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THE EFFECT OF HUMAN RESOURCES MANAGEMENT TRAINING AND DEVELOPMENT FUNCTION ON THE PERCEPTION OF CAREER DEVELOPMENT

Ahmet YILDIRIM¹, Intiqam BASHIROV²

¹Suleyman Demirel University / Turkey

²Baku Engineering University /Azerbaijan

ARTICLE INFO	ABSTRACT
<p><i>Article history:</i></p> <p>Received: 2024-05-21</p> <p>Received in revised from: 2024-05-30</p> <p>Accepted: 2024-05-30</p> <p>Available online</p> <hr/> <p><i>Keywords:</i></p> <p>“Training and Development”</p> <p>“Career Development”</p> <p>“Career Management”</p> <p><i>JEL CODES: M53, O15, P46</i></p>	<p><i>This study aims to investigate the effect of training and development In-Service practices of the Ministry of National Education of the Republic of Turkey on teacher career development perceptions. The study examines the relationship between training and development and career development perception based on questionnaire data obtained from teacher working in the Isparta city center who participated in MoNE in-service training activities. This is a unique study as no prior research has been conducted in this context in the literature. The goal is to contribute to human resources management practices and literature by determining the effects of training and development functions on career management and career development processes. The research is descriptive. The data for this study, obtained through convenience sampling, were analyzed using a relational screening model due to quantitative research methods, and the results were compared. According to the results of the study, it was determined that training and development practices significantly predicted the perception of career development. These findings align with related studies in the literature.</i></p>

1. INTRODUCTION

In today's world where change is experienced at a dizzying pace, the need for qualified human resources in organizations is increasing day by day. The continuity of organizations and businesses is possible with their adaptation to change. In this context, both private and public organizations that want to create a competitive and sustainable structure allocate more time and budget to training and development practices for their human resources. In other words, organizations try to train and develop their employees, benefit from the experiences gained by their employees and achieve high productivity for a long time (Baruch, 2004: 58).

Training and development is a continuous Human Resources Management function aimed at facilitating the adaptation of employees to new situations and increasing their decision-making and problem-solving skills. Training and development activities are an indicator of the importance given to the employee and constitute an important dimension of the investment made by enterprises in human resources. Training and development is undoubtedly one of the most important variables that facilitate the adaptation of the individuals who make up the organization to working life, increase their motivation and provide career management

expectations. To ensure the applicability of all these processes, enterprises develop policies for training and development programs and objective evaluation of their results.

The fact that the planned training and development policies have content that positively changes and improves the attitudes of the employees towards the organization increases the individual performance of the employees, facilitates organizational change and renewal, and contributes to the achievement of the targeted productivity level and profitability of the enterprises.

In today's conditions, organizations can make significant contributions to organizational performance as a result of properly planned training and development processes for their human resources (Kaptangil, 2012: 41). It has been determined in the research that the competence of the employees increases with the training and development program implemented and that they feel valued (Jaiswal & Chandra, 2014: 24-39). The fact that training and development activities, which are planned and implemented by organizational strategies and competitive conditions, support positive organizational and individual outcomes is also determined in the results of the "Great Place to Work" (2013) research conducted jointly by the German Institute and the German Ministry of Labour.

Another dimension in terms of the outcomes of training and development programs for human resources is the career management of employees. It is seen that in organizations that attach importance to opportunities and possibilities for career development and provide these opportunities to their employees through the HRM unit, positive results are obtained in the direction of increasing the performance of the employees towards work and their commitment to the organization (Sturges et al., 2005: 822).

Employees who believe that they will gain some material and moral gains from the organization with career development opportunities exhibit higher performance in their organizations. In this context, the most important factor for organizations to lose their qualified employees is that career development opportunities are either not provided at all or career opportunities are insufficient (Derven, 2015: 63). Providing career development opportunities to employees has positive reflections on the organization such as gaining qualified workforce, adapting to change more easily, having a devoted workforce and high performance (Hirsh, 2007: 4).

Training and development programs planned by human resources management within the scope of career management practices and policies increase the intrinsic motivation of the employees by providing them with the opportunity to improve themselves instilling confidence in terms of the employment opportunities of the organization and helping trained and competent employees to make the right decisions, especially in crisis environments (Vardarlier, 2016:470). Career development processes play a decisive role in the training and development activities within the plans implemented by considering that the personnel who have recently joined the organization or who have been working for years can take higher positions in the future under certain conditions and working conditions that may occur in the future.

This study, aims to investigate the effect of Ministry of National Education training and development activities on career development perception. In this direction, the relationship between training and development and career development perception will be examined as a result of the questionnaire data obtained from the sample group consisting of teachers working in the centre of Isparta Province who have participated in MoNE in-service training activities.

There is no study conducted in this context in the literature. In this context, it is aimed to contribute to human resources management practices and literature by determining the effects of training and development functions on career management and career development processes.

In the literature, there is no study on the effect of training development on career development. Therefore, it is considered that this study will fill an important gap in the field. On the other hand, the fact that the results of this study are a predecessor of future studies emphasizes the importance of this study. In addition to the theoretical contribution to the literature, this study is expected to make a practical contribution to the career development expectations of teachers through educational development activities in educational organizations. On the other hand, it is also foreseen that the results of this study can provide important information to public organizations dealing with training and development processes. The study is descriptive research. The data of this study, which were obtained through convenience sampling technique, were analyzed with the relational screening model due to quantitative research methods and the results obtained were compared.

2. Training and Development as a function of Human Resources Management

The Training and Development function of Human Resources Management can be defined as the development of knowledge, skills and behaviour of the employee for him/her to perform the specific task or competence at the desired level (Man et al., 2023). The main purpose of training and development activities is to increase organizational effectiveness by equipping human resources with the knowledge, skills and abilities they need. Within this purpose, planning is made to respond to the needs of the organisation and the programme is implemented. The main objective of training and development activities is to ensure improvement and development. This goal can only be achieved through systematic training and development planning.

Training and development can also be defined as activities to improve the learning skills of human capital and to utilize their gains in real situation and future jobs (Noe, 2002). In this context, today's competitive conditions make it obligatory for organizations to pay more attention to the training and development of employees to acquire new skills. Training and development of human capital is an important investment tool and plays a vital role in the success, productivity and effectiveness of employees. For organizations, training and development is a strategic tool to achieve goals and objectives rather than a stage to be reached (Noe 2009). On the other hand, the effective role of training in developing the basic skills of employees provides a competitive advantage for organizations.

The training and development function promotes organizational effectiveness and ensures the personal and professional development of employees. Training and development of employees enables the acquisition of new knowledge, skills and abilities, encourages entrepreneurship, and allows employees to change their attitudes and participate in important decisions and decision-making processes (Vemie, 2007).

According to Bingöl (2016:324-325), the effectiveness of the training and development programme and its contribution to the employee is based on the opinions of the participants, by measuring the degree of learning with some tests that measure the knowledge and skills of the participants, by observing the changes in the behaviour and attitudes of the participants and by controlling the realization of the objectives of the organization by the employees. Turgut

(1977:221) stated that the evaluation of training and development effectiveness gives information about how to change and improve the behaviour of the participant, motivates the participant who is successful enough, forms the basis for decisions to be made about the participant, helps the trainer to estimate how effective his/her teaching is and provides concrete information to managers and other interested parties.

The main purpose of training and development activities is to ensure the improvement and development of employees according to their current situation (Özçelik et al., 2018:1). In this context, human resources training and development function are the activities aimed at improving the current and future performance of the employee by increasing the ability of the employee to do his/her job effectively.

Training and development in organizations is the process of providing the recruited personnel with the knowledge, skills and attitudes they need to have to perform their jobs effectively. In other words, it is the process of closing the gap between the knowledge, skills and attitudes of the employee at the beginning of the job and the knowledge, skills and attitudes they need to fulfil their specific duties and responsibilities (Barutçugil, 2004: 298).

The training and development processes of public officials are categorized into two different categories: pre-service and in-service training. Pre-service training covers the training process before active labour. In-service training, on the other hand, is all kinds of education and training activities that meet the needs of the employed labour force for adaptation to the profession, advancement and development in the profession. Therefore, it is necessary to improve the knowledge acquired by the public servant depending on the pre-service training according to the conditions of the day to be able to fulfil the duties expected from him/her when he/she starts to work actively. In this respect, in-service training is as important as pre-service training (Tortop et al., 2013: 192-194). In this period in which technology is developing rapidly, innovations in social and economic fields and therefore information are increasing, the concept of personnel management in institutions has started to be replaced by human resources management, and total quality management practices are gaining momentum, the qualifications sought in personnel are changing. In such an environment, the importance of in-service training to provide the necessary competencies to the personnel working in institutions is increasing day by day.

About the theoretical foundations of Human Resources Management Training and Development in general and in-service training in particular, theories such as goal-setting theory, expectancy theory, social learning theory and reinforcement theory can be mentioned. Goal setting theory suggests that setting job goals will increase employee motivation and performance. Research shows that specific challenging goals result in better performance than vague and nonchallenging goals. According to expectancy theory, the power motivating performance is the expectations of individuals from the future and the value they attach to them. According to the social learning theory, individuals can learn both by observing and directly experiencing. According to this theory, individuals learn many things by watching models such as family, teachers, friends, managers and people on television (Bandura, 1977). Individuals can learn by carefully watching people whom they consider reliable and knowledgeable. Social learning theory also suggests that behaviour that is reinforced or rewarded tends to be repeated (Noe, 2009: 126).

Reinforcement theory emphasises that people are motivated to perform some behaviours and avoid others based on their past outcomes. Positive reinforcement is the satisfactory

outcome resulting from the behaviour, while negative reinforcement is the elimination of the negative outcome. From an educational perspective, reinforcement theory suggests that learners can obtain knowledge, change behaviour or change skills. For this, firstly, the trainer needs to determine which outcomes the trainee finds the most positive and the most negative. The trainer then needs to establish a link between these outcomes and the knowledge, skills or changed behaviour of the learners (Noe, 2009: 125).

The Ministry of National Education in Turkey is responsible for organizing and conducting in-service training (IST) activities for teachers. These activities are designed annually with consideration of the training needs and priorities of the relevant units of the ministry (Kaya, 2017: 34).

The importance of professional training for teachers has been determined in the research on the development of the teaching profession. If teachers are well-trained professionally, they can provide positive learning conditions for their students. In this context, it can be stated that in-service training is very important for the professional development of teachers to train qualified teachers (Akbaş & Uzunöz, 2015: 191).

In public organizations, in-service training is mandatory for several reasons. Firstly, the training given to public servants before they start their service is often too general, incomplete, and insufficient to meet the demands of public service due to its complex structure. Secondly, there is an increasing need to acquire new knowledge and skills because of the changes in public service. However, the most important reason is that career expectations have become widespread in the public sector lately, and in-service training is necessary to meet these expectations (Öztürk and Sancak, 2007).

According to Schmidt (2009: 297), training and development opportunities play a crucial role in employees' career decisions. The level of education, knowledge, skills, and abilities attained by employees are essential factors that determine their career opportunities, self-realisation, salary, promotion, and development. In essence, providing employees with in-service training and allocating time for their training leads to their increased motivation, job satisfaction, and positive attitude towards the organization they work for (Şimşek et al., 2016: 270).

3. Career Development

Career development processes have become increasingly important for managing human resources and organizational functioning. Career development refers to conscious activities that contribute towards healthy adaptation of the organization to the employee's chosen path, leading to the satisfaction of their competence and self-esteem needs. It is beneficial for both the organization and the individual to have a career development program that supports social demands and addresses the specific goals and needs of the employee. Career development involves actions and activities that help people achieve their career goals throughout their working life. Organizational and individual-level expectations and thoughts are crucial in career development, ensuring both organizational effectiveness and employee job satisfaction (Barutçugil, 2004). Career development programs motivate employees by enabling them to plan their career while providing benefits to the organization, such as increasing employee satisfaction and loyalty, enriching employee skills, and enabling them to create realistic career goals and plans.

Career planning is a shared responsibility between the organization and the individual. It is a system in which both parties participate. When an individual's personal goals align with those of the organization, they tend to be more satisfied with their job. There are two types of career planning systems: individual-centered and organization-centered (İshakoğlu, 1994:39).

Career development involves planning a person's career path through education, training and work experience, ensuring that their career goals are met. This is achieved by providing employees with opportunities to change jobs both horizontally and vertically, as well as developing their interests, skills and abilities through planned training programs (Acuner, 2002).

Career development is a crucial aspect of organizational management, but it also has an individual perspective. It is a long-term process aimed at managing the careers of employees and covers their entire working life. Career development programs and activities are designed to help employees achieve their personal career plan, which in turn increases the effectiveness of human resources management within an organization. Career policies benefit both organizations and employees in achieving their goals. Providing necessary training and development programs to employees from the moment they are hired helps them orient themselves towards their goals and provides a sense of psychological satisfaction to the individual.

Organizations need to prioritize employee development and placement in key positions to adapt to change. Those that establish career planning systems and implement career policies are more likely to succeed in an uncertain future. Career development involves strategic human resources planning and should be viewed as a systematic approach to ensuring an employee's potential career growth and advancement. This process can also help individuals perceive themselves as both learners and instructors within the organization.

4. Relationship Between Training and Development Practices and Career Development

It is believed that personal development and organizational success in companies are interconnected due to the career development process. In this context, organisations encourage their employees to participate in training and development activities (Yılmaz et al.,2000: 773-774). Career development is a long-term process that aims to assist employees in managing their careers. It covers the entire working life of the employee and includes programmes and activities necessary to achieve a personal career plan. Therefore, it is closely related to career planning functions.

Career management processes are closely linked to human resources management training and development processes. The training and development function involves identifying areas and topics for employee training, creating training plans and programs, assessing the training needs of employees, and selecting individuals for training. This function provides input to the career management process and benefits from its results. The main goal of training and development management is to enhance the human resources of the organization in the context of career management processes. While the training and development function addresses the corporate training needs of human resources, professional development is carried out within the context of career management. In this regard, career management is influenced by the training and development function of human resources management, and training and development activities are considered input to career management.

In order to enhance their job performance, it is essential for employees to receive proper education and to have access to career development opportunities offered by their respective

organizations. While new recruits are usually provided with the necessary training to perform their job duties, it is equally important for long-serving employees to take advantage of the development opportunities provided by the organization. This will help them to adapt to new situations and keep up with the changing trends, which ultimately leads to their personal and organizational satisfaction.

Career development is now viewed as a means of fulfilling the needs of both employees and organizations. Whereas in the past, career development was focused mainly on meeting the needs of the organization, it is now understood that it can also prevent job burnout, provide career information to employees, improve the quality of work life, and help to achieve positive action goals. In an ever more competitive global business environment, organizations use career development as a key business strategy to ensure their survival.

Career development is the process in which organizations support their employees to progress in their professions and improve themselves. This process involves various activities that help personnel experience, conceptualize and publicly demonstrate different aspects of a career, leading to an accelerated professional status. According to Schuler and Jackson (1987:287), career development can be achieved through well-designed career development programs that identify individual needs, abilities, and goals, as well as the organization's job demands and job rewards. These programs can help match abilities with demands and rewards, highlighting the importance of the relationship between training and development.

Middlemist, Hill and Greer (1983: 73), define career development as a process of planning the range of possible jobs that can be done in an organization over time, and developing strategies that will enable the acquisition of the required job skills as opportunities arise. In summary, career development is an essential aspect of an organization's activities, aimed at helping employees progress healthily in their professions and improve their skills and capabilities.

In times of change, it's important to establish flexible organizational structures, invest in human capital development, and implement a career development system to ensure long-term survival. Employees who have access to appropriate career planning and development systems tend to be more committed to their work, productive, open to innovation, and willing to work harder to help achieve the goals of the enterprise (Sabuncuoğlu, 2007).

Training and development activities, such as seminars and courses, are essential for career development. These activities help to identify the skills and abilities of employees which can aid in their progress. Career development programmes play a crucial role in enabling individuals to continue their growth after their employment. A well-designed career development programme includes on-the-job training and development, technical skills training, and opportunities for training from staff within the organization or private consultants. Research indicates that employees are always interested in receiving more training as part of their career development (Quizon, 2014: 45-53).

Training and development activities that are well-planned can have a positive impact on both individuals and organizations (Arslan, 2012; Jaiswal & Chandra, 2014; Quizon, 2014; Nagaraju, Archana, 2015; Great Place to Work Survey, 2013). Companies strive for individual benefits such as increasing wages and productivity, diversifying promotional opportunities, creating a sense of motivation and self-confidence, and raising employee satisfaction with their

knowledge and skills through training and development activities (Şimşek & Öge, 2007: 234; Sabuncuoğlu, 2005: 128).

There is a lack of research in the literature regarding the relationship between training and development activities and career development perception. However, some studies have evaluated the relationship between the variables considered in the research and other variables. For instance, Kahraman and Fındıklı (2018) found that a positive perception towards training and development activities in terms of career management has a positive effect on employee satisfaction. On the other hand, Taşçıoğlu (2006) conducted a study on Career Development, Aksoy (2008) on the relationship between career development and lifelong, and Yazıcı (2009) on the relationship between teachers' career development, attitudes and motivation. Additionally, Aydın (2007) focused on career management, planning and development systems, while Erdoğan (2014) aimed to determine the relationships between teachers' professional orientation and career development expectations.

It is clear from the literature that training and development activities have an impact on career development processes. Based on this, we have formulated the following hypothesis and sub-hypotheses.

The following statements have been identified as hypotheses regarding the relationship between training and development activities and their effect on career development perception.

H1: Training and development activities have a positive and significant impact on career development perception.

H1a: Perceived training opportunities influence career development perception positively and significantly.

H1b: Perceived support from managers for training and development has a positive and significant effect on career development perception.

H1c: Perceived support from colleagues for training and development has a positive and significant effect on career development perception.

H1d: Motivation to learn through training and development has a positive and significant effect on career development perception.

H1e: Training and development have a positive and significant effect on the perception of career development, as well as the expected individual gains from training.

H1f: Expected career opportunities resulting from training and development have a positive and significant effect on career development perception.

5. Methodology of The Research

In this section, we will provide information on the research's purpose and model, as well as the population and sample used. Additionally, we will discuss the scales of the variables analyzed within the scope of the research.

6. Purpose and Model of the Research

The purpose of the study is to determine the impact of Human Resource Management Training and Development activities on teachers' career development perceptions. Figure 1 shows the study model created for this purpose.

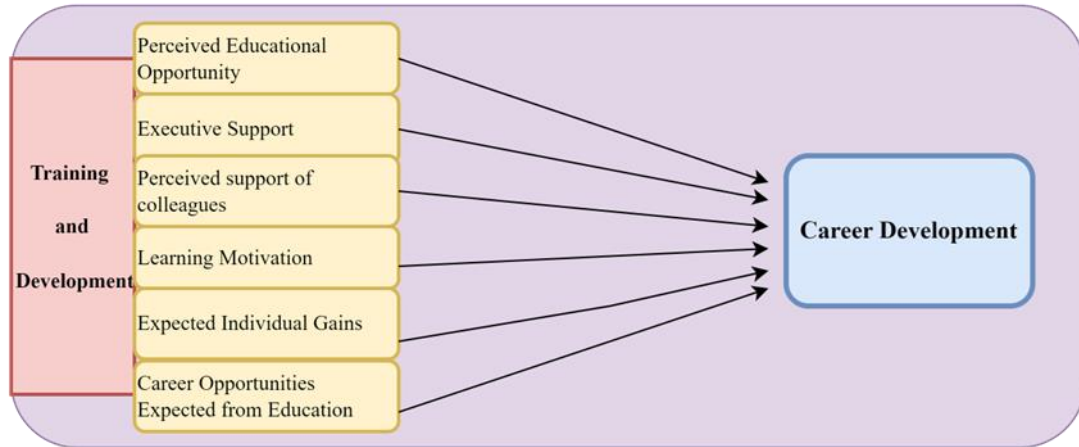


Figure 1: Research Model

The research conducted used relational design, which aligns with the main objective of the research. Correlational research determines the relationships between two or more variables. In theory-based causal models, the correlations between variables provide empirical evidence for causal relationships. For this study, the causal effects of variables on each other were determined based on the cause-effect relationships between the two variables in the model to be tested.

7. Population and Sample

The research was conducted on teachers who worked in public schools within the Isparta province during the 2023-2024 academic year and had participated in at least three in-service training activities organized by MoNE. The total population of the research was 1,941 teachers. Using the stratified sampling method, 368 teachers were selected as the research group to form the sample. According to Bryman and Cramer (2005), having a sample size of 5 times the number of items used in research is sufficient, while Nunnally (1978) suggests that a sample size of 10 times the number of subjects is enough to represent the universe for research. For scale studies, Nunnally (1978) also recommends a sample of 300 people. The Educational Development Scale used in the research consisted of 30 items and the Career Development Scale consisted of 9 items, totaling 39 items. Therefore, it can be concluded that the sample size used in this research was sufficient.

8. Data Collection Tools

As part of the research, a data collection tool was prepared in three sections. The first section is a personal information form which includes items to determine the demographic characteristics of the participants. The second part includes the Training Development Scale, which is used to measure the training development activities. The third and last part of the tool consists of statements that measure teachers' perceptions of career development.

To assess training and development activities, researchers have utilized the training and development scale developed by Kenneth R. Bartlett (2001), which has been tested for validity and reliability in several studies (Sabuncuoğlu, 2007). This scale consists of six dimensions: perceived training opportunities, perceived managerial support for training, perceived colleagues' support for training, motivation to learn in training programmes, expected individual gains from training and career expectations related to training. The scale is a 5-point Likert-type scale with a response scale ranging from 1 (strongly disagree) to 5 (strongly agree). Cronbach

Alpha formula was used for the reliability study of the scale. The first six questions in the "Career Development Scale" scale were developed by Simpson (2014), and 3 more questions were added by Kaya (2018) in the process of adaptation to Turkish and it consists of 9 questions and one dimension.

To establish the accuracy of the measurement scales used in the research, we performed 1st order confirmatory factor analysis using the AMOS 22 statistical package software. We also evaluated the reliability of the scales by analyzing internal consistency coefficients. The findings regarding the accuracy of the measurement scales are presented in Table 2.

Goodness of Fit Values of the Scales						Table 1	
Variable	#	χ^2/df	CFI	GFI	TLI	SRMR	RMSEA
Training and Development Scale	30	≤ 3.1	>.95	>.90	>.96	<.06	<.06
Career Development Scale	9	≤ 3.8	>.96	>.94	>.95	<.06	<.07
Acceptable Fit*		≤ 5	>.90	>.85	>.90	<.08	<.08
Good Fit *		≤ 3	>.97	>.90	>.95	<.05	<.05

*Joreskog ve Sörbom, (1993); Kline, (1998); Anderson ve Gerbing, (1984), Wheaton vd., (1977)

During the analysis of Validity and Reliability, the goodness of fit values of the scales were assessed. The results showed that all three scales had good fit values. The Career Development scale maintained its original single-factor structure, while the Educational Development Scale's 5-factor structure was also confirmed.

Table 2. Factor Loadings and Cronbach's Alpha Coefficients of the Scale

	Training and Development Scale	Code	Factor Load	Cronbach's Alfa
Perceived Educational Opportunities	All employees are given equal training opportunities in the organisation where I work.	M1	,545	,923
	I have information about the number and type of training I need to take in the coming period.	M2	,794	
	The policies regarding the number and type of training I will receive are determined by the organisation I work for.	M3	,817	
	There is a good learning and communication environment in the organisation where I work.	M4	,819	
Perceived Administrator Support for Training	My manager is supportive of my participation in training programs.	M5	,724	,941
	I am comfortable discussing my weaknesses with my manager.	M6	,815	
	My manager believes that making mistakes is an opportunity to learn and improve.	M7	,803	
	My manager has helped me understand how to do my job effectively in the past.	M8	,697	
	I trust that my manager will support me in gaining the knowledge and skills outlined in the training programs.	M9	,814	
Perceived Colleague Support for Training	I am confident that my colleagues will assist me in acquiring the knowledge and skills presented in the training programmes.	M10	,726	,709
	I have made some great friends, all thanks to the training programs that I participated in.	M11	,831	
	I trust that my colleagues will assist me in completing my duties.	M12	,543	
	My more experienced colleagues are hesitant to provide me with guidance	M13	,635	

Learning Motivation	My colleagues generally view training as a waste of time.	M14	,718	,908
	I try to learn as much as possible from training programmes.	M15	,771	
	I am eager to learn more from training programs than most people."	M16	,765	
	I am willing to acquire the skills that are taught in the training programmes	M17	,630	
	I am committed to improving my skills through training programs.	M18	,669	
	I believe that participating in training programs can help me improve my skills	M19	,695	
Expected Individual Gains	Participating in training programs is beneficial for my personal development.	M20	,523	,908
	I find that participating in training programs improves my ability to perform my job duties effectively	M21	,711	
	Participating in training programs helps me to gain the interest of my friends.	M22	,661	
	Attending training programs helps me to catch the attention of my manager.	M23	,770	
	Participating in training programs helps me improve my communication skills with other employees.	M24	,728	
	Participating in training programs helps me stay up-to-date with new processes, methods, and products related to my job.	M25	,762	
Career Opportunities Expected from Education	If I take part in training programs, my chances of getting promoted will increase	M26	,576	,811
	Participating in training programmes will help me get a pay rise.	M27	,784	
	Taking part in training programs can open up various career paths.	M28	,776	
	Participating in training programs helps me gain insight into my desired career path.	M29	,735	
	Participating in training programs is crucial for me to achieve my career goals.	M30	,617	
Career Development Scale				
Career Development Scale	My company allows me to talk about my career goals regularly	M 1	,587	,956
	My company provides ideas and resources to help me achieve my career goals.	M2	,701	
	My company provides training and development programmes to prepare me for future opportunities	M3	,748	
	My company provides mentoring for my professional development.	M4	,821	
	My company provides "extended assignments*" for me to develop new skills.	M5	,682	
	It allows me to take responsibility outside my area of responsibility.	M6	,751	
	Career development is very important for me.	M7	,854	
	The definitions of the jobs I am assigned to are explained to me in a clear and precise manner.	M8	,864	
	There is a performance evaluation system where I can receive feedback on my performance.	M9	,816	

Based on the results presented in Table 2, it is observed that the factor loadings of the dimensions of the Training and Development Scale and the items of the Career Development Scale are above 0.50. Moreover, the Cronbach's alpha coefficients reported in Table 2 are higher than 0.70, which indicates that the scales used to collect research data are reliable (Hair et al., 2010: 95-104).

9. Findings

Demographic Characteristics

Demographic characteristics of the teachers participating in the study are given in Table 3.

Demographic Data of the Participants Table 3			
	Variable	Number	Percent
Gender	Female	194	52.7
	Male	174	47.3
Title	Candidate Teacher	5	1.4
	Teacher	77	20.9
	Expert Teacher	246	66.8
	Head Teacher	40	10.9
Level of Education	Undergraduate	305	82.9
	Master of Degree	63	17.1
Seniority Year	0-10 Yıl	54	14.7
	11-21 Yıl	159	43.2
	21+ Yıl	155	42.1
Marital Status	Married	295	80.1
	Single	45	12.2
	Divorced	28	7.6

N: 368

As seen in Table 3, 52,7% of the teachers participating in the study were female (N=194) and 47,3% were male (N=174). According to their marital status, 80.1% were married (N=295) and 12.2% were single (N=45). 43.2% of the participants have seniority between 11-21 years (N=159); 42.1% of the participants have 21+ years and above (N=55).

Descriptive Statistics and Correlation Results

Descriptive statistics and correlation findings of the variables of the study are presented in Table 4.

Mean, Standard Deviation and Correlation Values of Variables Table 4

		Mean	Standard Deviation	1	2	3	4	5	6	Career Development Scale
Training and Development Scale	1-Perceived Educational Opportunities	3,88	1,03143	1						
	2-Perceived Administrator Support for Training	3,71	,96761	,872**	1					
	3-Perceived Colleague Support for Training	3,12	,98904	,549**	,577**	1				
	4-Learning Motivation	2,36	,78280	-,010	-,022	,586**	1			
	5-Expected Individual Gains	2,69	,97658	,116	,124*	,133*	,218**	1		
	6-Career Opportunities Expected from Education	2,48	1,04271	,104*	,106*	,199**	,284**	,654**	1	
Career Development Scale		3,48	,74911	,401**	,346**	,324**	,183**	-,034	,316**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Upon analyzing the averages of the variables, it was found that the highest average of 3.88 was in the dimension of Training and Development Perceived Training Opportunities, while the lowest average of 2.36 was in Training and Development Learning Motivation. The mean of the career development scale was 3.48. Based on these findings, three dimensions measuring the Training and Development of the research participants were generally higher than the average value, while the remaining three dimensions were lower than the average value. The perception of career development is above the average value level.

Based on the Pearson Correlation values of the variables, it has been observed that perceived training opportunities ($r=0.401$; $p<0.05$), perceived manager support for training ($r=0.346$; $p<0.05$), perceived colleague support for training ($r=0.324$; $p<0.05$), learning motivation ($r=0.183$; $p<0.05$), and expected career opportunities from training ($r=0.316$; $p<0.05$) have a positive and significant relationship with career development perception. However, there was no significant relationship found between the variable of individual gains expected from education ($r=-0.034$; $p>0.05$) and career development.

To examine the impact of training and development dimensions on career development, a regression analysis was conducted based on the predictions of interactions between variables.

Findings Related to Hypothesis Test

The regression model used in the research shows a normal distribution of variables, and there is a linear relationship between them. Both dependent and independent variables are measured continuously and at equal intervals. To determine the presence of multicollinearity between independent variables, tolerance and variance effect factor values should be calculated. According to Lynch (2003:3-4), a low tolerance value and a high VIF value indicates multicollinearity. Fortunately, the tolerance values obtained in Table 5 are higher than 0.10, and the variance effect factors are lower than 10.0, which is consistent with Özgener & Iraz (2006:1362) and Kaplan & Biçkes (2013, p.238).

Regression Analysis Results for Job Satisfaction **Table 5**

Independent Variables	β	Std. Deviation	t	Significance	Tolerance	VIF	
1-Perceived Educational Opportunities	0,412	0,068	3,784	0,000**	0,234	4,271	
2-Perceived Administrator Support for Training	0,074	0,071	0,467	0,021*	0,206	4,860	
3-Perceived Colleague Support for Training	0,205	0,067	2,102	0,000**	0,296	3,377	
4-Learning Motivation	0,071	0,071	0,317	0,027*	0,424	2,358	
5-Expected Individual Gains	-,086	0,043	2,413	0,571	0,560	1,784	
6-Career Opportunities Expected from	0,116	0,096	0,237	0,000**	0,560	1,818	
							8,106
Adjusted (Adj.) R^2							0,186
R^2							0,172
Th.Std. Deviation							0,93832
Sig.							0,000

Dependent variable: Career Development Scale / * $p<0,05$; ** $p<0,01$

The regression model shows that the independent variable, which is training and development, is significantly related to the dependent variable, which is career development perception ($R^2=0.0172$; $F=8.106$; $p<0.05$). In other words, training and development activities explain 17.2% of career development perception. The interrelationships between the different factors that affect career development perception were analyzed, including the perceived training opportunities, perceived manager support for training, perceived colleague support for training, motivation to learn, expected individual gains from training, and expected career opportunities from training. The R^2 value of 0.172 is significant at the 0.05 level, indicating that the independent variables explain 17.2% of the variance in career development perception.

Moreover, the most influential variables in explaining the variance in career development perception are perceived educational opportunities ($\beta=0.412$; $p=0.000$), perceived managerial support for education ($\beta=0.074$; $p=0.021$), perceived colleagues' support for education ($\beta=0.205$; $p=0.000$), learning motivation ($\beta=0.074$; $p=0.027$), and expected career opportunities from education ($\beta=0.116$; $p=0.000$).

Based on our findings, an increase of 1 point in perceived training opportunities for training and development leads to a 0.412-point increase in career development of the participants. Additionally, perceived manager support for training and development increases by 0.074 points, perceived colleagues' support for training and development increases by 0.205 points, motivation to learn for training and development increases by 0.074 points, and expected career opportunities from training and development increases by 0.116 points.

Our correlation and regression analyses indicate that Hypothesis 1, Hypothesis 1a, Hypothesis 1b, Hypothesis 1c, Hypothesis 1d, and Hypothesis 1f are accepted, while Hypothesis H1e is rejected.

10. Conclusion

In today's competitive business world, organisations need to continuously improve themselves in order to achieve their goals. Effective management of human resources is crucial at this point, and one of the key functions of human resources management is training and development.

Training and development refer to a range of activities that aim to increase the knowledge, skills, and abilities of employees in an organisation. These activities include career development and educational events that help employees to develop problem-solving, decision-making, and adaptation skills, and to understand organisational policies and processes. Training and development activities are closely linked to career development processes. In other words, employees who receive training and development opportunities are more likely to advance their careers within the organisation.

Career management has a significant impact on human resources management, and the importance of career planning and development has emerged as a crucial factor for organizations to survive and thrive in a highly competitive environment. Career development involves planning an individual's career through various means such as training, work experience, and ensuring that their career goals are achieved. This is accomplished by providing employees with opportunities to grow horizontally and vertically, and by developing their skills and interests through planned training programs. The implementation of career development practices is a result of career planning, and it includes activities such as job performance

evaluations, job change plans, and training programs. Career development is essential for building an individual's skills and abilities, and it involves a range of activities such as skill development, performance evaluation, job rotation planning, job evaluation, and training programs.

Based on research findings, it has been discovered that training and development practices have a significant impact on an employee's perception of career development. The planned training and development practices are responsible for 17.2% of the direction of employees' career development. Many researchers have emphasized the importance of training and development practices in improving employee competencies (Chen et al., 2007; Swanson, 1995; Youndt & Snell, 2004). It is argued that employees who participate in these practices apply newly acquired skills, knowledge, and attitudes in their daily work, resulting in better job performance (Bartlett, 2001; Clardy, 2008). Cooke et al. (2000) highlighted the potential of training to improve employee knowledge and skills, while Swanson and Holton (2009) emphasized that training and development practices improve employee competence and increase organizational effectiveness. Therefore, training and development practices can be considered a precursor to career development. These research findings align with the results of related studies in the literature.

Organizations today need to focus on developing training and development programs that help their employees acquire specific skills for career development. To meet business needs and overcome challenges, the role of training and development should evolve to emphasize career development steps. Policymakers should plan the content of in-service training programs, especially in public administration, with a view to developing employees' careers.

However, it's important to note that the research conducted in Isparta was limited to a specific period and location, which limits the generalization of the research results. To contribute to the generalizability of the data, future studies should involve more participants and make comparisons to obtain new and more comprehensive findings.

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