disagree		I'm undecided		I agree		I absolutely agree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
12. At the beginning of the courses, sufficient information is given about how to use the learning management system.	28	3	117	12,7	232	25,2	428	46,5	116	12,6	921	100
13. The interface of the courses has an easy navigation (user friendly)	25	2,7	85	9,2	248	26,9	448	48,6	115	12,5	921	100
14. The e-learning environment has the qualification that teachers can easily interact with learners.	35	3,8	119	12,9	223	24,2	418	45,4	126	13,7	921	100

When Table 5 is examined, while the 59.1 percent of the teachers think that they were given sufficient information about how to use the learning management system at the beginning of the courses a significant portion (25.2%) were undecided on this judgment. On the other hand, a significant part of

the participants (26.9%) were undecided about the user-friendly nature of the interface of the courses. Moreover, a significant portion of teachers (24.2%) are undecided that the e-learning environment has the quality to allow teachers to easily interact with learners.

Teacher opinions regarding the evaluation of the evaluation sub-dimension of the in-service training program provided by the Ministry of National Education through distance education.

Table 6

Teacher opinions regarding the evaluation of the Evaluation sub-dimension (n=921)

Statements	I strongly disagree		I disagree		I'm undecided		I agree		I absolutely agree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
15. The courses allow me to see the difference between my level before starting the courses and my level after completing the course.	15	1,6	97	10,5	227	24,6	475	51,6	107	11,6	921	100
16. Various measurement and evaluation techniques which are appropriate to the content and purpose are used in the courses.	11	1,2	88	9,6	189	20,5	527	57,2	106	11,5	921	100
17. Course completion criteria are presented clearly and concisely.	7	0,8	59	6,4	175	19	537	58,3	143	15,5	921	100

When Table 6 is examined, it is seen that teachers' opinions regarding the evaluation of the evaluation sub-dimension of the in-service training program provided by the Ministry of National Education through distance education are positive. However, it is noteworthy that the rate of teachers who are undecided about the pretests and posttests given at the beginning and end of the course is 24.6% (227 teachers). On the other hand, the number of teachers (189 teachers) who are undecided about whether various measurement and evaluation techniques appropriate to the content and purpose are included in the courses is noteworthy.

Teacher opinions regarding the evaluation of the management sub-dimension of the in-service training program provided by the Ministry of National Education through distance education.

Table 7

Teacher opinions regarding the evaluation of the management sub-dimension (n=921)

Statements	I strongly disagree		I disagree		I'm undecided		I agree		I absolutely agree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
18. The courses include user guides on student admission, process, activities and course completion.	12	1,3	88	9,6	241	26,2	461	50,1	119	12,9	921	100
19. Teachers' opinions are taken into account in the development of courses.	43	4,7	148	16,1	273	29,6	342	37,1	115	12,5	921	100
20. Learning contents can be accessed at any time.	15	1,6	81	8,8	162	17,6	499	54,2	164	17,8	921	100

When Table 7 is examined, although the opinions of teachers regarding the evaluation of the administrative sub-dimension of the in-service training program provided by the Ministry of National Education through distance education are positive, the proportion of teachers who express undecided

opinions on the sub-items is noteworthy. First, 29.6% of the teachers (273 teachers) were undecided on the statement "Teachers' opinions are taken into account in the development of courses." Second, a significant majority of teachers (26.2%) were undecided on the statement "The courses include user guides regarding student admission, process, activities and course completion."

Teacher opinions regarding the evaluation of the resource support sub-dimension of the in-service training program provided by the Ministry of National Education through distance education.

Table 8

Teacher opinions regarding the evaluation of the resource support sub-dimension

Statements	I strongly disagree		I disagree		I'm undecided		I agree		I absolutely agree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
21. Online support service is provided to solve various problems that may occur in the courses.	32	3,5	128	13,9	281	30,5	373	40,5	107	11,6	921	100

According to the research findings, the 52.1 percent of the teachers thought that online support services were provided to solve various problems that may be experienced in the courses, while the 30,5 percent of the teachers were undecided about providing online support in the courses.

Teacher opinions regarding the evaluation of the ethical sub-dimension of the in-service training program provided by the Ministry of National Education through distance education.

Table 9

Teacher opinions regarding the evaluation of the ethical sub-dimension

Statements	I strongly disagree		I disagree		I'm undecided		I agree		I absolutely agree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
22. In the courses, corporate policies that require confidentiality and content that requires permission such as copyright are stated.	17	1,8	80	8,7	242	26,3	456	49,5	126	13,7	921	100
23. The courses are planned taking into account teachers' personal time.	51	5,5	135	14,7	240	26,1	388	42,1	107	11,6	921	100
24. There are ethical guidelines regarding online support for courses, tests administered, and privacy policies regarding assigned assignments and projects.	20	2,2	73	7,9	251	27,3	457	49,6	120	13	921	100

When Table 9 is examined, the 63 percent of the teachers expressed a positive opinion that "institutional policies requiring confidentiality and content requiring permission such as copyright are stated in the courses." However, the 26.3 percent of the teachers answered that they are undecided on this statement. On the other hand, the 53,7 percent of the teachers think that their personal time is taken into account in the planning of the courses, while the 26.1 percent of the teachers think that their personal time is taken into account in the planning of the courses.

Teacher opinions regarding the evaluation of the institutional sub-dimension of the in-service training program provided by the Ministry of National Education through distance education.

Table 10
Teacher opinions regarding the evaluation of the institutional sub-dimension

Statements	I strongly disagree		I disagree		I'm undecided		I agree		I absolutely agree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
25. The course summary (introduction, content, learning outcomes, learning methods and techniques, measurement and evaluation) of each course is presented.	13	1,4	100	10,9	217	23,6	472	51,2	119	12,9	921	100
26. The courses are organized in accordance with the Ministry's 2023 vision.	18	2	57	6,2	255	27,7	471	51,1	120	13	921	100
27. The courses I attend are effective in providing professional advancement (career).	34	3,7	76	8,3	202	21,9	463	50,3	146	15,9	921	100

When Table 10 is examined, it is seen that the majority of the teachers have positive opinions regarding the Evaluation of the "Institutional" Sub-Dimension of the In-Service Training Program Provided by the Ministry of National Education through Distance Education. However, a significant part of the teachers (27.7%) are undecided about whether the courses they attend are organized in accordance with the ministry's 2023 vision.

CONCLUSION AND SUGGESTIONS

The research results show that the teachers are satisfied with the in-service training courses they have attended so far organized by the Ministry of National Education via distance education. The majority of teachers participating in the research think that in-service training provided through distance education is beneficial for their personal and professional development. Özdem, (2007, p. 78); Tok and Dos, (2010, p. 336); Horzum et al., (2012, p. 64); Begimtova, (2015); Roux et al., (2014, p. 162); Manasreh, 2018, (p. 217) supports the conclusion that the majority of teachers have been satisfied with the in-service training courses provided by the National Ministry of Education through distance education so far. Bayır et al. (2022, p.43) also suggest teachers improved their technology use skills and used these skills more while applying the teaching activities they planned within the in-service education. Özdem (2007, p. 79) concluded that teachers were satisfied with distance education through the distance in-service training method, that most of the teachers would prefer distance education in their subsequent in-service training, and that they found distance education more useful for their professional and personal development in his study. As a result of the study, the majority of teachers found computer education through distance in-service training method useful.

On the other hand, it has emerged that online in-service training given to teachers will increase teachers' technology skills and that this training will be more useful than traditional in-service training. In Manasreh's (2018, p. 222) study investigating in-service teacher education and training (INSET) practices, participants stated that they were satisfied with the use of interactive techniques in in-service activities, their active role in the activities, and the inclusion of collaborative studies in education. Accordingly, it can be said that the in-service training activities organized are productive. Thus, in-service courses can be expanded through distance education in the future. Providing qualified distance in-service training programs will be the key factor in successful implementation. Because if success is achieved in training and quality courses and training programs are offered through distance education, more successful results can be achieved than face-to-face training (Sah, 2012, p. 6).

The findings show that the majority of the teachers participating in the research think that the in-service courses organized by the Ministry of National Education through distance education are oriented towards professional life. In addition, it has been determined that in-service courses organized through distance education will contribute to the personal, professional and field knowledge development of teachers. Taşlıbeyaz, Karaman and Göktaş (2014, p. 139), Cesur and Yelken (2015, 686), Barış and Çankaya (2016, p. 409-410) stated that teachers who participated in distance in-service training were satisfied with the training they received and found it preferable, and that in-service courses organized through distance education were of a quality that would contribute to the personal, professional and field knowledge development of teachers.

Teachers were satisfied with the technological infrastructure and software and hardware that provide the learning environments of the in-service training courses provided through distance education. They think that multimedia technologies (video, audio, text, image) in the learning management system used in in-service courses organized through distance education increase the quality of the courses. In his findings, Özdem (2007, p. 81) found that the application of teacher education through the distance in-service education system is an appropriate education system. It has been observed that teachers are familiar with distance education through the application of distance in-service computer training and that the majority of them will prefer distance education in their subsequent in-service training, that they find distance education useful and will continue in-service training via computers.

Teachers participating in the research think that the interface of the learning management system where the courses take place has an easy navigation (user-friendly) feature. Teachers are of the opinion that the website where the courses take place, site design, content design, navigation and usability are also useful. However, there are also undecided opinions on this issue that are noteworthy. Although there are positive opinions on this subject in the literature, it is generally seen that there are contradictory results. Çalınfidan, (2007, p. 85) obtained findings that some teachers have difficulties in using and operating the learning management system, so introductory and explanatory seminars can be given to teachers in advance about the platform or program where in-service training courses will be given. These results support our research.

The research results show that various measurement and evaluation tools are used in in-service training courses which are appropriate to the content and purpose of the course organized through distance education. It allows teachers to see their progress in the courses through pre-tests and post-tests. Özen (2008, p. 228) emphasized that the program should be evaluated to reveal to what extent the program's goals have been achieved. It was emphasized that self-evaluation for teachers could be given more space in distance in-service training. The most important features of a good distance learning management system are that it can effectively measure learning products, provide instant feedback and interact with students, keep the content of the course alive, evaluation activities can be well integrated into the system, and students can measure and evaluate with different measurement tools (Khan, 2007, p. 2-7).

According to the research findings, it is seen that the majority of the teachers participating in the research have positive opinions about the 'Administrative' sub-dimension. According to the teachers participating in the research, their opinions are taken into account in the development of the courses, and they can access the learning contents offered in the in-service courses organized through distance education at any time they want. However, while the participants think that in-service courses organized through distance education include activities and user guides for completing the course, the total proportion of those who have negative and undecided views on this judgment is higher than those who have a positive view on this article. Taşlıbeyaz et al. (2014, p. 156), Özavcı (2015, p. 80), Çetin (2019, p. 18) and Kaya (2017, 83-84) have obtained research results similar to these results and stated that in-service training through distance education is more effective. They made suggestions that would be useful. In this research, it is suggested that the courses to be organized through distance

education should be organized according to the needs of the teachers and that they should be informed in advance about when and on which platform the courses will be held.

The research results reveal that in the 'Resource Support' sub-dimension, in-service training courses provided by the Ministry of National Education through distance education are carried out efficiently and efforts are made to provide the necessary online and offline support. Khan (2007, p. 2) 'Resource Support' examines the online support and resources required to develop meaningful learning environments. In this context, the target audience should be informed in advance about online and offline support and resources to solve possible problems that may be experienced for a distance education course. To ensure this, a technical support team can be available during the course and a written document explaining the solutions to the problems encountered in the courses can be presented to the teachers. Thus, the Ministry of Education can ensure that a course conducted through distance education is carried out effectively and successfully.

When the results of the 'Ethical' sub-dimension are examined, teachers think that their personal time is taken into account in the planning of in-service training courses provided through distance education, and that the courses contain corporate policies that require confidentiality and content that requires permission such as copyright. Additionally, there are ethical guidelines regarding online support for these courses, applied tests, and privacy policies regarding assignments and projects. According to Kaban (2013, p. 122-123), when planning distance education programs, it is necessary to ensure the security of all kinds of information of individuals and distance education employees, the management and structure of the learning management system, measurement and notification of results, and the protection of copyrights have an important place in establishing the standards of distance education.

The results obtained in the institutional sub-dimension reveal that the majority of teachers organize courses organized by the Ministry of National Education through distance education in accordance with the 2023 vision of the ministry. Han and Elçiçek, (2021, p. 38) The 2023 Vision Document is important in terms of having targets to increase the quality of education; It is insufficient to realize the objectives set out in this document. Therefore, the Ministry of Education should implement improvement efforts by taking more concrete steps towards the professional development of teachers, taking into account the goals specified in the 2023 Vision Document.

When the results obtained within the scope of the research are evaluated as a whole, it has been seen that the teachers working in the Ministry of National Education have positive attitudes towards distance education, they are satisfied with the distance in-service courses they have taken through distance education so far and they express positive opinions about these courses. However, Improvement efforts should be made systematically by National Ministry of Education, taking into account the opinions of teachers in order to increase the quality of in-service courses that teachers take through distance education, and for the development of distance in-service training courses to be organized through distance education from now on.

In this development process, Khan (2004, p. 3)'s eight-dimensional learning evaluation process can be taken into consideration. Accordingly, standards for in-service training courses can be established through distance education. To understand the overall status of an e-learning program and establish its standards, we must consider each phase of an e-learning process (planning, design, development, evaluation, delivery and review) - the eight dimensions of e-learning (Institutional, Management, Technological, Pedagogical, Ethical, Interface design, Resource support, Evaluation). It will be easier for the authorities to examine it by taking into account (Ethics, Institutional) (Khan, 2004, p. 3). Thus, it can carry out systematic development studies by taking into account the expectations of teachers working in the Ministry of National Education in in-service training courses conducted through distance education, examining the problems they encounter in practice and taking into account the teachers' solution suggestions for improving the system. These results will contribute to the effective

use of the distance education system, which is seen as an innovative and sustainable education model for the professional development of teachers. Because, the correct selection of technological tools also facilitated the management of the activities and the communication between all involved. The usage of videos, drawing tools and interactive tools also contributed to make the activities more attractive (Amaral and Vargas, 2023, p. 8).

As a result, considering the developments in the field of technology and education, in-service training should be provided through distance education in the future by the Ministry of National Education. It is expected that this distance education system will make great contributions to teachers. It is important to develop these distance learning systems, which teachers are satisfied with, in the light of teachers' opinions in order to be more effective and useful. When the difficulties encountered are eliminated and improvement efforts are carried out, the quality of distance in-service training will increase and become more efficient for teachers. In addition, it is thought that supporting these learning systems and platforms with contemporary materials will increase the quality of in-service training. On the other hand, Ministry of Education can organize courses for teachers to improve their technology competencies so that they can use technology effectively in courses. For effective use of technology, courses on the use of technology can be opened even in pre-service training. Especially in the dissemination of online and offline training, teachers' good use of technology and incorporating pedagogy into distance education can increase the efficiency and quality of the courses. This will help teachers develop vital skills such as time management, digital literacy, responsible use of technology and remote teamwork (Torrez and Cruz, 2022, p.88).

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