



Evaluation of the in-service training courses of the physical education, health and sports teachers in schools of T.R.N.C Ministry of Education

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ABSTRACT

This study aims to research opinion of physical education, health and sport lecturers on in-service training courses sufficiency. Lecturers from 165 schools in 6 districts of Turkish Republic of North Cyprus (TRNC) have participated to this research. The data has been collected from 63 female and 128 males, total of 191 lecturers. In this research, personal information form, "The Evaluation Scale of Physical Education Teachers' Self-Oriented In-Service Training Programs" developed by Avşar (2006) and Karasolak et al. (2013) SPSS 26.0 software was used for statistical analysis of the results. If independent variable consists of two groups, The Mann-Whitney U test was used and if it consists of three or more groups the Kruskal-Wallis H test was used. As a result, when the data is analysed, it is seen that the opinions of the physical education teachers were partially taken while the in-service training activities were being prepared, therefore the organized teaching activities were insufficient to meet the needs and deficiencies. It is understood that there are lack of technology usage, measurement and evaluation, adolescent psychology and the needs of students with disabilities during the courses. It is understood that the conditions of the places where the courses are held (educational content used, technological, physical and other infrastructure conditions) are partially sufficient.

Keywords: education, physical education, in service training, physical education health and sports teacher.

1. INTRODUCTION

Today, countries' level of development and welfare are directly proportional to the value they attach to education. A country's development can be measured by the value it attaches to education (Yavuz, 2018). Educated people are the most significant factor in the growth and development of countries in political, social, and economic fields. The most critical resource of a country, in addition to its financial power, is qualified manpower (Kucukktepe, 2013).

People have to adapt to changing and developing conditions and take an active role in change. If people cannot adapt to changing and developing conditions, that is, if they fall behind, they will not be able to reach their goals. To achieve the intended goals, people need to improve their living standards; in other words, they need to renew themselves constantly. A lifelong education - lifelong learning approach has been proposed to ensure this renewal (Aksakal, 2020).

The education process starts with the family from birth and continues with school life. It continues even when the school ends and you step into professional life. Through education, people can provide the knowledge, skills and abilities required by their duties in business life (Baran, 2020). Education is an intervention in human life. It is the process of changing people's thoughts and behaviors in line with a purpose (Kizilarlan, 2012).

Today, providing good education in schools is essential to develop as a society and to reach the welfare level of developed countries. Good education requires quality teaching in schools. Quality teaching, on the other hand, requires well-equipped and qualified teachers (Seferoglu, 2004). Changing world conditions necessitate renewing teachers' knowledge, skills, attitudes, and values according to current needs. In-service training activities are organized for qualified teachers and qualified education (Ince, Karatas & Ciftci, 2019).

In-service training is an educational activity carried out inside or outside the organization, during or outside working hours, intending to improve the qualifications of the employees, increase their interest in their duties, and teach their duties and responsibilities for situations such as future job changes or promotions (Azdir, 2021).

It is not only essential for teachers to acquire field and educational information before starting their duties but also to develop their expected roles and responsibilities under today's conditions in line with the requirements of

the service they will provide. In-service training aims to develop the necessary skills and knowledge to maximize the performance of teachers (Aslan, 2020).

To the best of our knowledge, there is no study in the literature on the adequacy of in-service training activities for physical education teachers in the TRNC. For the establishment and further development of sports in the country, it is important that teachers working in this field continue their development with in-service courses and other activities in addition to the training they receive. In this context, the opinions and evaluations of physical education teachers working in TRNC Primary and Secondary Education regarding the adequacy of in-service training activities will shed light on future courses and activities.

2. METHOD

This quantitative research study aimed to reveal the views of physical education teachers, who teach physical education, health, and sports in primary and secondary schools affiliated with the TRNC Ministry of National Education, on the adequacy of in-service training courses.

2.1. Population and Sample

The population of this research consisted of 302 physical education teachers conducting physical education, health, and sports classes in schools affiliated with the TRNC Ministry of National Education.

The sample size required for this determined study population was calculated using the formula proposed by Krejcie and Morgan (1970). With a 95% confidence interval and 5% sampling error, this formula determined the minimum number of participants to be interviewed as 169.58 from 302 people in the research population. Accordingly, the study sample consisted of a total of 191 participants, 63 women and 128 men. Of the participants, 43 were aged 35 years and below, 87 were aged 36-50 years, and 46 were aged 51 years and above. Regarding the level of education, 147 participants received undergraduate education and 29 received graduate education. Overall, 25 graduated between 2021-2012, 51 between 2011-2002, 69 between 2001-1992, and 31 in 1991 and before. The districts they served were Lefkosa (n=66), Gazimagusa (n=38), Girne (n=32), Guzelyurt (n=14), Iskele (n=17) and Lefke (n=9).

All 176 participants were working in public schools, 165 worked at primary and 11 worked at secondary education level. The tenure was 10 years or less for 49 people, 11-20 years for 46 people, and 21 years or more for 81 people. The most requested in-service training course was teaching techniques and methods (n=76). This was followed by educational technologies (n=74), assessment (n=30), classroom management and guidance (n=25), and other options (n=18).

At the end of the in-service training programs, 69 of the participants gave feedback, while the remaining 107 did not. The remaining 15 people did not respond to the questionnaire on the grounds that they did not participate in in-service training programs.

2.2. Data Collection Tools

2.2.1. Personal Information Form

The 10-question form prepared by the researcher, which constitutes the first part of the questionnaire, aimed to collect the personal information of the participants. The form consisted of questions about physical education teachers' personal information such as gender, age, university graduation level, university graduation year, district, the school where they work, the school level they work, their tenure in the teaching profession, the desired in-service training course category, and whether feedback was given after in-service training programs.

2.2.2. Physical Education Teachers' In-Service Training Programs Evaluation Scale

The questionnaire for the physical education teachers' evaluation of in-service training programs developed by Avsar (2006), consists of 8 sections aiming to reveal the opinions of teachers about in-service training. The Cronbach's alpha value of the scale was .83.

The first 5 sections of the questionnaire were used in this research because

- the first 5 sections were suitable for the purpose of the thesis, while the other 3 chapters were not.
- In terms of time restrictions, it was possible to implement only 5 sections.

2.3. Data Collection

The data collection tool used in the study was a questionnaire. Before data collection, necessary permissions were obtained from the TRNC Ministry of National Education. After obtaining permission from the Ministry of National Education, primary and secondary schools in all districts were called by phone, and each school principal was informed about the purpose of the research, the teacher group to which the research would be conducted, and the permissions obtained from the Ministry of National Education, and a day was decided to conduct a face-to-face survey with teachers.

Before starting to answer the survey questions, the participants were informed by the researcher about the purpose of the research and how to answer the scale. After the questionnaires were given to the physical

education teachers, they were collected back on the same day or the next day. All data were collected in the 2021-2022 academic year.

2.4. Data Analysis

Statistical Package for Social Sciences (SPSS) 26.0 software was used to analyze data. Before data analysis, the Cronbach's alpha test was performed on Physical Education Teachers' Evaluation of In-Service Training Programs for Themselves Questionnaire.

The Cronbach's alpha coefficient of the Physical Education Teachers' Evaluation of In-Service Training Programs for Themselves Questionnaire was found to be 0.945. Accordingly, the responses of the individuals included in the study to the Physical Education Teachers' Evaluation of In-Service Training Programs for Themselves Questionnaire were determined to be reliable.

Since it was determined that the scores obtained from the scale did not show a normal distribution, nonparametric hypothesis tests were used to test the research hypotheses. The Physical Education Teachers' Evaluation of In-Service Training Programs for Themselves Questionnaire scores were compared according to their socio-demographic characteristics using the Mann-Whitney U test between two independent groups and the Kruskal-Wallis H test between three or more groups.

The distribution of the participating physical education teachers according to their socio-demographic characteristics was given by frequency analysis. The scores of the Physical Education Teachers' Evaluation of In-Service Training Programs for Themselves Questionnaire and the Attitude Scale towards In-Service Training Activities were presented with descriptive statistics.

3. RESULTS and DISCUSSION

Table 1. Distribution of Participants' Opinions on Physical Education Teachers' In-Service Training Programs

	None		Very Little		Partially		Increasingly		Lots		\bar{x}	S
	n	%	n	%	n	%	n	%	n	%		
1. The professional knowledge I gained before the service is sufficient for me to carry out my profession successfully.	2	1,1	21	11,9	64	36,4	69	39,2	20	11,4	3,48	0,89
2. In-service training activities are organized to meet our professional learning needs.	2	1,1	22	12,5	75	42,6	59	33,5	18	10,2	3,39	0,87
3. I learn scientific developments related to my profession through in-service training.	4	2,3	22	12,5	67	38,1	69	39,2	14	8,0	3,38	0,89
4. The content of in-service training activities is suitable to meet our learning needs.	5	2,8	36	20,5	72	40,9	54	30,7	9	5,1	3,15	0,90
5. With in-service training, we are provided with the opportunity of summer vacation to refresh our workforce.	17	9,7	27	15,3	91	51,7	31	17,6	10	5,7	2,94	0,97
6. It is very important to meet other colleagues at in-service training events.	1	0,6	15	8,5	56	31,8	78	44,3	26	14,8	3,64	0,86
7. I use almost all of what I learned in the in-service trainings I attended in my business life.	2	1,1	24	13,6	98	55,7	40	22,7	12	6,8	3,20	0,80
8. While planning in-service training programs, our opinions regarding our needs are taken.	33	18,8	64	36,4	50	28,4	25	14,2	4	2,3	2,45	1,02
9. New knowledge in the profession and changing game rules are given through in-service training.	13	7,4	35	19,9	65	36,9	57	32,4	6	3,4	3,05	0,98
10. Necessary teaching methods for physical education lesson are given.	3	1,7	26	14,8	89	50,6	52	29,5	6	3,4	3,18	0,79
11. Measurement and evaluation techniques are included.	7	4,0	40	22,7	75	42,6	51	29,0	3	1,7	3,02	0,87
12. Athlete and adolescent psychology issues	15	8,5	54	30,7	73	41,3	30	17,0	4	2,3	2,7	0,9

are emphasized.				7	5	0			4	2		
13. Practical topics that I need are included.	10	5,7	49	27,8	87	49,4	29	16,5	1	0,6	2,78	0,81
14. The distribution of theoretical subjects is balanced.	10	5,7	44	25,0	85	48,3	31	17,6	6	3,4	2,88	0,88
15. It is given what kind of attitude and teaching method I will apply towards students with disabilities.	48	27,3	65	36,9	38	21,6	22	12,5	3	1,7	2,24	1,04
16. I am taught how to use technology in my lessons.	15	8,5	48	27,3	70	39,8	40	22,7	3	1,7	2,82	0,94
17. Emphasis is placed on the subjects that are my field of duty in flag ceremony, commemoration days, national holidays and ceremonies.	36	20,5	47	26,7	49	27,8	33	18,8	11	6,3	2,64	1,18
18. It is emphasized how the documents and books of the sports club (branch) should be kept.	51	29,0	58	33,0	45	25,6	19	10,8	3	1,7	2,23	1,04
19. The subject of "extra-curricular exercise" is covered extensively.	31	17,6	71	40,3	55	31,3	17	9,7	2	1,1	2,36	0,92
20. In in-service training activities, common problems of Physical Education teachers are addressed by creating panel and open session environments.	29	16,5	62	35,2	59	33,5	23	13,1	3	1,7	2,48	0,97

As can be seen in Table 1, in Item 8, 36.4% of the teachers participating in the study stated that the opinions and needs of the teachers were rarely asked when organizing in-service training activities. It can be concluded that teachers' opinions and needs are not asked while organizing in-service training activities. This increases the probability of failure of the training program. Taking the opinions of the teachers and determining their needs before organizing the program will make the training more efficient and effective. Kaya (2020) emphasized the importance of in-service training programs that will improve teachers' particular education knowledge and skills for student groups with special education needs and stated that in-service training programs should be organized for students with disabilities and special education needs.

In Item 15, 36.9% of the participating teachers stated that there was little mention of what kind of attitude and teaching method should be applied to students with disabilities. Accordingly, it can be said that the information provided by in-service training activities about the attitudes of physical education teachers towards disabled students and the teaching methods they should apply is insufficient. Since the education of disabled students is a subject that requires special attention and care, it is crucial to make the necessary arrangements in order to convey to physical education teachers which teaching methods should be applied and how.

In Item 18, 33% of the teachers stated that there was little emphasis on how the sports club notebooks and documents should be kept. It shows that physical education teachers have insufficient knowledge about how school sports branches can be managed. Fundamental information should be provided about how to note the needs and expenses related to the sports branch so that physical education teachers can make the necessary explanations in case of possible confusion in the future.

In Item 19, 40.3% of the teachers stated that extracurricular exercise subjects were handled very little and in a narrow scope. This finding indicates that physical education teachers are not taught the subject of extracurricular exercise in in-service training activities. Since sports are in every aspect of life, teachers should be informed about extracurricular exercise so that they can guide students correctly.

In Item 20, 35.2% of the teachers stated that the common problems of physical education teachers were rarely addressed by creating panels and open session environments in in-service training activities. As physical education teachers cannot find the opportunity to express their problems in the in-service training activities they attend, they are not offered solutions. Physical education teachers should be given the opportunity to express their problems and express themselves, so that the content of in-service training can be arranged in line with the needs of teachers.

These results reveal that teachers' opinions are not taken while organizing in-service training courses, and as a result, the problems and needs of teachers are not known. Knowing these needs and problems is also important for preparing more effective in-service training programs. In this way, the above-mentioned questions such as the education of disabled students, the use of written materials, what to do in extracurricular exercises will be answered, and the problems will be better understood through organizations such as panels and open sessions.

In line with the findings of our research, similar studies in the literature have stated that teachers' opinions are not taken, and that this is of great importance for the effectiveness and efficiency of education programs (Avsar, P, 2006; Ercan, O., 2013; Arslan, M, 2015; Sicak & Parmaksiz, 2016).

In Item 2, 42.6% of the teachers stated that in-service training courses partially meet their training needs.

In Item 3, 38.1% of the teachers stated that the information conveyed in terms of developments is partially sufficient, and in this context, further emphasizing the importance of taking the opinions of the teachers.

In Item 4, 40.9% of the teachers stated that their opinions on their learning needs are not taken, and that the programs prepared in this context will meet their learning needs to a certain extent.

In Item 7, 55.7% of teachers noted that some of the information conveyed in in-service training courses was beneficial, but in some cases, the information conveyed could not be used in their professional life.

It is understood that the curriculum conveyed especially in terms of teaching methods, measurement and evaluation and use of technology partially meets the needs, and that more emphasis should be given to the subjects of athlete and adolescent psychology. İnce et al. (2019) stated that teachers want to receive training on measurement and evaluation subjects because they consider themselves inadequate in this field. Their conclusion supports the findings of our study.

On the other hand, in Item 1, 39.2% of the teachers stated that the pre-service training they received was quite sufficient. However, considering insufficient or partially transferred information during in-service training courses, it can be thought that teachers actually have knowledge gaps.

The results indicate that the content of the training programs does not fully meet the needs of the physical education teachers, mainly because the opinions of the teachers are not taken while organizing the in-service training courses.

In-service training activities, which are not organized in line with the needs of teachers, indeed meet their learning needs to some extent. It can be concluded that the education given in the subjects of teaching methods, measurement, evaluation, use of technology, sports, and adolescent psychology, which are the subjects that teachers need, is partially sufficient, but their needs are not fully met. Sicak and Parmaksiz (2016) stated that in-service training activities are not organized according to the needs of the teachers, since their opinions are not taken.

Kaya (2020) noted that the training on technological skills and using educational technologies is insufficient and in-service training is needed. Arslangiray et al. (2018) similarly argued that in-service training courses on technology are insufficient and should be included in the education curriculum. These results support the findings of our study.

In addition, it has been determined that some of the information conveyed in in-service training was useful, but some could not be used by teachers in their professional lives. Despite these, even if the teachers state that the pre-service training they received is sufficient, considering the information that is partially or insufficiently conveyed in the in-service training courses, teachers may have knowledge gaps.

Karasolak et al. (2013) revealed that innovations and developments were not taken into account sufficiently when organizing in-service training activities, and that the programs were insufficient to solve the professional problems of teachers.

Ucar (2017) pointed out that there were problems in the planning stage while organizing in-service training activities and stated that in-service training activities did not meet the needs of teachers. These findings also support the findings of our study.

Table 1: Distribution of Physical Education Teachers' Participation in In-Service Training Activities

	None		Very Little		Partially		Increasingly		Lots		\bar{x}	S
	n	%	n	%	n	%	n	%	n	%		
1. I participate in in-service training activities that I think will be useful with my own application.	5	2,8	17	9,7	63	35,8	69	39,2	22	12,5	3,49	0,93
2. When all the teachers in my group are called for in-service training, I also agree on a mandatory basis.	31	17,6	39	22,2	58	33,0	38	21,6	10	5,7	2,76	1,15
3. The criteria for admission to in-service training activities are objective.	10	5,7	19	10,8	62	35,2	62	35,2	23	13,1	3,39	1,03
4. My supervisors encourage me to participate in in-service training activities.	17	9,7	30	17,0	66	37,5	44	25,0	19	10,8	3,10	1,11

Table 2 shows the distribution of the physical education teachers' participation in in-service training activities. Responds to Item 1 demonstrate that physical education teachers voluntarily participate in in-service training activities organized in line with their needs without incentives or obligations. This suggests that taking the opinions and suggestions of physical education teachers and organizing programs that will benefit them in line with their needs will increase participation. Avsar (2006), Karaca (2010), Nemli (2017), Dogancay (2018), Tutas (2018), and Kaleci (2018) reported results similar to the findings obtained in our study.

It is understood from Item 2 that physical education teachers do not take into account the participation of their colleagues in their regions while participating in in-service training activities organized for them. Physical education teachers participate because they think that in-service training will benefit them.

Item 3 revealed that physical education teachers think that the admission criteria for in-service training activities they will participate in are not objective. This can be attributed to the fact that many of the physical education teachers think that other branch teachers also participating in the in-service training activities and getting certificates can get promoted with the help of these documents.

Item 4 suggested that administrators do not support physical education teachers to participate in in-service training activities. Saka (2005), Avsar (2006), and Arslan (2015) reported similar results to the answers obtained from the questions in the 2nd, 3rd, and 4th items of our study.

Table 3. Distribution of Participating Physical Education Teachers' Views on the In-Service Training Programs Duration, the Conditions of the Place of Practice, and the Training Equipment

	None		Very Little		Partially		Increasingly		Lots		\bar{x}	s
	n	%	n	%	n	%	n	%	n	%		
1. The duration of in-service training activities is sufficient to learn the subject discussed.	3	1,7	33	18,8	94	53,4	40	22,7	6	3,4	3,07	0,79
2. Illumination of in-service training environments is sufficient.	3	1,7	20	11,4	82	46,6	63	35,8	8	4,5	3,30	0,80
3. The sound level of in-service training environments is sufficient.	0	0,0	18	10,2	76	43,2	72	40,9	10	5,7	3,42	0,75
4. The cleanliness of in-service training environments is sufficient.	1	0,6	16	9,1	68	38,6	78	44,3	13	7,4	3,49	0,79
5. Tables and chairs in in-service training environments are comfortable.	5	2,8	13	7,4	93	52,8	58	33,0	7	4,0	3,28	0,78
6. The heating and cooling system of in-service training environments is sufficient.	3	1,7	11	6,3	83	47,2	74	42,0	5	2,8	3,38	0,72
7. The educational equipment of in-service training environments is sufficient in terms of number.	11	6,3	32	18,2	82	46,6	48	27,3	3	1,7	3,00	0,88
8. Educational equipment of in-service training environments is available.	9	5,1	36	20,5	78	44,3	48	27,3	5	2,8	3,02	0,89
9. Various documents related to learning are accessed in in-service training environments.	11	6,3	47	26,7	68	38,6	47	26,7	3	1,7	2,91	0,92
10. The maintenance of accommodation rooms in in-service training environments is sufficient.	26	14,8	34	19,3	79	44,9	30	17,0	6	3,4	2,75	1,02
11. The quality of the meals in the in-service training environments is sufficient.	18	10,2	34	19,3	83	47,2	35	19,9	5	2,8	2,86	0,95
12. The in-service training center is sufficient to meet social needs.	17	9,7	30	17,0	87	49,4	41	23,3	1	0,6	2,88	0,90
13. Measures taken for health problems in in-service training environments are sufficient.	21	11,9	42	23,9	77	43,8	31	17,6	5	2,8	2,76	0,98
14. Training activity managers in in-service training environments are diligent in solving the problems that arise.	11	6,3	35	19,9	77	43,8	51	29,0	2	1,1	2,99	0,89

Table 3 shows that the teachers found the physical infrastructure, equipment, food quality, healthcare, and accommodation in the in-service training activity sites partially sufficient. The answers given show that teachers thought that there were some shortcomings in the in-service training activity locations. Providing comfort is an important factor for effective and efficient learning. If the physical conditions are not good enough, the efficiency of the planned learning may decrease due to the possibility of a decrease in the motivation of the teachers participating in the training.

Ergin et al. (2012) and Gunbayi and Taşsdogen (2012) concluded that the in-service training activity locations' physical conditions and technological equipment were not suitable according to the teachers who participated in the training.

Ucar (2017) stated that there were problems with the location of in-service training activities and emphasized that these problems were related to physical equipment and infrastructure deficiencies. These results are consistent with the findings of our study.

In addition, it was determined that there were no hygiene issues. Our findings also suggest that the administrators are not diligent enough in solving the problems that arise during the training activities.

It is understood that the administrators are partially sufficient in solving the problems that occur during the training activities. The places where in-service training was carried out were found very clean, especially in this period when we are experiencing the COVID-19 pandemic.

Table 4. Opinions of Teachers Working in In-Service Training Programs for Physical Education Teachers on Field and Adult Education Competencies

	None		Very Little		Partially		Increasingly		Lots		\bar{x}	s
	n	%	n	%	n	%	n	%	n	%		
1. Educators' mastery of learning is sufficient.	2	1,1	9	5,1	61	34,7	90	51,1	14	8,0	3,60	0,76
2. Education staff can use the relevant educational equipment effectively.	0	0,0	17	9,7	61	34,7	91	51,7	7	4,0	3,50	0,73
3. Educators can use appropriate teaching, methods and techniques related to learning.	1	0,6	17	9,7	56	31,8	94	53,4	8	4,5	3,52	0,76
4. Educators can make adequate practice on the subject of learning.	4	2,3	26	14,8	77	43,8	58	33,0	11	6,3	3,26	0,87
5. The trainers benefit from the experiences of the participants.	7	4,0	26	14,8	70	39,8	65	36,9	8	4,5	3,23	0,90
6. Educators are able to relate new learning to previous ones.	5	2,8	24	13,6	77	43,8	64	36,4	6	3,4	3,24	0,83
7. Educators assist participants in accessing learning resources for self-directed learning.	5	2,8	25	14,2	76	43,2	60	34,1	10	5,7	3,26	0,87
8. The trainers treat the participants with respect.	3	1,7	12	6,8	31	17,6	99	56,3	31	17,6	3,81	0,86
9. Educational staff engage in behaviors that encourage learning to participants.	2	1,1	14	8,0	56	31,8	86	48,9	18	10,2	3,59	0,82

Table 4 shows that in-service trainers have sufficient knowledge of the subject to be taught, and that they use appropriate teaching methods and techniques. It can be said that the educators behave respectfully towards the participating teachers and have an attitude that encourages learning.

Pepeler et al. (2017) also concluded that the trainers in in-service training programs are respectful to the participating teachers and take their opinions into account. This supports the findings of our study.

Table 2 Participating Physical Education Teachers' Opinions on the Evaluation of In-Service Training Programs

	None		Very Little		Partially		Increasingly		Lots		\bar{x}	s
	n	%	n	%	n	%	n	%	n	%		
1. At the end of in-service training activities, a serious exam should be held to measure success.	25	14,2	25	14,2	72	40,9	35	19,9	19	10,8	2,99	1,16
2. Our opinions on the operation of in-service training programs are received.	13	7,4	53	30,1	63	35,8	43	24,4	4	2,3	2,84	0,95
3. Our opinions on the physical conditions of the in-service training environment are received.	31	17,6	45	25,6	61	34,7	32	18,2	7	4,0	2,65	1,09
4. At the end of the in-service training activities, our opinions on the content of the program are taken.	14	8,0	47	26,7	69	39,2	41	23,3	5	2,8	2,86	0,96
5. In-service training programs are constantly being developed taking into account the opinions of the participants.	21	11,9	45	25,6	68	38,6	35	19,9	7	4,0	2,78	1,02

Table 5 shows that at the end of the in-service training, the opinions of the participating teachers about the content processing of the programs, the physical conditions, and how the education could be improved were partially taken into account. Considering the opinions of teachers can make it possible to make improvements in trainings in line with the needs. In addition, teachers partially consider it necessary to conduct an exam to measure success at the end of in-service training activities.

Similar to the findings of our study, Arslan (2015) concluded that at the end of the in-service training activities, the opinions of the teachers about the content-processing of the programs, physical conditions, and how education can be improved were not received sufficiently.

Nemli (2017) concluded that teachers' opinions were not received enough for in-service training activities to be more effective and efficient. In this context, the importance of getting the opinions of teachers at the end of the activity for the improvement of in-service training activities becomes even more prominent.

4. CONCLUSION AND RECOMMENDATIONS

This study was conducted to measure the attitudes and evaluations of physical education teachers working in TRNC primary and secondary education towards the adequacy of in-service training courses.

In this context, it was concluded that the in-service training courses partially met the needs of physical education teachers. It is understood that the views of physical education teachers are partially taken while preparing in-service training programs, therefore the programs and courses are far from meeting their needs.

The opinions of the physical education teachers attending the courses about the in-service training differed according to the regions in which they attended the programs. These differences may be attributed to the fact that the opinions of physical education teachers working in some regions were not taken. Deciding the information conveyed during the courses without doing the necessary research and collecting opinions, and ignoring the regional deficiencies result in different responses from the physical education teachers.

It can be stated that there are problems especially in the use of technology and measurement and evaluation in the courses, and the necessary curriculum related to these issues is not adequately conveyed. This situation can cause great difficulties especially in the student evaluation phase. In order for teachers to catch up with the requirements of the use of technology of the age, these subjects should be explained in detail compulsorily within the course programs.

It was determined that adequate training was not provided on adolescent psychology and the needs of students with disabilities. Especially in this age period, the necessity of transferring the curriculum related to adolescent psychology comes to the forefront in order to make children like sports and overcome the problems that may be encountered. For the development of students with special needs, it is also important to focus on how physical education teachers should approach these students in physical education classes.

The participants stated that the educational content and technological, physical, and other infrastructural conditions used during the courses were partially sufficient. In order for the courses to be more productive, the opinions of the teachers should be taken especially at the end of the courses, and these opinions and

shortcomings should be evaluated before the courses and programs planned to be held next, and the quality standards should be improved compared to the previous courses and programs. This will facilitate the achievement of goal and purpose for both course participants and course organizers.

The responses of physical education teachers working in primary and secondary education towards in-service training courses showed that teachers responsible for giving physical education lessons in primary education found in-service training more necessary than teachers working in secondary education. One of the reasons for this may be that the teachers responsible for giving physical education lessons in primary education are graduates of "Ataturk Teachers Academy" and only take 2 physical education courses within the 4-year curriculum.

In order for physical education classes to reach the required standards, attention should be paid to the above-mentioned issues. In this way, the quality and standards of physical education classes will increase, and service will be provided in line with the needs of the students who attend the classes, especially nowadays, when great importance is attached to the development of athletes. In this context,

- before preparing in-service training courses and programs, it is necessary to determine the needs according to the regions and to evaluate the opinions of the teachers,
- a more effective curriculum on technology and measurement-evaluation should be used in physical education classes in line with teachers' opinions,
- separate courses and programs on adolescent psychology should be organized for physical education teachers,
- courses and programs for physical education programs should be arranged in line with the needs of students with special needs.
- the physical infrastructure of the courses must be at certain standards and the same for each course program.
- separate courses and programs should be organized for teachers working in primary and secondary education, and the opinions and suggestions of those who will participate in these programs should be sought,
- in-service training courses and programs should be repeated at certain intervals and should encourage teachers in academic promotion and appointment. In this way, the voluntary participation of all teachers in these programs will be increased.

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