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EFFICIENCY ASSESSMENT OF OCCUPATIONAL STUDY PERIOD

An efficient occupational study period influences the internal and external productivity of labor force, and this process contributes to economic growth. In accordance with this understanding, the purpose of this study is to determine the opinions of teachers and principals' perceptions and expectations about the occupational study period, mostly experienced in their own schools, held in September and June annually. In the light of the findings we aim to contribute to making an advance in developing teachers themselves and to enrich the content of the period. Data collection questionnaire titled as Ideas on the Occupational Study Period in Primary Schools, developed by Tonbul (2006), was used and given to 425 teachers and 120 principals. As a result of the survey, it was concluded that it would be beneficial to evaluate the opinions of teachers in constitution, preparation, reporting the subjects of seminars and more free and authentic activities of teachers.

Keywords: occupational study; perception; expectation; teacher; principal.

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ОЦІНЮВАННЯ ЕФЕКТИВНОСТІ ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ

У статті показано, яким чином ефективно підвищення кваліфікації впливає на внутрішню і зовнішню продуктивність робочої сили і як цей процес робить свій внесок в економічне зростання. Відповідно до цього, використано думки вчителів, сприйняття і очікування директорів відносно підвищення кваліфікації, яке відбувається у вересні і червні щорічно, в основному на базі власних шкіл. Отримані висновки надають можливість зробити крок уперед у розвитку самих учителів і підвищити змістовність такого періоду. Анкету для збору даних під назвою "Роздуми про підвищення кваліфікації для початкової школи", розробленої Тонбулом (2006), було роздано 425 вчителям і 120 директорам. В результаті дослідження ми дійшли висновку, що буде корисно оцінити думки вчителів стосовно розробки, підготовки, звітування про теми семінарів і щодо вільніших нестандартних видів діяльності вчителів.

Ключові слова: підвищення кваліфікації; сприйняття; очікування; вчитель; директор.

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ОЦЕНКА ЭФФЕКТИВНОСТИ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ

В статье показано каким образом повышение квалификации влияет на внутреннюю и внешнюю производительность рабочей силы и как вносит свой вклад в экономический рост. В соответствии с этим, использованы мнения учителей, восприятие и ожидания директоров относительно повышения квалификации, проходящего в сентябре и июне ежегодно, в основном на базе собственных школ. Полученные выводы дают возможность сделать шаг вперед в развитии самих учителей и повысить содержательность такого периода. Анкета для сбора данных под названием "Размышления о периоде повышения квалификации для работы в начальной школе", разработанная Тонбулом (2006), была роздана 425 учителям и 120 директорам. В результате исследования был сделан вывод, что будет полезным оценить мнения учителей по разработке, подготовке, отчетности о темах семинаров и о более свободных, нестандартных видах деятельности учителей.

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Ключевые слова: повышение квалификации; восприятие; ожидание; учитель; директор.

1. Introduction. Education has multidimensional impacts on the economy. It influences economic growth positively and makes work more productive (Afzal et al., 2010). According to Ozer (2002), the abilities of teachers to perform effective teaching by combining various methods and technologies to cover various learning requirements of students are related to the sustainable modernization and development. The primary condition for educational qualification refers to the sustainable professional development of teachers.

Since the relationship exists between the content or learning assessed by teachers for the profession of teaching as a result of experiences gained through participating in professional development activities due to the rapid change of knowledge concept and the requirements for criticism and self-development (Barret, 1992; Tonbul, 2006), it can be pointed out that the teachers performing self-development continuously realize and implement the importance of teaching profession better. On the other hand, it is suggested that decent teaching requires standing as an explanatory and passionate intellectual (Carol, 2001; Tonbul: 2006).

As it is specified in general purposes of national education, achieving the purpose of "educating creative, constructive and productive individuals respecting human rights and regarding personality and enterprise with the responsibility for society as well as searching, examining, holding free and scientific power of thinking, having a developed character and becoming balanced and healthy in physical, moral, soul and emotional manners" should be available in case of teachers.

Various studies in the world conducted on this issue indicate that effective participation of teachers in professional training at first through determining problems or offering solutions is important for professional development in order to reach the purposes. Hansen (2002) conducted the studies on the teachers lecturing the 1st to 8th grades in Brazil within the "Teacher development project". As a result of this study, it was realized the teachers internalize to assess daily works in the course of time while they become specialized in preparing development plans and self-management skills (Tonbul, 2006).

In Bremen (Germany) various activities are hold under the name of school and teacher development programs. The stated activities start with the workshops organized by experts and the gained attainments are reflected to the inner class practices. The experiences are shared and the suggestions are resolved at the school level while the results announced by local training units and the sessions including experience sharing by teachers from various schools are hold (Landesinstitut for Schule, 2004; Tonbul, 2006). Bafumo (2004) points out the importance of sharing between teachers of the study titled "Power of working as paired".

Similarly to the practices all around the world, various studies and researches are conducted in Turkey under the title of in-service training activities with the purpose of ensuring professional development of teachers. In the studies conducted by Gursimsek (1998), Eksi (2001), Ozen (2004), Can (2004) and Gulmez (2004) it is realized that effective professional training is based on schools and principals and teachers require in-service trainings, though of the school-based permanent in-service trainings fail to performed sufficiently.

The types of in-service trainings are subject of the researches and refer to the in-service training programs and courses, counseling workgroups, peer assessments, activity researches and the leadership of teacher together with the development of teacher candidates (Saban, 1998).

A part of the activities organized to ensure teachers follow the stated changes closely is held within schools. The periods are reserved for professional development activities at the beginning and the end of each school year. In addition, such activities are also performed in various periods within a school year. According to the relevant legislation, teachers are responsible to conduct annual professional studies between the end of lectures by July, 1 and the start of lectures by September, 1 and within the specified annual working schedule during a school year. The professional studies are conducted within the periods specified in annual working schedule according to the elementary schools regulations. Including only the elementary school teachers, the stated studies:

1. Analyze and assess the changes applied in elementary school course schedules, legislations and practices;
2. Complete the preparations for the next school year through assessing the previous school year;
3. Make teachers participate in the required branch, group or teachers board meetings as well as in providing opinions and suggestions regarding the practices;
4. Create models and solutions for specific cases considered as negative and deficiency through the practices performed positively in education;
5. Prepare the delivered professional working subjects and submit to school administration (Elementary schools regulations, 2003).

The "professional working" activities are performed mainly by teachers without receiving any external help from experts or under the scope of seminars organized by the relevant Directorate of national education. In this study we aim to determine the views of principals and teachers on the effectiveness of professional practices performed as professional working activities within the time referred to as "seminar period" by elementary school teachers and Ministry of National Education.

2. Data Set and Methodology. The information on statistical techniques to be used in the assessment of collected data as well as the measuring instrument to be applied for the model and nature of study are included in this part. This study is based on a single descriptive model. The concerned incident, individual, group or institutions in this type of approach are described separately (Karasar, 1997). Population of the study consists of 125 principals and 1107 teachers employed in elementary schools in the 2007-2008 school year, whereas 120 principals and 425 teachers form the sampling of study.

2.1. Problem Statement. What are the perceptions and expectations of principals and teachers working in elementary schools on professional working practices?

2.2. Sub-Problems. 1. What are the views of participants on the effectiveness of professional practices?

2. According to the participants, what type of distribution appears with regard to the subjects within professional practices performed in elementary schools?

3. The following considerations for elementary school teachers:

1. Reasons for selecting subjects;

2. Whether the views of teachers on determination of subjects are received;
3. Which way should be taken for the preparation of subjects;
4. Guidance of school principals;
5. The views regarding the way taken to benefit from the results of prepared reports;
6. What are the professional working subjects required in the seminar period.
4. What are the perceptions and expectations of principals and teachers regarding the influence of performed professional practices on the professional development of teachers?

5. Do the perceptions and expectations of principals and teachers vary in accordance with:

1. The title;
2. The department graduated.

2.3. Personal Characteristics of the Participants. The statistical distributions and percentages regarding titles, genders, branches, marital status, periods of service, graduated departments and socioeconomic conditions of schools employing the participants are provided in this part.

22.7% of the participants are principals and 77.3% are teachers. The number of principals and teachers is 110 and 375 respectively. Considering the distributions with regard to the gender, 35.7% of the participants are female and 64.3% are male. By the branches, 56.1% of the participants are class teachers whereas 23.7% are verbal class teachers, 12.2% are math class teachers and 8% are applied courses teachers. In respect to marital status, 74.6% of the participants are married and 25.4% are single.

52.6% of the participants have 1-10 years of seniority with regard to the periods of service, whereas the ratio of holding 11-20 years seniority and 21 or more years of seniority are 23.5% and 23.9% respectively. The graduates from the Faculty of Education are 82%, whereas the graduates from the Faculty of Science and Literature are 9.3% and the externally appointed teachers are 7.6% with regard to the graduation status. By the socioeconomic status of the schools employing participants, 32% have low, 61.6% have middle and 6.4% have high status.

44.5% of teachers are female and 55% are male. By branches, 57.3% of the participants are class teachers, 23.7% are verbal class teachers, 10.4% are math class teachers and 6.5% are applied courses teachers. 69% of the teachers are married and 30.9% are single. The ratio of teachers holding 1-10 years of seniority is 52.6%, whereas 11-20 years of seniority covers 23.5% and 21 years or over covers 23.9%. By the socio-economic status of the schools, 33.9% have low, 59.7% have middle and 6.4% have high status.

30% of the administrators are employed as principals and 70% as vice-principals. 5.5% of the administrators are female and 94.5% are male. While this ratio can be considered as a sign of male dominance in administrative duties, it may also be stated women stand clear of administrative duties. In respect of branches, 51.8% are class teachers, whereas 23.6% are verbal class teachers, 18.2% math class teachers and 6.4% are applied courses teachers. 93.6% of the administrators are married and 6.4% are single.

The density with regard to the period of service is concentrated on 21 or more years. This ratio contradicts with the service periods of teachers participated in the

survey. The teachers mainly hold 1-10 years and 11-20 years of service whereas the principals mainly hold 21 years or more service. 19.1% of the principals hold 1-10 years of seniority and 19.1% hold 11-20 years, whereas 61.8% hold 21 or more years. 87.3% of the administrators graduated from Faculty of Education, 6.4% graduated from Faculty of Science and Literature and 6.4% are appointed externally. Accordingly to the socioeconomic status of schools, 25.5% have low, 68.1% have middle and 6.4% have high status.

2.4. Data Collection Tool. The measuring instrument is developed by Tonbul (2006) and titled "The views regarding professional working practices in elementary schools", applied in Izmir Province, has been used with updates and improvement. The measuring instrument consists of 3 parts.

In the first part of measuring instrument, personal information is included, whereas the 4-point Likert scale including 15 questions and titled "Perceptions and expectations regarding the contribution level of professional working issues to the professional development of teachers" is provided in the second part.

The validity and reliability studies of measuring instrument are conducted by Tonbul. Following the single application of measuring tool, the reliability coefficient (split half) is found as for "the level of perception" whereas the stated data is found as .90 for "the level of expectation". The correlation analysis of clause differences is performed in order to determine the inactive clauses, however, any clause with the factor load under 40 is not found. In factor analysis, we detected the perception and expectation levels concentrated on single factor, whereas Tonbul referred to the views of school principals and teachers on the validity of measuring instrument. The reliability coefficient is found as .94 in this study.

2.5. Analysis of Data. In order to determine whether any statistically significant difference appears between the perceptions and expectations in problem and sub-problem parts with regard to the personal variables such as title, gender or marital status through considering the personal characteristics of participants, T-test (paired samples T-test) has been applied for relevant measures. On the other hand, the single direction variance analysis (ANOVA) has been used for determination of statistically significant differences between the personal variables of branch, socioeconomic status, service period and graduation status, whereas the parametric tests (t, F) have been applied for the determination of differences appearing between the frequency, arithmetic mean and standard deviation variables.

3. Analysis Results. By using the measuring instrument, the answers given by the participants for the following questions regarding the selection, preparation and determination of professional practices are provided in this part.

3.1. The views of principals and teachers employed in elementary schools regarding the effectiveness of professional practices. According to Table 1, 49.3% of the teachers and 50.9% of the principals find professional practices ineffective, whereas 19.7% of the teachers and 26.4% of the principals found the practices effective. 30.9% of the teachers and 22.7% of the principals did not express any opinion on this issue.

In the following part, the answers for open-ended questions given by the principals and the teachers employed in elementary schools are analyzed and assessed together with the views regarding the effectiveness of professional practices.

Table 1. The case whether the professional studies are found effective

	Answers			Principal	Answers			All	Answers		
	No answer	N	%		No answer	N	%		No answer	N	%
Teacher	No answer	116	30.9		No answer	25	22.7		No answer	141	29.1
	Effective	74	19.7		Effective	29	26.4		Effective	103	21.2
	Ineffective	185	49.3		Ineffective	56	50.9		Ineffective	241	49.7
	Total	375	100.0		Total	110	100.0		Total	485	100.0

According to the study conducted by Ucar (2005) on the principals and teachers employed in elementary schools, the performed in-service training activities are unlikely to meet the needs and expectations. In the study of Aydinalp (2008), the organized in-service training activities are also considered as unlikely to cover the needs and expectations.

3.2. The distribution of professional studies conducted in elementary schools by subjects. In Table 2, it is shown that 35.5% of the teachers fail to answer or remember. Tonbul (2006) conducted various studies regarding the analysis of legislation and programs by teachers, similar findings are acquired in this study.

Table 2. The distribution of professional studies by the subjects

Answers	N	%
No answer	133	35,5
Related to branch	73	19,5
Laws and regulations	80	21,3
Methods and techniques	53	14,1
New approaches in education	36	9,6
Total	375	100,0

3.3.1. The Reasons for Preferences of Subjects by Elementary Teachers. As it is seen in Table 3, 23.2% of the teachers failed to provide answers to this question. This ratio is 5.5% for the principals. 24.8% of the teachers and 57.2% of the principals stated the seminar subjects are selected from the required fields. The reason for this considerable difference may be related to the determination of required fields by the principals. 13.9% of the teachers and 37.3% of the principals considered convenience as the reason of preference in preparation of subjects. Furthermore, 38.1% of the teachers point out the seminar subjects are provided by administration. In the study of Tonbul (2006), the ratio of the teachers stating the subjects are provided by administration is 50%. It can be concluded the interventions realized by administration to the studies of teachers have similar characteristics.

Table 3. Distribution of Professional Practices by Reasons of Preference

	Answers	N	%
Teacher	No answer	87	23.2
	Need	93	24.8
	Convenience in preparation	52	13.9
	Provided by administration	143	38.1
Principal	No answer	6	5.5
	Need	63	57.2
	Convenience in preparation	41	37.3
	Provided by administration	-	-
All	No answer	93	19.2
	Need	156	32.2
	Convenience in preparation	93	19.2
	Provided by administration	143	29.5

3.3.2. *The case whether the views of teachers are received in determination of seminar subjects.* According to Table 4, 10.7% of the teachers have not answered the question. However, it is a considerable fact that the answer failure ratio is low comparing to the previous questions. 30.1% of the teachers mention their opinions are received whereas 59.2% state their opinions are disregarded. This ratio is 76.4% for the principals mentioning the opinions of the teachers are received and 23.6% state the opinions are failed to be received. All the principals have answered this question. Considering the overall, 40.6% state the opinions are received, whereas 51.1% state the opinions are failed to be received.

Table 4. Whether the opinions of teachers on determination of working subjects are received

	Answers	N	%		Answers	N	%		Answers	N	%
Teacher	No answer	40	10.7	Principal	No answer	0	0.0	All	No answer	40	8.2
	Yes	113	30.1		Yes	84	76.4		Yes	197	40.6
	No	222	59.2		No	26	23.6		No	248	51.1
	Total	375	100.0		Total	110	100.0		Total	485	100.0

Gursimsek (1998) points out this case should be adopted by teachers in case an effective professional training is concentrated on the experiences and requirements of teachers. In addition, it is stated that the approach of working together with teachers should be applied instead of focusing solely on teachers. In the study of Tonbul (2006), the ratio of the individuals mentioning the opinions of teachers are received is 68.8%.

3.3.3. *Which way is taken during the preparation of subjects?* According to Table 5, the answers given to the questions regarding the method followed during the preparation of seminar subjects are classified into 3 groups. "Great numbers of literature reviews", "using previous reports" and "using Internet" are determined as the major preferences. The most interesting answer given to this question refers to 21.1% of the teachers and 31.8% of the principals selecting "using Internet" regardless of being included in preferences.

In the study of Tonbul (2006), "literature review" is found as 44.1%, whereas "using previous reports" equals to 35.8% during the preparation of working subjects.

Table 5. The method followed during the preparation of working subjects

	Answers	N	%		Answers	N	%		Answers	N	%
Teacher	No answer	73	19.5	Principal	No answer	6	5.5	All	No answer	79	16.3
	Literature review	116	30.9		Literature review	20	18.2		Literature review	136	28.0
	Specialist idea	17	4.5		Specialist idea	0	0.0		Specialist idea	17	3.5
	Consulting authorities	2	0.5		Consulting authorities	0	0.0		Consulting authorities	2	0.4
	Application of scale	1	0.3		Application of scale	0	0.0		Application of scale	1	0.2
	Previous reports	87	23.2		Previous reports	49	44.5		Previous reports	136	28.0
	Use of Internet	79	21.1		Use of Internet	35	31.8		Use of Internet	114	23.5
	Total	375	100.0		Total	110	100.0		Total	485	100.0

3.3.4. *The views on guidance by school principal.* According to Table 6, 25.6% of the teachers consider principals as administrators, whereas 56.8% disagree with this view. 70% of the principals regard themselves as administrators, whereas 30% disagree with this view.

Table 6. The guidance by school principal

	Answers	N	%		Answers	N	%		Answers	N	%
Teacher	No answer	66	17.6	Principal	No answer	6	5.5	All	No answer	72	14.8
	Yes	96	25.6		Yes	77	70.0		Yes	173	35.7
	No	213	56.8		No	27	24.5		No	240	49.5
	Total	375	100.0		Total	110	100.0		Total	485	100.0

The majority of the teachers gave negative answers to this question, whereas the majority of the principals state the teachers are encouraged for better preparation of seminar subjects. In the study of Tonbul (2006), the guidance of principals and inspectors within the process is found low.

3.3.5. *The views regarding the ways of benefitting from the results of prepared reports.* The answers given to this question by the participants are indicated statistically in Table 7. According to the table, 24.8% of the teachers mention the seminar results are used and 54.7% disagree with this view. Nevertheless, 20.5% of the teachers have not expressed any opinion regarding this issue. 63.6% of the principals mention the seminar results are used and 30.9% disagree with this view, whereas 5.5% refuse to express any opinion.

Table 7. The case whether the results of seminar reports are used

	Answers	N	%		Answers	N	%
Teacher	No answer	77	20.5	Principal	No answer	6	5.5
	Yes	93	24.8		Yes	70	63.6
	No	205	54.7		No	34	30.9
	Total	375	100.0		Total	110	100.0

According to Table 7, the majority of the teachers answer negatively and the majority of the principals answer positively to the question regarding whether the reports prepared in seminar period are shared with other teachers, students and parents; and the school principals provide sufficient environment for this case. This type of difference in the answers should be interpreted as the status of individuals in perceiving any problem or incident avoiding reflecting the real perceptions.

Accordingly to Ucar (2005), the views of participants regarding the effectiveness of a program should be received and the concluding reports should be analyzed. In the study of Tonbul (2006), 64.9% of the teachers mentioned the reports are archived, whereas the results of professional work are failed to be used.

3.3.6. *What are the required professional working subjects in the seminar period.* By analyzing the answers given by both parties in Table 8, it can be mentioned the two groups mainly preferred the subjects of "class management, content knowledge and assessment of the previous year". In addition to this, the teachers also pointed out the subject of "methods and techniques", while the principals focused on "assessment and evaluation" together with the "psychological counseling and guidance".

Table 8. What are the required professional studies

	Answers	N	%		Answers	N	%
Teacher	No answer	85	22.7	Principal	No answer	13	11.8
	Class management	81	21.6		Class management	20	18.2
	Assessment of the previous year	43	11.5		Assessment of the previous year	14	12.7
	Physiological counseling and guidance	35	9.3		Physiological counseling and guidance	14	12.7
	Measurement and evaluation	17	4.5		Measurement and evaluation	14	12.7
	Content knowledge	56	15.7		Content knowledge	28	25.5
	Methods and techniques	55	14.7		Methods and techniques	7	6.4
	Total	375	100.0		Total	110	100.0

According to Table 8, teachers intend to conduct professional studies in the subjects of "Class management", "Methods and techniques", "Content knowledge" and "Assessment of the previous year". The administrators, nevertheless, state the intention to conduct studies related to the subjects of "Psychological counseling and guidance", "Assessment and evaluation", "Class management" and "Assessment of the previous year".

Ucar (2005) points out the opinions of the participants should be received in order to ensure the activities to be more effective, whereas the stated activities should be organized in scope of the needs of participants. According to the study of Aydinalp (2008), the teachers intend to include the assessment and evaluation techniques in the in-service training activities. Furthermore, it is suggested by the stated study to perform sufficient practices regarding the learning issue.

3.4. The perceptions and expectations of principals and teachers regarding the influence of professional studies on the professional development of teachers (in accordance with the title and department graduated).

3.4.1. The perception and expectation levels of principals and teachers with regard to the title variable. Paired samples T-test (for the related measures) is conducted in Table 9 to determine the perception and expectation levels of the principals and teachers with regard to the title variable shows the significant difference is failed to appear between the expectation levels of principals and teachers, whereas the expectation level is found as 3,2515 for the principals and 3,1191 for the teachers. In the perception levels of principals and teachers, the significant difference is failed to be found and the perception level of principals are found as 2,6861, while the teachers hold 2,4388. The average of expectations by the principals and teachers are found to be in high levels in comparison to the perception averages.

Table 9. T-test for the perceptions and expectations of the participants by the title

	Title	N	Mean	s.d.	Df	t	p
Perception	Teacher	375	2,4388	0,5767	483	3,909	,000*
	Principal	110	2,6861	0,6059			
Expectation	Teacher	375	3,1191	0,7358	483	1,708	0,088
	Principal	110	3,2515	0,6383			

*p< 0,05

Tonbul (2006) failed to find any significant difference between the perceptions and expectations of principals and teachers in $p < 0,05$ level. In this study, the significant difference between the perception averages of the principals and teachers has been detected.

3.4.2. *The perceptions and expectations of the principals and teachers with regard to the graduation status variable.* In order to determine whether any significant difference stands between the perception and expectation levels of the principals and teachers with regard to the graduated departments, the variance analysis (ANOVA test) has been conducted between the general perception and expectation levels. As the result of this test, the significant difference is detected between the perception levels, whereas it is failed to be found in expectation levels.

Table 10. The variance analysis regarding the perceptions and expectations of participants with regard to the graduation status

	Source of Variance	df	Sum of Squares	Mean of Squares	F	p	
Perception	Intergroups	2	2,509	1,255	3,619	0,028*	1-2 / 1-3
	In-groups	482	167,101	0,347			
	Total	484	169,610				
Expectation	Intergroups	2	0,492	0,246	0,478	0,620	
	In-groups	482	247,904	0,514			
	Total	484	248,396				

(1) Faculty of Education (2) Faculty of Science and Literature (3) Out of field

* $p < 0,05$

In the analysis of the perception level of the teachers in Table 10 with regard to the graduated schools, it is realized that the externally appointed teachers have better perception level than the teachers graduated from Faculty of Science and Literature. This is caused by the failure of teachers graduated from the Faculty of Education to identify the branch.

5. Results and Suggestions

5.1. Results.

- 49.7% of the principals and the teachers employed in elementary schools find the studies conducted during professional practices ineffective. Considering the answers, this issue is found ineffective with regard to the ratio of 70%.

- In the analysis of the way taken for the subjects of professional studies, 35.5% of the teachers failed to remember the previous works or give answers is an interesting case requiring to be analyzed of its consequences. This finding complies with the positive views of the principals and the teachers on the effectiveness of professional studies.

- According to the elementary school teachers, administration stands at the top of preferences in professional studies, whereas principals consider the preferences with regard to the required fields. Consequently, "convenience in preparation" is stated as a reason of preference.

- In determination of seminar subjects, the teachers state their opinions not received, whereas principals disagree with this view.

- In preparation of seminar subjects, using previous reports and the Internet preference step forward.

- In preparation of seminar subjects, the principals state to be encouraged accordingly to teachers, whereas the teachers argue they are encouraged.

- According to the teachers, the results of seminar reports are failed to be analyzed, whereas the principals state the results are mostly analyzed.

- The teachers underline the subjects of "Class management", "Content knowledge" and "Methods and techniques", "Assessment of the previous year", whereas the principals point out the studies are required to be concentrated on the subjects of "Content knowledge", "Class management", "Assessment of the previous year", "Psychological counseling and guidance" and "Assessment and evaluation".

- A significant difference appears between the perceptions and expectations of principals and teachers participating in the study. The expectation levels of the principals and teachers are of high level.

- The significant difference appears in the perception levels of the participants by their title.

- The significant difference appears between the participants with regard to the graduated school variable. The perception level of graduates from the Faculty of Education is found to be low whereas the perception of externally assigned teachers is found to be high.

5.2. Suggestions. As stated before, in order to increase the productivity of occupational studies, the following can be taken into consideration:

- Professional employment period practices should be handled by means of attracting the attention of teachers;

- The administrative measures directing the teachers to work with more freedom in seminar studies should be taken. In the selection of seminar subjects, principals and teachers should take joint decisions.

- The period for the analysis of the reports following a seminar should be transformed into a workshop with participation of all the teachers employed in a school. The preparation of reports following the seminar should be considered as unique studies.

- A part of time reserved for professional studies should be transformed into various in-service activities such as panels, seminars or conferences.

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