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A RESEARCH ON THE EFFECT OF IN-SERVICE TRAINING PROGRAMS ON INDIVIDUAL CAREER MANAGEMENT: THE CASE OF KONYA ORGANIZED INDUSTRIAL ZONE

Adnan Celik, Namik Ata

ABSTRACT

In-service training is a concept that increases the productivity, motivation, employee quality and decreases labor turnover in the organizations. It is an important part of the vocational education of our country. The career plan is the professional life of an individual who wants to realize it. Education and careers are two issues that complement each other. This study was conducted to determine the effect of in-service training programs on individual career management in the organizations. The research was applied in the 3rd Organized Industrial Zone in Konya. It is hoped that it will fill the lack of the studies applied in the organizations in the literature, the universe of the study, which was conducted by simple random sampling method, consists of 610 people working in seven different enterprises. The number of the questionnaires were 298 which were returned and 289 of them were accepted as valid. The questionnaire has been consisted of 30 questions related to the perception of in-service training and 19 questions related to personal career plan scale. Cronbach's Alpha value for reliability analysis for in-service training was 0,953 and personal career plan scale was found as 0.863. As a result of the analysis, it has been determined that in-service training programs have been a significant and positive effect on individual career management and sub-dimensions of it.

Key Words: In – Service Training, Individual Career Management, Organizations, and Enterprises

INTRODUCTION

Education is a concept which we encounter in every phase of our lives. It first starts in the family, then continues with our school life. Today, the most important investment is the investment that is made on human beings. The best investment that would be made on human beings is to educate them. Human resource, which is the most valuable asset of organizations, can lead them to success thereby preventing bankruptcy. Organization owners, who are aware of this, have to consider the education phenomenon in every stage of production.

Many elements can be stated as the indicators of success in human relationships and business life such as “technical skills, knowledge, mental skills, emotional intelligence, interest in a certain line of business, public health etc.”. However, career and career goals have undeniable importance in that period (Baltaş, 2008: 1; Şimşek et al., 2008: 340). Career is a phenomenon which is shaped with the decisions people take. While giving these decisions, education becomes an important component of these decision-making processes. Individuals may experience continuous unhappiness if they don't take decisions according to their

personalities, structures, skills, features and desires while choosing their career. Individual career planning begins in childhood. Humans take the most prestigious occupations as a goal, albeit unconsciously. But, when they grow up and make a decision for the university, they make up their minds better and keep their feet on the ground to decide how to build their career while considering today's conditions.

This study which is titled as "A Research on the Effect of In-Service Training Programs on the Individual Career Management" consists of three main parts. In conceptual framework which is mostly based on literature information; studies about the in-service training, individual career management, relationship between the in-service training and individual career with in-service training and individual career management are included. The research models and hypotheses are included in conceptual model and hypotheses section. In the research methodology column, the

subject of the research, its aim and importance, the population-sample-limitations of the research, data collection tools and scales, the analysis of the data and findings are included. The research is concluded with results and suggestions.

CONCEPTUAL FRAMEWORK

In-Service Training

Education is the planned teaching process which is conducted in order to create permanent changes in the knowledge, attitude and behaviors of individuals (Noe, 1986: 736). The success of education is measured with the changes in the behaviors. Education starts with the birth of humans and lasts throughout their lives. For this reason, human education can be performed with various ways which are different from each other and can be planned and unplanned (Duran, 2017: 7). In table1 below, Turkish Education System is explained schematically.

Table 1. Education Types and Levels of Turkish Education System

<i>FORMAL EDUCATION</i>	<i>NON-FORMAL EDUCATION</i>
-Pre-School -Primary School -Secondary School -Higher Education	-Public Education -Apprenticeship Education -In-Service Training -Distance Education

Source: Sağlam (2013: 9).

In-service training which stands for the education an individual receives during their service and is included in the non-formal education system, is a continuous process which is included in life-long education. From this aspect, in-service training is one of the leading subjects which is overstressed in the field of education. Employees who are appointed to a certain assignment or work in a business should get through in-service training in order to maximize their new study skills (Essien et al., 2016: 31), not to

fall behind the developments related to their profession and to make progress in their career (Eren et al., 2007: 29) from the first day the employees start to work and until they leave their job. There are several definitions of in-service training, but according to Taymaz (1981: 4), who stated one of the most accepted definitions, "In-service training; is the training which is conducted in order to provide the necessary knowledge, skills and attitudes about profession to the individuals who are hired and working in workplaces of

natural and legal persons for a certain salary or fee.”. According to T. Aytac (2000: 66), “In-service training courses are the planned training activities which aim to increase the effectiveness, efficiency and quality in production and service, decrease the costs, provide the qualitative and quantitative development of selling and service delivery, increase the profits, increase the knowledge, skill and attitude and the level of efficiency throughout the service life of personnel as well as the basic profession and skill training which is given to the labor force in order to increase the tax incomes and savings”. In short, in-service training is a training which includes adaptation to the occupation, progress and all kinds of developmental activities (Şahin and Güçlü, 2010: 222).

In-service training types can be classified under four main sub-headings. The first one is the training that would be given to the novices. These are the training courses which are given in order to adjust the novices to the occupation and to introduce the workplaces and also called as orientation training. The second one is the in-service training which is given in order to provide the employees with an occupation, such as preparatory, internship and basic vocational education. The third one is the training which is given to the employees in order to adapt them to the technological developments and to teach them how to use new equipment and machines. The last one is the training which is given to the managers on areas such as stress management, crisis management and conflict management (Aytac, 2000: 66-67).

The reasons which necessitate the in-service training for the organizations can be stated as follows according to (Şahin and Güçlü, 2010: 223-224):

-Although the previous training courses are related to the workplace, the lack or insufficiency of the knowledge.

-To adopt the social, cultural and economic structure only through education in the ever-growing and ever-changing society.

-The desire of self-development by the employees and associating this with the idea of individual career development and orientation.

-The insufficiency of theoretical knowledge and to acquire the knowledge and skills of the profession during the service and only through practice.

-The changing technology at an unprecedented pace and the constant changes and innovations of various machines and equipment which are used in the organizations of science world.

-The necessity of adaptation of novices to the workplace.

-The obligation of taking systematic and programmed steps in today's business world to prevent the waste of time and labor in brutal competition environment.

-The necessity of giving occupational health and safety training courses to the employees as required by article 4(a) of Occupational Health and Safety law (İş Sağlığı ve Güvenliği Kanunu, 2012).

The expectation of the employees from the in-service training is related to what do they desire to acquire from the training process. The in-service training perception is a personal evaluation of the employee towards the performance of the training (Clemenz, 2001: 9). At the end of the in-service training, the employees can notice the benefits, knowledge and skills they acquired from the training (Yılmaz et al., 2018: 734).

Individual Career Management

Although the concept of career emerged with the civil service concept beginning from the sixteenth century when the public service started to develop, it's started to be used in its current meaning in business world as from 1970's (Şimşek et al., 2016:

128). The word career, which is translated from the French word “carriere” to Turkish, is used as the phases that should be experienced in the occupation and the path that is chosen in the life in French (Çelikmasat, 2018: 3). In today’s work life, it is used to define the occupations which are suitable for developing and advancing in inter-organizational hierarchy (Şimşek et al., 2016: 133).

Since the concept of career is regarded as using the work-related positions of individuals throughout their lives, the career phenomenon has two main dimensions as organization and individual. The organizational dimension is about the aims of an individual in the organization and the path that would be determined on how to reach these aims. The organization should take responsibilities about this subject through intra-communication and consultancy. The other dimension is about the individuals who have to plan their career. Career management which is defined as the self-realization phenomenon, is the planning, developing and advancing in the career of an individual (Öge, 2016: 280).

The career management is shaped according to the skills, knowledge and aims of an individual. There are internal and external factors that lead the individual in career choice. Personality is the most important internal factor. Emotions, thoughts, successes, socio-psychological factors and elements that are related to this are effective in individual career choice. Interests that would emerge during the personality formation and the self-development phenomenon which would emerge with the increasing age shape the individual career management (Öge, 2016: 284).

Education system is effective in the career planning of an individual. It gives the confidence and courage which would present the knowledge that would help individuals to plan their future and realize the career planning activities (Laker and

Laker, 2007: 137-138). The individuals are responsible for the career developments and plans of themselves (Soysal and Söylemez, 2014: 24). Because according to the studies in the literature, the career development and choice are changing from organization-based career management to individual career management and career development is performed individually (Kidd and Green, 2006: 229-230). One of the most important choices of an individual is to make the career choice. Researching a career should be conducted through systematic analysis. However, lots of people choose their careers through a non-systematic way (Ata, 2006: 28).

Career development is the activities individuals perform in order to develop themselves for actualizing their career plans (Russell vd., 2016: 125). In other words, career development is the planning of career by individuals and to transform their career goals to distinctive skills through job seeking and work experience by receiving training. It is important to consider the personal and social features which help the personal and professional identity while examining the career development (Naktiyok and Ersarı, 2017: 13; Hancock and Hums, 2016: 199).

The Relationship of In-Service Training and Individual Career Management

Our time is a period which changes rapidly. In order to keep up with this rapid change, individuals should develop themselves and increase their potentials through training. Increasing the individual performance and potential is important for the concept of career (Soysal and Söylemez, 2014: 24-25). Reaching a high potential and performance in terms of both organizational and individual career would be insufficient without training.

In addition to this, it can be stated that in-service training has many effects on individual career. In-service training enables organizations to provide the required senior managers within the organization. It increases the commitment of employees to the organization and the occupation by supporting their career plans. While the opportunity of promotion of the employee increases due to training, it also changes the perception and attitude of the employee towards the organization positively (Duran, 2017: 18-23). Thus, it contributes to the increase of organizational commitment. In-service training increases the job satisfaction of an individual, increases one's motivation and the possibility of promotion in the organization. It provides individuals to look into the future with confidence, to protect from occupational accidents and to develop the relationships with their colleagues and managers (Pehlivan, 1992: 153). It eases the staffing in the organization (Balçı, 2007: 37). In-service training courses can be efficient and effective when they are performed in a way which would support the functions of the organization and in parallel with the vocational development and advancement. As a result of the career in-service training, there is a potential of providing support for actualizing the projects of an individual towards the future (Eren et al., 2007: 42). Developmental needs which are examined by Maslow (2001) in self-realization phase, are closely related to the career process. When the developmental needs are determined as the difference between the aimed level and current level, the main purpose of in-service training process can be stated as decreasing this difference (Eren et al., 2007: 36).

Studies on In-Service Training and Individual Career Management

Cheng and Ho (2001: 26) found that career commitment was significantly

effective in learning motivation and the transferring of learning. It was concluded that the employees are motivated to learn and more willing to transfer what they learn to their work when they are concerned about issues such as personal development and employment. Eren et al. (2007: 29) examined the in-service teacher training of topics such as needs, career, learning and motivation with a constructivist perspective. Topics such as in-service teacher training, career, learning and motivation were discussed on the basis of a constructivist perspective. As a result, it was determined that constructively, topics such as needs, career, learning and motivation differed from the traditional perspective and that these differences could have the potential to make in-service training programs more effective and efficient.

The following can be included among the contemporary studies evaluating the relationship between in-service training and other variables:

-Doğançay (2018: 89) conducted a research among 160 personnel working at the branch banks in the Eastern Anatolia region. The presence of a positively significant relationship between in-service training and job satisfaction was determined according to the regression analysis results.

- Yılmaz et al. (2018: 737) conducted a study among the firemen in six districts in Konya. As a result of this research, it was determined that the perception of in-service training had a statistical effect on learning motivation in a positively significant way.

-Mahmutoğulları (2015: 107-108) conducted examinations in 25 five-star hotels in Bodrum with tourism operation licenses. According to the research, the employees' learning motivation levels increase as their perception of in-service training increases.

-Konya (2013: 90) conducted a study among the bank employees in Istanbul on

the motivation levels of in-service training recipients. In the study, motivation levels of bank employees were examined in two dimensions as motivation that is related to the job itself and motivation established outside the job. The average of the employees' levels of motivation resulting from factors related to the job itself was found as 3.336, and the average of the levels of motivation resulting from factors outside the job was found as 3.439. According to this, it was concluded that higher levels of motivation were established from factors outside the job.

-Duran (2017: 90) conducted a study on the subject among the flight personnel of a civil airline passenger transportation business operating in the private sector. In the study, he examined the effect of in-service training on motivation. It was concluded that there was a concrete relationship between in-service training and motivation in terms of many variables.

The following can be summarized among the contemporary studies evaluating the relationship between career and other variables:

- One of the recent studies conducted on career is the research conducted by Çelikmasat (2018: 76) in which he used the semi-structured face-to-face interview technique. The population of the study consisted of the human resources managers and general managers of 48 hotels operating in the Konya province. As a result of the interviews conducted with 85 people in the population, it was concluded that the employees of the businesses that successfully implement the process of career management reached a more qualified point and that this affected the success of the business.

Çetiner (2014: 110) conducted a research among the people studying as undergraduate students in the Institute of Social Sciences at Süleyman Demirel University while also working. A statistically significant relationship

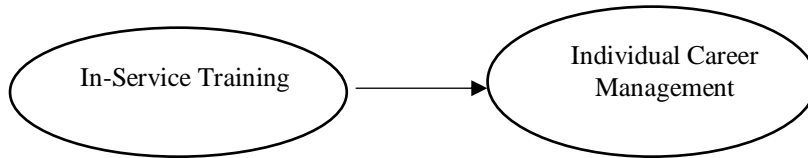
between career planning and internal, external and general job satisfaction. According to this, job satisfaction increases as career planning increases.

-Pinar (2016: 83) conducted a study with a population that consisted of public and private sector employees living in Istanbul. In the end, when the hypotheses were evaluated, it was acknowledged that there was a positive linear relationship between motivation and individual career management. This conclusion was reached based on the results of the correlation analysis.

THE CONCEPTUAL MODEL AND HYPOTHESES

In-service training and individual career management are two concepts that are important both for businesses and for employees. Although in-service training has the characteristics of an expense for businesses, it develops the knowledge, skills and capabilities of employees in accordance with the requirements of the job. In-service training, which appears as an expense for businesses in the beginning, enables workers to be trained in accordance with the organizational needs, pays for itself in the long term, and increases job efficiency, the self-confidence, sense of importance and motivation of employees. Individual career planning, on the other hand, serves as a catalyst for employees to work eagerly and excitedly. Human beings have always pursued hope and expectation. In today's business life, the biggest expectation is towards career. Therefore, this research was conducted in order to examine whether there is a relationship between career and in-service training, which helps employees improve themselves and plan for their careers, and whether in-service training affects individual career management, the research model was designed as follows;

The Research Model



Research Hypotheses:

H1: In-service training programs have a positive significant effect on individual career management.

Sub-Hypotheses:

H1a: In-service training programs have a positive significant effect on career planning, which is one of the sub-dimensions of individual career management.

H1b: In-service training programs have a positive significant effect on vocational development, which is one of the sub-dimensions of individual career management.

H1c: In-service training programs have a positively significant effect on personal features, which is one of the sub-dimensions of individual career management.

METHOD OF RESEARCH

The Subject, Aim, and Importance of the Research

The aim of the study was to determine the effect of in-service training programs on individual career management. The research was conducted in the businesses at the Konya Organized Industrial Site. In-service training and individual career management are two subjects that were frequently researched on with different variables in recent years. However, the lack of research conducted in the literature on these two subjects and their sub-dimensions is notable. At the same time, most of the studies were conducted in the public sector and especially among

teachers. This study, on the other hand, was carried out directly on the businesses in an organized industrial site. In this context, it is considered that this study is important in terms of both being conducted at the level of non-public businesses and filling the gap in the literature.

The Population, Sample and Limitations of the Research

The study was conducted with the Simple Random Sampling Method. Seven (7) businesses located in the 3rd Organized Industrial Site in Konya were contacted and 610 people working there were determined as the study population. The filling of the questionnaire was done on a voluntary basis. The questionnaire could not be administered to all employees due to reasons related to time and cost criteria such as some of the employees being on leave at the time of distributing the questionnaires, some of them being unwilling to fill it, and some not being allowed to participate by their superiors while working. The number of questionnaires administered and collected from the businesses was two hundred and ninety-eight (298). Nine (9) of these were considered as invalid and the study was conducted with a total of 289 people as participants of the study. According to this, the rate of responding to the questionnaire was 47% ($289/610=0.47\times 100$) and this rate was considered to be sufficient.

Data Collection Tool and Scales

A quantitative research approach was adopted in order to test the established hypotheses in accordance with the aim of the research. In the research, a questionnaire form, which is one of the quantitative data collection methods, was used, and a descriptive research was conducted. The questionnaire form consists of three sections and a total of 57 questions. In the first part, there are eight (8) questions relating to gender, marital status, age, educational status, title, total working year, term of employment in the workplace and number of in-service training received.

In the in-service training perception scale, the 30-item scale developed by (Clemenz vd., 2005: 55; Clemenz, 2001: 230) was used. The in-service training perception scale was evaluated with the 5-point Likert scale. The translated Turkish version by Mahmutogulları (2015: 94-95,127) was used in his study was adapted and used in this study too in order not to fall into error while using the scale.

In the study, the personal career planning scale developed by F. Şahin (2007: 120) was used. Şahin referred to Serpil Aytac's book "Career in Work Life" (Aytac, 1997) while forming the scale expressions. The 5-item Likert type scale was used with each item given in the form of completely agree, agree, undecided, disagree and completely disagree depending on the intensity of the emotion stated. The Career Planning scale is divided into 3 sub-dimensions, namely; career planning, vocational development and personal features. There are 19 questions in these three sections (Çetiner, 2014: 119). Questions 1-6 in the Career Planning Scale are about Career Planning Subscale, questions 7-13 are Vocational Development subscale and questions 14-19 are related to the Personal Features sub-dimensions.

The Analysis of Data

The compatibility of the data towards normal distribution was tested with the Shapiro-wilk test, the Student t test was used in comparing the features with normal distribution in 2 independent groups, and the Mann Whitney u test was used in comparing the features with abnormal distribution in 2 independent groups. Also, the one-way variance analysis (ANOVA) and LSD multiple comparison tests were used for comparing the numerical data in more than 2 independent groups, and the Kruskal Wallis test and All pairwise multiple comparison test were used for the features with abnormal distribution. The relationships between the numerical variables were tested with the Pearson correlation coefficient. In the scales used, the Performance scale was predicted with the help of other scales using the Multivariate linear regression method. Cronbach's alpha coefficients were calculated with the aim of testing validity and reliability. The Exploratory Factor analysis was performed on the scales used. The factorability dimension of the scale used was analyzed with the Principal Component Analysis. Whether the data showed a homogeneous distribution was evaluated with the values of the "KMO (Keiser Meyer Olkin) Scale Compatibility", which is the first step in evaluating the factor analyses of scales while the Barlett's Test of Sphericity was used to evaluate whether the correlations that the factor analysis is based on are statistically significant. For the descriptive statistic, mean and standard deviation values were given for the numerical variables while number and % values were given for categorical variables. The SPSS Windows package program version 24.0 was used for statistical analyses and $P < 0.05$ was considered statistically significant.

Findings

The initial analyses are the analyses about the reliability of the research. According to the analyses, the Cronbach's Alpha value of the Perception of In-Service Training Scale was determined as 0.953. The value of Personal Career Plan

Scale was found as 0.863. Cronbach's Alpha values of the scales are high. This shows that the questionnaire is reliable.

Table 2. Results of Reliability Analysis

	N	Min.	Max	Average	Standard Deviation	Cronbach's Alpha
PIST	289	30.00	158.00	114.66	24.07	0.953
PCP	289	19.00	105.00	73.05	13.13	0.863

Eight questions were posed to the participants of the research concerning their demographic features. These are gender, marital status, age, education level, title, total working year, service

duration in this organization and the number of participations in in-service training courses. The results were given in the table below.

Table 3. Demographic Features of the Participants (N=289).

Variable	Number	%	
Gender	Male	254	87.9
	Female	35	12.1
Marital Status	Married	201	70.0
	Single	76	26.5
	Divorced	10	3.5
Age	Under 20.	13	4.5
	20- 29	97	33.6
	30- 39	105	36.3
	40- 49	56	19.4
	50 +	18	6.2
Education Level	Primary School	54	18.7
	Secondary School	64	22.1
	High School	65	22.5
	Vocational School	18	6.2
	Associate Degree	17	5.9
	Bachelor's Degree	62	21.5
	Post Graduate	9	3.1
Title	Chief	28	9.7
	Departmental Manager	31	10.7
	Employee	215	74.4

	Other	14	4.8
Total Service Year	1-3	41	14.2
	3-6	31	10.7
	6-10	68	23.5
	10-15	82	28.4
	15-20	34	11.8
	21 +	33	11.4
Service duration in this organization	1-3	132	45.7
	3-6	60	20.8
	6-10	62	21.5
	10-15	28	9.7
	16 +	7	2.4
Number of participated in-service training courses	None	35	12.1
	1	66	22.8
	2	45	15.6
	3	32	11.1
	4 +	111	38.4

It was revealed that 18.7% of the participants were primary school graduates, 22.1% of them were secondary school graduates, 22.5% of them were vocational school graduates, 6.2% of them were associate degree graduates; 21.5% of them were bachelor's degree graduates and 3.1% of them graduated from post-graduate level. While 70% of the participants were married, 26.5% of them were single and 3.5% of them were divorced. 12.1% of the participants were female and 87.9% of them were male. The title of 74.4% of the participants were employee, 10.7% of them were departmental manager, 9.7% of them were chief and the rest of the 4.8% of them were occupying other positions and most of these titles are engineer. The service duration of 14.2% of the participants were between 1-3 years, 10.7% of them were between 3-6 years, 23.5% of them were between 6-10 years, 11.8% of them were between 10-15 years and 11.4% of them were over 20 years. Other demographic features are presented in the table.

Scale analyses were conducted in accordance with the demographic

information. Different matters are as follows: A significant difference was determined in the Personal Career Plan Scale scores of males and females ($p=0.003$). It was determined that the personal career plan scores of males (72.21 ± 13.28) were higher than females (79.24 ± 10.24). It can be concluded that males give more importance to their career than females. A statistically significant difference was determined in the Perception of In-Service Training scale between the married and single participants ($P=0.004$). It was determined that the averages of these scores were higher in married participants. Thus, it can be concluded that the perception of married participants is higher towards in-service training.

Table 4. Descriptive Features of the Questions in In-Service Training Scale

	Avg.	Sd.
The training was directly related to my job.	4.0	1.3
I was informed about “why” the training was important.	4.1	1.0
The training was reflecting my job realistically.	4.0	1.1
The training was based on our needs.	3.9	1.2
The trainer was competent to the content of the training.	4.1	1.1
The content of the training was created by the people who had the same job as me.	3.8	1.2
The trainer was confident of himself/herself.	4.0	1.0
The trainer associated the training with his/her job experience.	3.9	1.1
The training was conducted in a humorous environment.	3.8	1.2
The training was fun.	3.8	1.1
The trainer performed his/her job gladly.	3.9	1.0
Active learning methods were used in the training.	3.9	1.0
I learned some things from the other participants.	3.8	1.1
There was group work in the training.	3.8	1.1
Catering was provided throughout the training.	3.4	1.4
Training environment was of high quality.	3.8	2.1
The classroom was arranged by considering the comfort of the participants.	3.7	1.2
I knew how much time would be spent on a subject during the training.	3.5	1.3
Short breaks were given throughout the training.	3.9	1.2
I knew the order of the training content.	3.5	1.4
I felt comfortable during the training.	3.9	1.1
The training environment was unofficial.	3.4	2.2
The training atmosphere was supportive.	3.8	1.0
I was not criticized or condemned throughout the training. I felt safe.	4.0	1.0
The trainer called me by my name.	3.4	1.4
The trainer behaved friendly to me and my colleagues.	3.9	1.0
The trainer respected my previous work experience.	4.0	1.0
I expected the training results to be followed after I went back to my job from the training.	3.9	1.1
I was informed about how I would be rewarded when I use the knowledge I acquired from the training in the workplace.	3.6	1.3
I was tested with an exam (verbal, written or practice) which measures the things I learned.	3.9	1.2

The arithmetic average of the Perception of In-Service Training is 3.81. The scale average is quite high. This means that the participants’ perception of the in-service training is high. In other words, it is possible to state that there was

a successful in-service training practice and employee interest in the organizations. When the answers were examined, the most agreed statements were “I was informed about “why” the training was important” and “The trainer was

competent to the content of the training”. The least agreed statements were “The training environment was unofficial” and

“Catering was provided throughout the training”.

Table 5. Descriptive Features about the Questions in the Individual Career Plan Scale

	Avg.	Sd.
I made a career plan while choosing my occupation.	3.9	1.2
I evaluated the opinions of my surroundings (family, friends etc.) while planning my career.	4.0	2.2
Although I planned my career, luck and coincident were the major things that shape my choice of profession	3.7	1.3
I know the positions that I can promote to in my organization.	3.9	1.2
I believe that Career Planning is necessary in terms of following the new developments about my occupation.	4.1	1.1
I find it necessary to organize my vocational development in accordance with a certain career plan.	4.0	1.0
I am proud of my occupation.	4.1.	1.0
My occupation contributes to my personal development.	4.1	1.1
There are sufficient possibilities for the vocational and personal development of employees in our organization.	3.9	1.1
The in-service training courses I have participated have significant contributions to my vocational development.	4.0	1.1
The assurance of my future is effective while I am choosing my occupation.	4.1	1.6
A good salary and the assurance of the future are the important things, not career.	2.9	1.4
I enjoy doing new and different things in my occupation.	4.2	1.5
My personal features do not comply with the occupation I have chosen.	2.7	1.4
I know myself well and my needs.	4.2	0.9
I do not have sufficient features to be promoted in my occupation.	2.8	1.7
Planning and developing my career increase my efficiency and effectiveness.	4.0	1.0
Since Career Planning provides an opportunity to use the abilities and skills to an individual, it motivates the individual.	4.1	1.0
I am making an effort to advance in my career.	4.3	0.9

The arithmetic average of the Individual Career Plan is 3.84. The average of the scale is high. Therefore, there is a high expectancy of career in personnel of the organizations and they give importance to career management. When the answers are examined the most agreed statement is “I am making an effort to advance in my career”. The least agreed statement is “My personal features do not comply with the

occupation I have chosen”. Questions ranging from 1-6 cover Career Planning sub-scale, questions from 7-13 relate to the Vocational Development sub-scale and questions ranging from 14-19 in the Career Planning Scale were about the sub-dimensions of Personal Features. According to this, the arithmetic average of Career Planning sub-scale was determined as 3.93, Vocational

Development sub-scale as 3.9 and Personal Features as 3.68. It can be

observed that the highest average is in career planning sub-scale.

Table 6. The Results of Spearman Correlation Analysis between the Perception of In-Service Training Scale and Career Planning Scale

		Perception of In-Service Training Scale
Individual Career Plan Scale	R	0.660**
	P	0.001
	N	280
Career Planning Sub-Scale	R	0.554**
	P	0.001
	N	284
Vocational Development Sub-Scale	R	0.612**
	P	0.001
	N	280
Personal Features Sub-Scale	R	0.519**
	P	0.001
	N	284

r: Spearman correlation coefficient, n: number of participants

** Correlation coefficient is significant on the level of 0.01

* Correlation coefficient is significant on the level of 0.05

According to Salkind (2016), correlation coefficient (r) interpretations are as follows: 0.0-0.2: Too weak or no relationship, 0.2-0.4: Weak relationship, 0.4-0.6: Medium relationship, 0.6-0.8: Strong relationship, 0.8-1.0: Very strong relationship. The correlation coefficient between the Perception of In-Service Training was found as $r=0.660$ and this shows that there is a positive, strong and significant ($P=0.001$) relationship between them. The correlation between the In-Service Training and Career Planning sub-scale is $r=0.554$. A medium positive relationship was revealed between the two variables. The relationship between the two variables are also significant ($p<0.05$). According to this, there is a positive and significant relationship between the perception of In-Service Training and career planning.

The correlation between the In-Service Training and Vocational Development is $r=0.612$. A strong positive relationship was shown between the two variables. The relationship between the two variables are also significant ($p<0.05$). According to this, there is a positive and significant relationship between the perception of In-Service training and vocational development. The correlation between the In-Service Training and Personal Features sub-scales is $r=0.519$. A medium positive relationship was depicted between the two variables. The relationship between the two variables are also significant ($p<0.05$). According to this, there is a positive and significant relationship between the perception of in-service training and personal features.

Table 7. The Regression Analysis Results between the Perception of In-Service Training and Individual Career Plan

Coefficients						
Model		Non-standardized Coefficients		Standard Coefficient	T	P
		B	Std. Error	Beta		
1	(Constant)	31.56	2.894		10.905	0.001
	PIST	0.362	0.025	0.660	14.642	0.001

Dependent Variable: ICP Scale

ANOVA ^a						
Model		Sum of Squares	df	Average of Squares	F	P
1	Regression	21096.56	1	21096.56	214.37	0.001 ^b
	Error	27358.01	278	98.41		
	Total	48454.57	279			

a. Dependent variable: ICP Scale
b. Estimators: (Constant), PIST scale

Independent Variable X1: Perception of In-Service Training (PIST)

Dependent variable Yi: Individual Career Plan Scale (ICP)

Model: $(PIST) = \beta_0 + \beta_1(ICP)$

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	,660 ^a	,435	,433	9,92019	

a. Predictors: (Constant), Perception of In-Service Training (PIST)

The correlation between the independent variable (PIST) and dependent variable (ICP) was $r=0.660$ and there was a strong positive and significant relationship between the two variables ($p<0.05$). Regression analysis was conducted in order to determine whether or not there is a relationship between the two variables. The analysis results were presented in the table above. A model was created between the two variables and whether or not there is a significant relationship between them was tested with ANOVA test. In ANOVA table which shows the model significance, it was observed that the created model was significant ($p<0.05$). As a result of the

model it was found that $R^2=0.435$. That is, the 43.5% of the dependent variable can be explained by the independent variable. Therefore, our main hypothesis H1 is accepted. In other words, in-service training courses have significant and positive effects on individual career management.

Table 8. Regression Analysis Results between the Perception of In-Service Training Scale and Career Planning Sub-Scales

Coefficients					
	Non-standardized Coefficients		Standard Coefficient	T	P
	B	Std. Error	Beta		
(Constant)	26.881	1.806		14.888	0.001
PIST	1.959	0.074	0.843	26.295	0.001

Dependent variable: CPS Scale

ANOVA ^a						
Model		Sum of Squares	df	Average of Squares	F	P
1	Regression	02772.34	1	2772.34	124.60	0.001
	Error	6274.27	283	22.25		
	Total	9046.62	283			

a. Dependent variable: CPS Scale
b. Estimators: (Constant), PIST Scale

Independent variable Xi: Perception of In-Service Training (PIST)

Dependent variable Yi: Career Planning Sub-Scale (CPS)

Model: $(PIST) = \beta_0 + \beta_1(CPS)$

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	,554 ^a	,306	,304	4,71691	

a. Predictors: (Constant), Perception of In-Service Training (PIST)

The correlation between the independent variable (PIST) and dependent variable (CPS) was $r=0.554$. Therefore, there exists a medium positive and significant relationship between the two variables ($p<0.05$). Regression analysis was conducted in order to determine whether or not there is a relationship between the two variables. The results of the analysis were presented in the table above. A model was created between the two variables and whether or not there is a significant relationship between them was tested with ANOVA test. In the ANOVA table which shows the model significance, it was observed that the created model was significant

($p<0.05$). As a result of the model it was found that $R^2=0.306$. That is, the 30.6% of the dependent variable can be explained by the independent variable. An increase of one unit in PIST scale causes an increase of 1.959 units in CP sub-scale. Therefore, **our sub-hypothesis H1a is accepted**. Hence, in-service training courses have significant and positive effect on the career planning which is one of the sub-dimensions of individual career management.

Table 9. Regression Analysis Results between the Perception of In-Service Training and Vocational Development Sub-Scale

Coefficients					
	Non-standardized Coefficients		Standard Coefficient	T	P
	B	Std. Error	Beta		
(Constant)	11.740	1.233		9.519	0.001
PIST	0.136	0.011	0.612	12.907	0.001
Dependent Variable: VDS Scale					

ANOVA^a						
Model		Sum of Squares	df	Average of Squares	F	P
1	Regression	2977.107	1	2977.107	166.595	0.001
	Error	4967.964	278	17.870		
	Total	7945.071	279			
a. Dependent variable: VDS Scale						
b. Estimators: (Constant), PIST scale						

Independent variable Xi: Perception of In-Service Training (PIST)

Dependent variable Yi: Vocational Development Sub-Scale (VDS)

Model: $(PIST) = \beta_0 + \beta_1(VDS)$

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	,612 ^a	,375	,372	4,22734	
a. Predictors: (Constant), Perception of In-Service Training (PIST)					

The correlation between the independent variable and dependent variable is $r=0.612$ and a strong positive relationship was determined between the two variables ($p<0.05$). According to this, the relationship between the independent variable and dependent variable is significant and in the ANOVA table which shows the significance of the model, it was observed that the model was significant. It was observed that the model is $R^2=0,375$. 37.5% of the dependent variable can be explained with the independent variable.

The correlation between the independent variable (PIST) and the dependent variable (VDS) is $r=0.612$, Therefore, there exists a medium positive

and significant relationship between the two variables ($p<0.05$). Regression analysis was conducted in order to determine whether or not there is a relationship between the two variables. The results of the analysis were presented in the table above. A model was created between the two variables and whether or not there is a significant relationship between them was tested with ANOVA test. In ANOVA table which shows the model significance, it was observed that the created model was significant ($p<0.05$). As a result of the model it was found that $R^2=0.375$. That is, the 37.5% of the dependent variable can be explained by the independent variable. Therefore, our sub - hypothesis H1b is accepted.

Consequently, in-service training courses have a significant and positive effect on the vocational development which is one

of the sub-scales of individual career management.

Table 10. Regression Analysis Results between the Perception of In-Service Training Scale and Personal Features Sub-Scale

Coefficients					
	Non-standardized Coefficients		Standard Coefficient	t	P
	B	Std. Error	Beta		
(Constant)	11.205	1.099		10.198	0.001
PIST	0.096	0.009	0.519	10.190	0.001
Dependent Variable: PFS Scale					

ANOVA ^a						
Model		Sum of Squares	df	Average of Squares	F	P
1	Regression	1497.505	1	1497.505	103.834	0.001
	Error	4067.045	282	14.422		
	Total	5564.549	283			
a. Dependent variable: PDS scale						
b. Estimators: (Constant), PIST scale						

Independent variable X_i : Perception of in-service training (PIST)

Dependent variable Y_i : Personal Development Sub-Scale (PDS)

Model: $(PIST) = \beta_0 + \beta_1(PDS)$

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,519 ^a	,269	,267	3,79765
a. Predictors: (Constant), Perception of In-Service Training (PIST)				

The correlation between the independent variable (PIST) and the dependent variable (CPS) was $r=0.519$ and a medium positive and significant relationship was determined between the two variables ($p<0.05$). Regression analysis was conducted in order to determine whether or not there is a relationship between the two variables. The results of the analysis were presented in the table above. A model was created between the two variables and whether or not there is a significant relationship between them was tested with ANOVA

test. In ANOVA table which shows the model significance, it was observed that the created model was significant ($p<0.05$). As a result of the model it was found that $R^2=0.269$. That is, the 26.9% of the dependent variable can be explained by the independent variable. Therefore, our sub-hypothesis H1c is accepted. Therefore, in-service training courses have a significant and positive effect on the personal features which is one of the sub-scales of individual career management.

CONCLUSION AND SUGGESTIONS

Lately, our country is one of the fastest developing countries and it ranks in the 20 biggest economies of the world. The permanent and continuous growth can be provided through a Turkey which attempts to switch to production economy and succeeds in this. It is undeniable that the biggest need of growing Turkey by producing, is qualified education in every field. Each phase of education is important and it is a process of which the results are obtained in time. The basic education which is given in childhood and youth, transforms into an occupation-oriented high education later. Education does not end when the work life has begun. We encounter in-service training during this phase. It is a kind of training which has many types such as orientation training, training courses that are given when a new machine and equipment is bought, occupational safety training courses and the training courses that are taken for the higher positions. Individuals make a career plan from their childhood. They try to find and work in the most suitable profession for them. They receive the necessary training courses in order to reach their career plans. Although sometimes they could not work in a profession that they desire, they work in a job in which they earn their living. They continue to receive training courses while doing their jobs. In other words, individuals receive training in every phase of their lives and make career management plans individually. They perform this in order to be promoted in the organization they work, to find a better job opportunity in another organization and to complete their personal or vocational development.

This research was conducted in order to explore the effect of in-service training on individual career management. The sample consists of businesses in the

Organized Industrial Site in Konya. It was concluded based on the findings of the research that in-service training courses have significant and positive effect on individual career management. It was discovered that in-service training has a significant and positive effect on the sub-dimensions of individual career management. It was also established that the employees' perception of in-service training and individual career management results were high. In many similar studies about this topic, it was discovered that in-service training positively affected other variables. From this dimension, our research supports the results of previous studies.

According to the results of the research, employees are aware of the fact that in-service training would lead the career plan. The employees know that they can continue their job at the end of the training, get promoted or the knowledge they acquire from these training courses would contribute to their career in future work life. When the subject is analyzed in terms of organization's structure, the career expectancy of the employee increases productivity, motivation and quality. Businesses usually struggle to find qualified employee or suitable personnel to their work fields. In-service training can provide quite beneficial results in filling the deficiency in this area. This situation means new career opportunities for the individual. This phenomenon which can be considered as the mutual win-win policy, includes significant results in terms of our country's economy. Another aspect is that subjects that are not included in formal education system or curriculum can be given through in-service training and this gap of education can be filled. It functions as an important multiplier of our education system. The owners or senior managers of the businesses in the research drew the attention of the researcher to the costs involved in in-service training. Furthermore, it was emphasized that there

are various government supports for these training courses and these can be used beneficially. Using only the Organized Industrial Site of Konya as a population is the most important limitation of the research. Although there are results that support the results of previous studies, generally accepted results would be acquired through new studies which would be conducted in more provinces and industrial sites.

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