

Views of School Directors Related to In-service Training Activities within the scope of Developing the Institutional Administrative Skills of School Directors

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In-service training is an education for staff at all levels working in the public or private organizations and institutions, beginning of working until retirement; profession adapt and improve their efficiency, knowledge and experience to freshen up, new developments in order to ensure compliance and to prepare for the tasks ahead commissioned education. In-service training is an education for teachers and administrators to adapt to developments in their careers, to become efficient, not to left behind the developments, and all kinds of professional satisfaction. School administrators that schools become a learning organization, in-service training of employees taking advantage of the knowledge, understanding and the surrounding area offer opportunities to develop over time. Therefore, changing schools, social, environmental, political and technological development can keep up with all kinds of school to develop its vision and strategies for change, learning, and to encourage continuous improvement in-service training for school administrators need to determine the views and opinions of education policies.

The aim of this research is to specify the views of school directors and diversity of views related to in-service training activities within the scope of developing the institutional administrative skills of school directors. In this research, semi-structured interview method, one of the qualitative research methods, has been used. Interviewing has been carried out through voice records and taking notes. Data analyses have been done within the scope of hermeneutical paradigm. Content analysis has been used in order to analyse the interview data and themes and sub-themes have been constituted. The target population of the research is consisted of 20 school directors working in the city centre of Eskişehir having joined in-service training activities in 2012-2013 academic years.

It has been seen at the end of the research that the school directors, within the scope of developing their administrative skills, generally expressed a negative opinion about in-service training in the themes such as increasing their administrative experiences, occupational development and performance, promotion and developing motivation. However, the school directors expressed a positive opinion about the role of in-service training in the themes such as increasing their awareness and knowledge level with regard to the current legislation and changes in the regulations, increasing their level of learning the current approaches and methods in the field of institutional administration.

It is concluded at the end of the research that school directors have different views with regard to in-service training in the themes such as type of participation (obligatory / via application through), aims of participation, durations of in-service training programs, time of in-service training program (within the academic year / outside the academic year), type of in-service training (centralised / local / e-in-service) and content of in-service training. Suggestions are listed like this; in-service training activities should be not seminars but real courses which test applied examinations at the end of it instead of only getting to certificate; in-service training certificate should be taken as a criteria for school administrators careers while budgeting, career steps.

Keywords: In-service training, school directors, administrative skills, occupational development, educational administration.