ASOS JOURNAL

The Journal of Academic Social Science

Akademik Sosyal Arařtırmalar Dergisi, Yıl: 9, Sayı: 113, Şubat 2021, s. 468-495

ISSN: 2148-2489 Doi Number: <http://dx.doi.org/10.29228/ASOS.49022>

Yayın Geliş Tarihi / Article Arrival Date
23.01.2021

Yayımlanma Tarihi / The Publication Date
28.02.2021

Tanju DEMİR

Milli Eğitim Bakanlığı, Eğitim Programları ve Öğretim
demir.tanju@gmail.com

Sevda DEMİR

Milli Eğitim Bakanlığı
sewda_41@hotmail.com

Doç. Dr. Ömer Faruk VURAL

Sakarya Üniversitesi
omervural@sakarya.edu.tr

A REVIEW OF IN-SERVICE TRAINING ARTICLES BETWEEN 2016-2020

Abstract

The aim of this study is to determine and examine the work done in the field of in-service training in Turkey between the years 2016-2020. In accordance with this purpose, the articles published at dergipark.org.tr, which provides electronic hosting and editorial process management services for academic refereed journals published in Turkey, were included in the study. The articles were subjected to descriptive analysis using the "Article Classification Form" and evaluated in terms of the year they were published, the number of authors, their topics, methods, data collection tools, sample characteristics and data analysis techniques. According to the results of the research, it was determined that 47 articles examined were published in 44 journals in total in 2016, 2017 and 2019. Most of the articles have been found to have more than one author. It was determined that studies conducted mostly focused on three subjects: "teacher education", "distance education" and "technology education in education" by taking the opinions of teachers. It has been determined that the research method preferred in the articles is mostly qualitative

method and as the data collection tool, mostly interview forms are used in qualitative studies and questionnaires / scales are used in quantitative studies. It was concluded that content and descriptive analysis were mostly used in the articles that included qualitative analysis techniques, and it was concluded that the articles using quantitative analysis techniques mostly used frequency/percentage values, mean/standard deviation. For future study, the articles on in-service training in Turkey and other countries may be comparatively examined.

Keywords: In-Service Training, Research Tendencies, Scientific Research.

2016-2020 YILLARI ARASINDAKİ HİZMETİÇİ EĞİTİM MAKALELERİNİN İNCELENMESİ

Öz

Bu çalışmanın amacı Türkiye’de 2016-2020 yılları arasında hizmetiçi eğitim alanında yapılan çalışmaları belirlemek ve irdelemektir. Bu amaç doğrultusunda Türkiye’de yayınlanan akademik hakemli dergiler için elektronik ortamda barındırma ve editoryal süreç yönetimi hizmeti sunan dergipark.org.tr adresinde yayınlanmış olan makaleler çalışmaya dâhil edilmiştir. Makaleler “Makale Sınıflama Formu” kullanılarak betimsel analize tabi tutulmuş ve yayınlandıkları yıl, yazar sayısı, konuları, yöntemleri, veri toplama araçları, örneklem özellikleri ve veri analiz teknikleri açısından değerlendirilmiştir. Araştırma sonuçlarına göre incelenen 47 makalenin toplam 44 dergide, ağırlıklı olarak 2016, 2017 ve 2019 yıllarında yayınlandığı belirlenmiştir. Makalelerin büyük bir çoğunluğunun birden fazla yazarlı olduğu saptanmıştır. Daha çok öğretmenlerin görüşlerinin alınarak gerçekleştirildiği çalışmalarda “öğretmen eğitimi”, “uzaktan eğitim” ve “eğitimde teknoloji eğitimi” olmak üzere üç konu üzerine yoğunlaştığı tespit edilmiştir. Makalelerde tercih edilen araştırma yönteminin ise çoğunlukla nitel yöntem olduğu, veri toplama aracı olarak nitel araştırmalarda en çok görüşme formu ve nicel araştırmalarda ise anket/ölçek kullanıldığı belirlenmiştir. Nitel analiz tekniklerine yer verilen makalelerde çoğunlukla içerik ve betimsel analiz, nicel analiz tekniklerine yer verilen makalelerde ise en fazla frekans/yüzde değerleri, ortalama/standart sapma kullanıldığı sonucuna ulaşılmıştır. Gelecekte, Türkiye ve diğer bir ülkenin hizmetiçi eğitim programları ile ilgili karşılaştırmalı bir çalışma yapılabilir.

Anahtar kelimeler: Hizmetiçi Eğitim, Araştırma Eğilimleri, Bilimsel Araştırma.

INTRODUCTION

In recent years, the business world has also been affected by the rapidly increasing social, economic and scientific changes. These effects cause competition in employees, workplaces and world countries. Information and concepts known as "new" are constantly being replaced by newer ones in the rapidly changing world (EARGED, 2008). Therefore, the public and private sectors have to develop their employees. Employee development can be provided by regular in-service training.

In-service training is systematic education-training activities that develop the skills of employees that will enable them to advance in their professions, keep up with their jobs and

develop and progress (Aytaç, 2000; Taymaz, 1992; Yalın, 2001). These trainings enable employees to adapt to the job and new events from their recruitment to the end of their retirement period, to increase their work efficiency, to renew themselves and to prepare for new tasks (MEB, 1988). In-service training is needed at workplaces for different reasons. The reasons such as the insufficient knowledge of a newly recruited employee about the job, the desire of the workplace to adapt to the technological changes in the sector, and the effort to be the leading institution in the sector can be counted. On the other hand, meeting the requests and the expectations of employees is one of the reasons for the need for in-service training (Doğançay, 2018).

The benefits of in-service training can be evaluated from two perspectives as individual and institutional. “Employee development” is essential in in-service training. The development of employees is important in terms of gaining the competencies they need to adapt to the social and economic changes brought about by the rapidly increasing knowledge and developing technology (Kayıkçı & Turan, 2017). In-service training enables employees to improve and adapt to changes, as well as increasing their performance and advancing their career. In addition, in-service training is the most effective tool to reduce costs and increase quality by saving money, time and energy by activating human and material resources in line with production purposes (Kestane, 2001). Tortop et al. (2007) state that in-service training increases work efficiency, increases employee morale, decreases control, increases compliance in the workplace, ensures the continuity of the workplace and reduces occupational accidents. Thus, when it is considered in terms of employers, increasing the performance of employees increases the productivity of the workplace by providing the production or service in the best way. With the help of the training, employees would be motivated, would feel special and would not feel inadequate as they learn the necessary information about doing the job and gain skills (Tiyek & Peker, 2015). In addition, training employees about the requirements of the job would prevent the effective and efficient use of labor and resources and the waste of country resources (Öztürk & Sancak, 2007). It can be said that the sum of all these individual and corporate benefits provided in the workplace with in-service activities will indirectly contribute to the development of the country.

In-service training can, of course, solve some problems in the workplace, but cannot eliminate all obstacles. There are many factors that limit training. For this reason, sometimes the expected outputs cannot be obtained from these trainings. Human resources are the leading factors that can limit the effectiveness of in-service training. Employees working in the workplace may not have sufficient basic knowledge to participate in training activities (Cin, 2008), may not believe in the need for training (Çalımfidan, 2007), or the educator may not have sufficient equipment (Doğançay, 2018). In addition, the fact that the content to be provided in the training is not cost-effective, does not have flexible time frames for the employee and brings an additional cost to the company, in-service training activities will cause negative results (Bacak et al., 2016). In this case, it would not be right to expect the in-service training activity to be efficient. In order to ensure the effectiveness of in-service training, the workplace should have a general in-service training policy that will include the entire process from determining the training needs of employees to the implementation and evaluation of in-service training (Bingöl, 2010). These policies, which are determined in line with the general purposes of the workplace, will allow in-service training activities to be carried out efficiently, despite all restrictive problems.

Although there is a belief that in-service education is important and necessary in public and private sector organizations in Turkey, it is seen that the level of effectiveness is not sufficient. The number of employees participating in in-service training activities, especially in public workplaces, is low. In addition, the fact that employees who participated in a small number of in-service training activities are employed in units that are not related to the training they received, and that the training provided is not reflected in their personal rights and wages reduces the interest in in-service training activities. In private workplaces, in-service training activities are mostly carried out for senior managers, while other employees receive training at insufficient and irregular intervals (Aytaç, 2000). Studies investigating the effectiveness of ongoing in-service training in Turkey show that the phase of planning, implementation and also evaluation is inadequate (MOE, 2010). It is observed that in-service training is given importance in each of the 5-year development plans since 1963 when Turkey has started to implement the planned periods, but the desired goals cannot be achieved. (Can, 2011). However, many scientific meetings and workshops held in recent years and efforts to find solutions for in-service training have enabled developments in this area (Gürel & Tanrıverdi, 2014). It can be said that day by day, in-service training practices vary according to many factors such as the size of the workplaces, production volumes, working styles, the characteristics of the sector they serve and the personnel employed (Şahin & Güçlü, 2010). Considering the economic background of many developed countries in the world, it is seen that great importance is attached to the education of manpower and large investments are made, and this situation constitutes the main source of the economic structure. Especially countries such as Germany, Japan, and the United States owe their high efficiency in economic structure to their successful applications in in-service training activities (Öztürk & Sancak, 2007). In countries such as the United States of America, France and Sweden, there are central qualified training institutions to provide in-service training for employees. For example, the training institution SPU, which operates under the Ministry of Public Administration in Sweden, both provides in-service training of public officials and provides consultancy services (Can, 2011).

The general principle of in-service training is the rapid increase in knowledge and the inadequacy of pre-service training throughout the professional life of individuals due to developing technology. For this reason, there is a lifelong education process (Erdem & Şimşek, 2013). In order to achieve success in education, it is important to choose the determined goals and appropriate training management. For this reason, employee needs should be determined in in-service training and objectives should be set forth in this direction. Choosing the training method requires understanding the structure of the workplace and profession and job descriptions. Choosing a successful and quality training method is important for both employees and the workplace. In addition, the continuous evaluation and development of the training methods by the users and beneficiaries will contribute to the improvement of the quality of education. (Pınar, 1999, cited in Mahmutoğulları, 2015). With the determination of the training objectives and the selection of the appropriate method, the training needs and inadequacies of the employees will be eliminated, adaptation to new developments and the productivity of the workplace will be increased. In-service training methods, in the most general sense, can be expressed as “on-the-job training” performed in real environments preferred by many workplaces when well organized, and “out-of-the-job training” that is complementary to the working conditions of the employees (Öztürk & Sancak, 2007).

It is an important step to demonstrate the efficiency of in-service training activities and evaluate them in terms of guiding them in future trainings. Evaluation is adjudgement on the degree of achievement of previously determined goals in planned activities. Evaluation in in-service training is determined according to the degree of achievement of the goals and the knowledge and skills that the employees have recently acquired. A comparison is made between the desired change or acquired behavior and the expected. At the end of this comparison, sufficient and inadequate practices of education are determined. The training process is developed in insufficient parts. Therefore, evaluation is a restorative and complementary phase (Ertürk, 2016).

Up to now, the concept of personnel development, development of human resources, continuous education, professionalism, and organization's renewal has increased the importance of in-service activity in the literature (Özdemir, 1997). In order to reveal the importance of in-service training better, which is a way of keeping up with the constantly renewed world, it is necessary to examine the studies carried out in this field. In-service training articles published between 2016-2020 are presented in Table 1.

Table 1: In-service training articles published between 2016-2020

Years	
2016	(Küçüktepe, 2016; Çelen & Seferoğlu, 2016; Güler & Çavuş, 2016; Mede & Işık, 2016; Satmaz & Evin Gencel, 2016; Öztürk, at al. 2016; Demircioğlu, et al. 2016; Sabah & Çekin, 2016; Sarıtepeci, et al. 2016; Babacan & Özey, 2016; Feyzioğlu, et al. 2016; Baykan & Oktay, 2016
2017	Özavcı & Çelikten, 2017; Keleşoğlu & Yiğit, 2017; Kayıkçı & Turan, 2017; Aydın & Kartal, 2017; Şahin & Türkoğlu, 2017; Bağ & Çeviker Ay, 2017; Ceylan & Gündoğdu, 2017; Vezir Oğuz, 2017; Kara & Karakoç, 2017; Sezer, et al. 2017; Buğdaylı & Akyürek, 2017; Babacan & Özey, 2017
2018	Aktaş, 2018; Eviren, 2018; Topa Çiftçi, 2018; Sönmez, et al. 2018; Özbek, et al. 2018;
2019	Mustaches, 2019; Sezer, et al. 2019; İnce, et al. 2019; Babacan & Özey, 2019; Tekin, Özaydınlık, 2019; Öztürk & Öztürk, 2019 (2 publications); Sönmez, et al. 2019; Soydan & Ünal, 2019; Karbuz, 2019; Ayra & Kösterelioğlu, 2019; Çetin, 2019
2020	Tekin, 2020; Kaya, 2020; Göçer, et al. 2020; Arıkboğa, 2020; Sezer, et al. 2020; Noise, et al. 2020)

The studies in the table have been published in journals mainly in the fields of education and training, social sciences, humanities, science, management sciences, geography, electronics, computer, mathematics, sports and nursing, which include in-service training researches.

When examining the literature in Turkey, it was seen that there were various studies in which articles made in the field of education or in different fields between 2016-2020 were examined (Kılıç & Arslan, 2016; Mut, et al. 2017; Güler, et al. 2017; Ünişen, 2017; Doğan & Tok, 2018; Hüseyinbaş, et al. 2018; Hatipoğlu, 2019; Dede & Arslan, 2019; Özkara, 2019; Asan, et al. 2020; Maden, 2020; Yılmaz, et al. 2020; Altay, 2020). However, it has not been found in the literature to examine the studies on in-service training, which is a part of the field of education. According to Sözbilir, et al. (2013), it can be said that how a branch of science or field will shape in the future depends on understanding the changes and main tendencies in the relevant

branch or field. By examining the studies in any field, a better definition of that area can be provided (Kılıç & Arslan, 2016). The change and direction of the studies can be determined with the results of the studies examined in a certain time period (Ozan & Köse, 2014).

It is thought that this study will contribute to the field in terms of determining, examining and presenting the results of the up-to-date articles published between 2016-2020 on the "in-service training" of institutions, employees and especially teachers who feel the need to improve themselves and try to stay in competition within the framework of the continuous renewal of information.

The aim of the study is to search what studies on in-service training were conducted in Turkey, and to determine and examine what subjects they concentrated in, what research methods they used in these studies in the years between 2016-2020 (last 5 years).

For this purpose, answers to the following questions were sought:

1. What are the names of the journals which published articles on in-service training in Turkey between 2016-2020?
2. How is the distribution by years of the articles on in-service training in Turkey between 2016-2020?
3. By how many authors have the articles on in-service training in Turkey between 2016-2020 been written?
4. What are the purposes of writing articles on in-service training published in Turkey between 2016-2020?
5. What topics are studied in articles on in-service training published in Turkey between 2016-2020?
6. What are the research methods and sub-steps of articles on in-service training published in Turkey between 2016-2020?
7. What are data collection tools of articles on in-service training published in Turkey between 2016-2020?
8. How are the sample groups of articles on in-service training published in Turkey between 2016-2020?
9. What are the sample sizes of articles on in-service training published in Turkey between 2016-2020?
10. What are data analysis techniques of the published articles related to in-service training

in Turkey between 2016-2020?

METHOD

Document analysis, one of the qualitative research methods, was used in this study. Document analysis is a qualitative research method used in the analysis of written data with a certain care and order. (Wach & Ward, 2013).

In this study, in which the research tendencies of the articles published in journals that include studies in the field of in-service training will be determined, it is aimed that the studies to be

examined are up-to-date. Assuming that the studies published in 2016 and later are up to date; 70 articles on in-service training published between 2016 and 2020 were found by applying the search filter “title:”hizmet içi eğitim” AND pubyear:>=2016 AND pubyear:<=2020” AND “title:”hizmetiçi eğitim” AND pubyear:>=2016 AND pubyear:<=2020” in web address “dergipark.org.tr” which is an online hosting service and an editorial workflow management system running within TUBITAK ULAKBIM for peer-reviewed academic journals published in Turkey. Among these 70 articles, studies published in the 1970s, 1980s, 1990s, and published after 2016 were not included in our research. In the search results, the articles we came across despite being published in 2015, one letter to the editor, and one conceptual evaluation based on the literature review weren’t included in our study. After the removed studies, a total of 47 articles published in 44 different journals were examined within the scope of the research.

The data collected within the scope of the study were analyzed by descriptive analysis method. The data obtained in the descriptive analysis method are presented to the reader by summarizing and interpreting. The remarkable views of the interviewees are included in the study by direct quotation by the researcher (Yıldırım & Şimşek, 2018).

Validity and Reliability

Two principles, validity and reliability, guided the researchers in the studies carried out at every stage of the research process. Researchers worked together to determine the articles for the study. A consensus was reached as a result of the articles on in-service training accessed by scanning the articles published in journals on the journalipark.org.tr website, which provides the visibility of academic refereed journals in electronic environment in Turkey. Articles published between 2016-2020 were also included in the study. While classifying the articles included in the study, first of all, each researcher evaluated five articles determined by the first researcher individually, then came together and classified the same five articles together. A common idea was gathered and a solution was achieved, by discussing the conflict situations. Thus, a consensus was reached on the points to be considered while classifying the articles and the points that may be hesitated in classification. Later, the remaining articles were classified by two researchers, after the classification was completed, the first researcher compared both classifications and exchanged ideas with other researchers to correct the conflicts. Before the analysis of the obtained data, the data was transferred to the Microsoft Excel program by the second author, and all checks were made for spelling mistakes, multiple records of the data and lost data by the other authors. After the existing errors were identified and corrected, the analysis process started. According to Altheide (1996), it can be said that the analysis is "reliable" if the same result is achieved with the opportunity to analyze the research data by other readers. For this reason, themes and codes were created and evaluated by other authors under the supervision of the first author in the analysis of the data. In addition, the raw versions of the research data were shared with an expert faculty member in the field of qualitative research as an independent researcher and s/he was asked to produce themes and codes related to these data. Then, the researchers came together with the independent researcher to compare the themes and codes obtained from the independent researcher. The themes and codes that were agreed upon were determined, and the study data were tabulated by creating findings based on these themes and codes. Cresswell (2007) pointed out that the harmony between coders is an important factor that ensures reliability in qualitative research. In order to provide meaning and visibility of the information in the tables along with the code and themes by the readers, quotations are included in the explanations under the tables. Finally, the conceptual

dimension, method, design, data collection tools, data collection process and analysis and reporting sections of the study were examined as a whole by another faculty member specialized in qualitative research. The final version of the study report was prepared within the framework of the feedback from the expert.

FINDINGS

The articles that have been published in-service training in Turkey between 2016 and 2020 are analysed with the article classification form developed by Sözbilir and Kutu. The article classification form consists of six sections including "general information of the article", "article subject", "research method", "data collection tools", "sample group/size" and "data analysis techniques". Findings obtained using this form are as follows:

General information of the articles

The frequency and percentage values of the general information about the publication year of the articles and the number of authors are given in Table 2, Table 3 and Table 4.

"What are the journals where the articles published related training services in Turkey between 2016-2020?" findings for the sub-problem are given in Table 2.

When Table 2 was examined, it was seen that 47 articles examined within the scope of the study were published in 44 journals in total.

Table 2: Number of Journals and Articles Reviewed

<i>Journal Name</i>	<i>Number of Articles</i>
Abant İzzet Baysal University Journal of Faculty of Education	2
Journal of Contemporary Administrative Sciences	2
Kastamonu Education Journal	2
Academy Journal of Educational Sciences	1
AIBU Journal of Graduate School of Social Sciences	1
Akdeniz Journal of Education	1
Akdeniz University Journal of the Institute of Social Sciences	1
Journal of Aksaray University Faculty of Economics and Administrative Sciences	1
Amasya Education Journal	1
Anatolian University Journal of Economics and Administrative Sciences	1
Ankara University Journal of Faculty of Educational Sciences	1
Atatürk University Journal of Graduate School of Social Sciences	1
Bartın University Journal of Faculty of Education	1
Bayburt University Journal of Education	1
Buca Faculty of Education Journal	1
Cukurova University Faculty of Education Journal	1
Journal of Education and Humanities	1
Journal of Theory and Practice in Education	1
Erzincan University Journal of Education Faculty	1
Eurasian Journal of Educational Research	1
Journal of Research and Development in Nursing	1
International Journal of Active Learning	1
International Journal of Geography and Geography Education	1

Inonu University Journal of the Graduate School of Education	1
Inonu University Journal of the Faculty of Education	1
Journal of Computer and Education Research	1
KSU Journal of Social Sciences	1
Journal of Theoretical Educational Science	1
Marmara Journal of Geography	1
International Journal of Geography and Geography Education	1
Journal of National Education	1
Mustafa Kemal University Journal of Social Sciences Institute	1
Necatibey Faculty of Education, Electronic Journal of Science and Mathematics Education	1
The Journal of Limitless Education and Research	1
Ondokuz Mayıs University Journal of Sports and Performance Researches	1
The Journal of International Lingual, Social and Educational Sciences	1
Trakya Journal of Education	1
Turkish Journal of Computer and Mathematics Education	1
Turkish Journal of Educational Studies	1
Turkish Online Journal of Qualitative Inquiry (TOJQI)	1
International Journal of Scholars in Education	1
International Journal of Political Studies	1
OPUS International Journal of Society Researches	1
YYU Journal of Education	1
Total	47

“How is the distribution by years of the articles on in-service training in Turkey between 2016-2020?” findings for the sub-problem are given in Table 3.

Table 3: Publishing year of articles

Publication Year	<i>f</i>	%
2016	12	25,5
2017	12	25,5
2018	5	10,6
2019	12	25,5
2020	6	12,8
Total	47	100

When Table 3 is examined, it is seen that the articles published on in-service training were concentrated in 2016, 2017 and 2019. It was determined that the number of articles published in the type of in-service training in 2018 and 2020 was quite low. According to the results of the screening as of December 2020, 6 (12.8%) articles were published in 2020.

“By how many authors have the articles on in-service training in Turkey between 2016-2020 been written?” findings for the sub-problem are given in Table 4.

Table 4: Number of authors of articles

Category	<i>f</i>	%
1 Author	11	23,4
2 Authors	23	48,9
3 Authors	9	19,1
4 Authors	4	8,5
Total	38	100

According to Table 4, articles on in-service training generally have two authors. After that, it has one author or three authors.

Subjects of the Articles

The articles examined within the scope of the study were examined according to their purposes and grouped into subject areas.

"What are the purposes of writing articles on in-service training published in Turkey between 2016-2020?" the frequency and percentage values for the sub-problem are given in Table 5.

Table 5: The purpose of the articles

Category	<i>f</i>	%
Determining the opinions of the participants	17	36,2
Determination of needs	13	27,7
Evaluation of applications	12	25,5
Examination of online platforms	2	4,3
Other	3	6,4
Total	47	100

As seen in Table 5, when the articles are examined according to their purposes, it is seen that most of them are based on the opinions of the participants (36.2%). The category of "determining the opinions of the participants" was determined in relation to the studies examining the opinions, suggestions and experiences of the trainees participating in the in-service training about the in-service training program they attended. 13 of the studies (27.7%) appear as "Evaluation of applications" category. The category of "evaluation of applications" was determined based on the studies where the effectiveness of in-service training was detected and evaluated. The category of "Determination of needs" is (25.5%) of all studies, and it has been determined according to the expectations and needs of the participants, most of whom are teachers. The category of "Examining online platforms" included in 2 studies was determined based on the studies for conducting in-service training online and distantly. It can be said that most of the studies on in-service training in recent years have been based on the opinions and evaluations of the participants, especially teachers, on in-service training. Some of the purposes of the articles are quoted exactly and presented below:

"In this study, it was aimed to determine the status of the in-service training (IST) studies in which teachers participated, based on the teachers' opinions, to evaluate and improve the IST studies for teachers." (A1)

"This study was conducted to determine the in-service training needs of geography teachers, one of the teaching branches." (A6)

"The aim of this study is to evaluate the 30-hour in-service training program titled "Innovative History Teaching "conducted for teachers working in Muş province, based on teachers' opinions. (A5)

"What topics are studied in articles on in-service training published in Turkey between 2016-2020?" while the frequency and percentage values related to the sub-problem are given in Table 6, the frequency and percentage values regarding the distribution of the branches of the teachers in the articles on teacher education are given in Table 6.a.

Table 6: Topics studied in the articles

Category	<i>f</i>	%
Teacher training	29	61,7
Education of Technology use in teaching and learning	5	10,6
Distance learning	4	8,5
Other	9	19
Total	47	100

When Table 6 regarding the sixth research question is examined, it is seen that the topics that make up more than 75% of all studies are grouped under three headings. These are teacher education, distance education and Education of Technology use in teaching and learning. Other studies are on the training of staff in different sectors, ethical education and adult education. Some of the topics studied on in-service training in the articles are quoted exactly and presented below:

"Needs Based In-Service Training Activity Application" (A4)

"Examining Teachers' Views About In-Service Training Programs Using Distance Education" (A10)

"Investigation of Teachers' In-Service Training Needs in Instructional Technologies within the FATİH Project" (A8)

"In-Service Training in Municipalities and the Role of Municipal Unions" (A22)

Table 6.a: Branch distribution of teacher training

Category	<i>f</i>	%
Primary school teachers	6	20,69
Geography teachers	3	10,34
Pre-school teachers	3	10,34
Science teachers	2	6,90
School Administrators	2	6,90
Music teachers	2	6,90
History teachers	1	3,45
Chemistry teachers	1	3,45
P.E teachers	1	3,45
English teachers	1	3,45
Science and art centre teachers	1	3,45
Branch teachers	1	3,45
Other	5	17,24
Total	29	100

When Table 6.a is examined regarding the branch distribution in the articles on teacher training, it is seen that the trainings are given in various branches. These are primary school teachers, geography teachers, preschool teachers, science teachers, school administrators, music teachers, history teachers, chemistry teachers, physical education teachers, English teachers, teachers working in science and arts centres and branch teachers.

Research methods of articles

"What are the research methods and sub-steps of articles on in-service training published in Turkey between 2016-2020?" while the frequency and percentage values for the sub-problem are given in Table 7, the values for the sub-steps of the research methods used in the articles are given in the tables 7a, 7b and 7c.

Table 7: Research methods of articles

Category	<i>f</i>	%
Qualitative	22	46,8
Mixed	14	29,8
Quantitative	11	23,4
Total	47	100

It is seen that qualitative studies are predominant in the in-service training studies conducted as in Table 7. Apart from this, it has been determined that there are mixed and quantitative studies as well.

The frequency and percentage values for the type of method used by the articles using the quantitative method are given in Table 7a.

Table 7.a: Sub steps of the Quantitative Method

Category	<i>f</i>	%
Descriptive Scanning Method	9	81,8
True Experimental	1	9,1
Semi Experimental	1	9,1
Total	11	100

When the articles preferring the quantitative method were examined, it was determined that 9 (81.8%) articles were conducted descriptively, 1 article (9.1%) was conducted as true experimental and 1 (9.1%) article was conducted as semi-experimental. In the study, it is seen that descriptive scanning is mostly used as a quantitative method. The purpose of descriptive research is to explain the investigated situation completely and accurately.

The frequency and percentage values for the type of method used by the articles using the qualitative method are given in Table 7b.

Table 7.b: Sub-steps of the Qualitative Method

	Category	<i>f</i>	%
Interactive	Case Study	14	63,6
	Phenomenology	6	27,3
	Sub-Total	20	90,9
Non-interactive	Document analysis	2	9,1
	Sub-Total	2	9,1
Total		22	100

As seen in Table 7b, interactive methods were preferred in 20 (90.5%) of the articles using the qualitative method, while non-interactive methods were preferred in 2 (9.5%). Among the interactive methods, it has been the most preferred case study.

Table 7.c: Sub steps of the Mixed Method

Category	<i>f</i>	%
Explanatory (Quantitative / Qualitative)	8	57,1
Variation (Qualitative + Quantitative)	6	42,9
Exploratory (Qualitative / Quantitative)	-	-
Total	14	100

Explanatory pattern was preferred in 8 (57.1%) of the articles in which the mixed method was used by using both quantitative and qualitative methods together and reduced the limitations of both methods, while variation pattern was preferred in 6 (42.9%).

Data collection tools of articles

"What are data collection tools of articles on in-service training published in Turkey between 2016-2020?" findings for the sub-problem are given in Table 8.

Table 8: Data collection tools of articles

Category	Subcategory	f	%	Category	Subcategory	f	%
Interview form	Semi-Structured	18	26	Questionnaire	Likert Type	22	32
	Structured	6	9		Open ended	5	7
	Unstructured	2	3		Other	3	4
	Focus Group	1	1		Total	30	44
	Total	27	40				
Achievement Tests	Multiple choice	4	6	Other	Diary	2	3
Documents		4	6		Thinking Out loud	1	1
GRAND TOTAL						68	100

As seen in Table 8, when the data collection tools used in the articles are examined, it is seen that the most frequently used data collection tools are questionnaire / scale (f = 30) and interview form (f = 27). Other measurement tools used were documents (f = 4), achievement tests (f = 4) and other (f = 3).

The frequency values of data collection tools of the articles using the quantitative method are given in Table 8a.

Table 8.a: Quantitative method data collection tools

Category	Sub-category	f	%
Questionnaire	Likert	11	84.6
	Other	1	7.7
Achievement Tests	Multiple Choice	1	7.7
Total		13	100

As can be seen in Table 8.a, it is seen that in the articles where the quantitative method is used, the Likert type (f = 11) measurement tool is mostly used in the questionnaire / scale category as the data collection tool.

The frequency values of data collection tools of the articles using the qualitative method are given in Table 8b.

Table 8.b: Qualitative method data collection tools

Category	Sub-category	<i>f</i>	%
Interview Form	Semi-Structured	13	56,5
	Structured	3	13
	Unstructured	2	8.7
Documents	Documents	3	13
Other	Dairy	1	4.3
	Thinking out loud	1	4.3
Total		23	100

As can be seen in Table 8.b, it is seen that semi-structured ($f = 13$) measurement tool is mostly used in the interview form category as the data collection tool in the articles using the qualitative method. In addition, documents ($f = 3$), structured ($f = 3$) and unstructured interview forms ($f = 2$) were used in data collection.

The frequency values of data collection tools of the articles using the mixed method are given in Table 8c.

Table 8.c: Mixed method data collection tools

Category	Sub-Category	<i>f</i>	%
Questionnaire	Likert	11	34
	Open ended	5	16
	Other	2	6
Interview Forms	Semi-structured	5	16
	Structured	3	9
	Focus Group	1	3
Documents	Documents	1	3
Achievement Tests	Multiple Choice	3	9
Other	Diary	1	3
Total		32	100

As can be seen in Table 8.c, it is seen that semi-structured ($f = 8$), structured ($f = 3$) measurement tools are mostly used in the interview form category as data collection tool in the articles using the mixed method. Likert type questionnaire ($f = 4$), open-ended questionnaire ($f = 3$) and multiple-choice achievement test ($f = 2$) data collection tools were used in the articles using mixed method.

Sample group / size of articles

"How are the sample groups of articles on in-service training published in Turkey between 2016-2020?" The frequency values for the sub problem are shown in Table 9.

Table 9: Sample groups of articles

Category	<i>f</i>	%
Secondary school (6-8)	1	2
High school	3	5
Associate degree	2	4
Bachelor's	8	14
Post-graduate	6	11
Teachers	34	61
Managers	2	4
Total	56	100

When the sample groups of the articles were examined within the scope of the study, it was found that the level of education was given as the sample group in some articles, and the position worked in some articles. As can be seen in Table 8, it is seen that teachers ($f = 34$) are mostly used in the examined articles. In terms of education level, bachelor's level was preferred most as the sample group.

"What are the sample sizes of articles on in-service training published in Turkey between 2016-2020?" the frequency values for the sub-problem are given in Table 10.

Table 10: Sample sizes of articles

Category	<i>Between 1-10</i>	<i>Between 11-30</i>	<i>Between 31-100</i>	<i>Between 101-300</i>	<i>Between 301-1000</i>	<i>Total</i>
Quantitative	-	-	4	3	4	11
Qualitative	5	12	3	2	-	22
Mixed	-	1	8	2	3	14
%	10,6	27,7	31,9	14,9	14,9	100
Total	5	13	15	7	7	47

The sample sizes used in all of the articles examined in the study are specified. While the sample sizes seen in Table 10 are revealed, the documents examined in a document review article have been tabulated by including the sample size. When the articles are examined, it is seen that there are $5 + 13 + 15 = 33$ articles with a sample size of 1-100, and $7 + 7 = 14$ articles with a sample size of more than 100. When we look at the sample sizes according to the methods; In most of the articles using quantitative method, a sample size of more than 100 was preferred. It is seen that more than half of the articles using the mixed method have a sample size of 31-100.

Data analysis techniques of articles

"What are the techniques of data analysis published articles related training services in Turkey between 2016 2020?" the frequency values for the sub problem are given in Table 11.

Table 11: Data analysis techniques of articles

Category	Sub-Category	<i>f</i>	%
Descriptive	Frequency / percentage	24	26
	Mean / Standard deviation	12	13
	<i>Total</i>	36	39
Predictive	t test	8	9
	Anova	7	7
	Correlation	1	1
	Regression	1	1
	Bonferroni	1	1
	Chi-Square Test	1	1
	Nonparametric	1	1
	<i>Total</i>	20	21
Qualitative	Content Analysis	19	20
	Descriptive Analysis	19	20
	<i>Total</i>	38	40
TOTAL		94	100

94 data analysis techniques were identified in 47 articles within the scope of the study. The reason for this is that more than one data analysis technique is used in some articles. When the data analysis techniques of the articles were examined, it was seen that 36 were used descriptive, 20 were predictive and 38 were using qualitative analysis techniques. Frequency / percentage values were calculated in 24 of the articles that had descriptive analysis and mean / standard deviation values were calculated in 12 of them. T-test ($f = 8$) and analysis of variance ($f = 7$) were used in the articles for predictive analysis. When qualitative analysis techniques were examined, content analysis was preferred in 19 of the articles and descriptive analysis techniques were preferred in 19 of the articles.

CONCLUSION, DISCUSSION AND SUGGESTIONS

Conclusion and Discussion

In this study, it is aimed to evaluate the articles published in the field of "In-Service Training" between the years of 2016-2020 in terms of the year of publication, the number of authors, subject areas, method, data collection tools, sampling characteristics and data analysis techniques and to determine the research tendencies in the field of in-service training. These results have been reached in the direction of this aim:

- It was seen that 47 articles examined within the scope of the study were published in 44 journals in total.

- As a result of the research, it was determined that the articles published between 2016-2020 concentrated in 2016 and 2017, while the number of publications was very low in 2018 and increased after 2019. This result is in line with the fact that the number of articles on "education" published in the database used for the research in 2016 and 2019 is higher than in other years.
- It has been determined that most of the articles in these journals have two authors. The reason for this may be that the two authors perform a faster and more qualified work by benefiting from each other's experiences and dividing the work. Similarly, in the articles examined by Hatipoğlu et al. (2018) and Kutluca et al. (2017), it was determined that the majority of the articles had two authors. The fact that the articles were written by more than one person can be explained by the academic career studies of the researchers. The decrease in the academican score, inversely proportional to the number of authors, constitutes an obstacle to the high number of authors (Ekşioğlu, et al. 2014).
- Most of the articles were prepared after examining the opinions of teachers who attended in-service training. It can be said that taking the opinions of teachers working in the educational activity as the target beneficiaries of in-service training activities has an important role in the effectiveness of the activities and in bringing solutions to the problems encountered in practice from an academic perspective.
- It has been determined that more than 75% of the articles included in the study focus on three subjects: "teacher education", "distance education" and "technology education in education". Other studies examined were determined to be on "training of personnel in different sectors", "ethics education" and "adult education". The reasons for this result are thought to be that teachers need education in order to adapt to innovations due to the increasing use of rapidly developing educational technologies in education and training environments with frequently changing teaching programs in recent years.
- It has been determined that most of the research method preferred in studies conducted in the field of in-service training is qualitative method. The qualitative method may have been preferred since the research includes studies based on the opinions of the practitioners and it is desired to obtain in-depth information in these studies. Hüseyinbaş et al. (2018) found that the qualitative method was mostly used in the study, which is similar to this finding. On the other hand, it was determined that the most preferred research method in the trend studies of Maden (2020) and Özyaydın Özkara (2019) was the quantitative method. According to Kutluca et al. (2017), the reasons why quantitative studies are preferred more than mixed and qualitative studies are that the sampling can be accessed faster, and the data can be interpreted more easily. In addition, Harry, Sturgers, and Klinger (2005) stated that working with a qualitative method is more difficult than a quantitative method because it requires making decisions for unique situations.
- Among the articles examined within the scope of the research, it was determined that the descriptive survey model was used mostly in the studies conducted with quantitative method. Descriptive research is the most widely used type of research in educational research because researchers describe the characteristics of individuals, communities, and sometimes physical places (Büyüköztürk, et al. 2020). In studies conducted with qualitative method, it was determined that the case study model was used more. Case

study can provide comprehensive information into events and actions. (Brown, 2008). It can be said that the reason why this method is mostly preferred in these studies is that the case study provides rich and important information about the subject. Document analysis is preferred among non-interactive methods. In the articles using the mixed method, which reduces the limitations of both methods by using both quantitative and qualitative methods together, descriptive design and variation design were preferred.

- It was observed that the articles used mostly interview forms as a data collection tool in qualitative research while mostly questionnaires / scales were used in quantitative studies. Altay (2020), Yılmaz et al. (2020), Doğan & Tok (2018) and Kılıç & Arslan (2016) determined that the most data were collected with questionnaires / scales and interview forms. The semi-structured interview form, which is prepared before the interview and allows to obtain information in a certain order, provides considerable convenience for researchers (Yıldırım & Şimşek, 2018). Besides, the fact that it is easy to apply, encode and measure made Likert type scales preferred in education, social sciences and other fields (Spector 1992; Edmondson, 2005, cited in Turan, et al. 2015).
- When the sample groups of the articles were examined within the scope of the research, it was concluded that studies were conducted with the most bachelor's degree participants and teachers. Hatipoğlu et al. (2018), it is seen that teachers mostly worked with teachers, while Özyayın Özkara (2019) worked mostly with undergraduate and teachers. In-service training is thought to be the most necessary for the education community due to the deficiencies in pre-service training, the large number of staff and the developments in education. For these reasons, in-service training is mostly seen in the education community (Çiftçi, 2008; Kayabaş, 2008).
- Among the articles examined within the scope of the research, it has been determined that the sample size is more than 100 in the quantitative method. Maden (2020) and Kutluca et al. (2017) found that more than 100 sample groups were used in the study, which is similar to this finding. According to Karasar (2017), the sample size should not be less than a hundred in order to obtain a normal distribution from the data in social science researches. It is more appropriate if the sample size is between three hundred and four hundred. Although a sample size of 0-30 is preferred in most of the articles using qualitative method, we can say that various sample sizes are used. In most of the studies conducted with qualitative method, the sample size was determined to be between 0-30. The reason for this is that according to Patton (1990) there is no standard for determining the sample size for qualitative studies (cited in Büyüköztürk, et al. 2020).
- Qualitative and quantitative data analysis techniques were used in the articles. In the articles that include qualitative analysis techniques, mostly content and descriptive analysis were made. Frequency/percentage values, mean/standard deviation were used the most in the articles using quantitative data analysis. Altay (2020) found that content analysis was mostly used as a data analysis method. According to Doğan & Tok (2018), the reason for using descriptive statistics in studies is that the data can be interpreted and explained more easily.

Suggestions

- This research was conducted on journals listed in “dergipark”. Other databases can be searched to examine different studies.
- Research can be conducted on the trends of the studies published on in-service training in different countries.
- Research can be conducted in the years before 2016 to cover broader years on the studies about the in-service training published in Turkey or in the world.
- Comparative research (research method, sample size/group and data analysis techniques, etc.) can be conducted on studies with a single author or multiple authors
- Research can be conducted in which the purposes of in-service training studies are analyzed with content analysis.
- Bibliometric studies can be done on in-service.
- Studies on in-service training can be examined with meta-analysis method.
- New research can be done by developing the article review form used in the research or by using a different article review form.
- Studies with different or the same sizes/groups of samples can be examined, and comparative studies can also be done.
- Studies with the same or different data analysis techniques can be investigated in detail.
- Only articles were considered in this research. This subject can also be done by examining theses and papers by different researchers.
- Citation analysis was not performed in this study. Citation analysis studies can be conducted to evaluate the depth of progress in the field.
- Comparison can be made by examining the research tendencies of several countries close to each other in the rankings of universities in the world.
- The articles on in-service training in Turkey and other countries may be comparatively examined.

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Annexes

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