

## “Holiday Activity Logic, Expectation Difference, Concept Visibility, Attitude of Workers and Upper Stage Managers”

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**Abstract:** In this study; the levels of information of Ağrı Directorate of National Education Managers, Primary-Secondary School Managers and Manager Assistants about whether they regard in-service education activities as a holiday and social activity; whether their expectation from in-service education activities are different or not; whether the attitude of personnel on which in-service education is applied is positive or not; whether the superstructure personnel of the institutions are indifferent towards in-service education or not are studied in the administrative and supervisory context in the sense of point of view towards in-service education activities. In order to detect the information level of managers about the subject of in-service education in the administrative and supervisory sense, a survey form in which there is information about in-service education is presented to them. The sampling of the study composes of 105 directors in total; being 30 managers and 75 assistant managers from Ağrı Directorate of National Education Managers. According to the findings of the study; it is observed that directors have answered the questions about in-service education in different ratio. From the findings it is deduced that director are equipped between 31% and 80% about the information upon in-service education in the administrative and supervisory context in the sense of point of view towards in-service education activities.

**Key words:** Holiday activities • Expectation difference • Cognitive clarity • Worker attitudes

### INTRODUCTION

In-service education role in education system is firstly given in the way of teaching new teaching methods to the teachers working in primary schools of provinces of first teacher training school in 1868. Apart from this; there is not any recorded in-service education activity during the period of teaching new alphabet to the teachers in 1928 [1].

In-service education is the education that aims to increase the efficiency and activity of people in service, to enrich the information, skill and attitude that enable development and influences the general working system of institutions continuously [2].

A person who has concluded her/his education for any reason (due to graduation or quitting from school) has the compulsion to enroll in working life and carry on a duty expected from him and in turn of this service get a salary, wage etc. This life of person will last as long as s/he serves (for example, until s/he is retired if s/he is a

civil servant or a worker). However, that the person enrolls in a service does not mean that his education is finished. On the contrary; it means it continues in a different way, while he is in service. The education which the person gets as long as he is in service is called in-service education [3].

In-service education is necessary to raise the quality of goods and services produced, due to the constraint of aims in formal and non-formal training programs that wants to enhance general goals of education for the whole society and due to taking its scope people working in specific conditions [4].

The body of training program of an organization is composed of in-service education activities. It is possible that many organizations do not need any pre-service education. These kinds of organization can supply man power in any quality and quantity they want from man power market. Some organizations carry out pre-service education not because they need but because presenting a help for the society. But nearly all the organization feels

the need to educate their workers in-service. Therefore when worker education is regarded, generally in-service education comes to mind [5].

It is not possible to separate pre-service education from in-service education with strict lines. In-service education can be performed in order to renew features gained in pre-service education such as information and skills; it can also be applied in order for the worker to prevent losing his basic functions and creative power, renew and develop themselves [6].

In-service education is a sub-process that is included in life long learning. An individual who is assigned a duty in an institution requires continuous education in order to keep the developments about his occupation from the day he begins his job till he retires [7].

In the context of in-service education; education with more economical description; is all voluntary and organized activities in order to develop behavior and skill and spread information; with the aim of enhancing social and economical changes in various ages and social groups, to enable the growth of society in individual and national sense [8].

In-service education is to provide visional point of view to the manager for enabling the role described as the organized behavior group upon a specific position in a perfect way. In-service education is also the occupational education given in order to provide the inclination of human source in service, to inform him about the developments and innovations both in national and international conjuncture, to make him efficient and influent [9].

It is a fact that in-service education is important in the sense of individual performance. Individual performance evaluation is an important means in the detection of educational needs in the institution. In this way, concerned parties get information about the important part of the educational requirement via feedback. Evaluation must be a regular part of education process that supports the development of individuals. In order for the evaluation to be successful, it is needed for the workers to want to learn developing their performances and for employers to help and teach workers improve their performance levels. In this way; both the occupational technical and scientific education for performance development is given; and requirement for the education is detected according to the results of evaluation [10].

In the era where the developments of science, technology and social life are restricted; people have the possibility to use the information and skill they gain

during education process all through their life. Especially since the period that begins with the industrialization process; a situation of information explosion is experienced so to speak. As a result of these developments; it has been a compulsion for people to revise the information and skill they have gained parallel with the current developments [11].

In order to develop, a society has to raise its people related to its goals. This compulsion includes the adoption of information, skill and habits required for the endeavor such as adaptation to the society they belong, correcting their mistakes, raising their moral, developing their personality, increasing their occupational efficiency, moving forwards and advance. Fulfillment of these requirements depends on providing educational possibilities. The education designed for the members of society must be a continuous education which the members can make use of all through their life. This infinite education is not an indispensable additive for human existence but the basis of possibility of existing more and humanly [12].

New findings of science change technology fast. A worker who starts his career after graduation sees that the information he learned at school have been worn out. In order for a person to be successful in the area he is working, he needs to learn new technology. Therefore it is needed to enable in-service education continuously [13].

In in-service education it is aimed to increase the efficiency and capacity of person, to give the information, skills and attitudes that enables development [14].

Education is perceived differently for different institutions and managers. For some it is a compulsory work, for some a limited process to dispel some specific problems, for others it is the important part of management functions. With the simplest description; education is the process of forming terminal behavior on a person. In-service education is one of the educational areas [15].

With the in-service education, societies try to adopt social and cultural value criteria to their individuals and try to protect the unity and harmony of society in this way. Since the development in educational system are not as fast as technological innovations, the difference between information, skill and attitude that are tried to be adopted by education and those required widens day by day [16].

While in-service education, rapid development of our century invalidates some of the current informant on one hand, exposes many unknown things on the other.

Factors such as automation, communication tools, computers, international relationship, inventions, development in science and technology urge people to keep pace with this dynamism [17].

20<sup>th</sup> century is a piece of time in which rapid developments and changes show themselves in every area. Changes and developments in this piece of time increase the importance of educational institutions which are responsible for bringing qualified man power needed for the economical, social, political and technical improvement of countries. All around the world it is an accepted opinion that education lies in the basis of improvement [18].

In order to develop, a society has to raise its people related to its goals. This compulsion includes the adoption of information, skill and habits required for the endeavor such as adaptation to the society they belong, correcting their mistakes, raising their moral, developing their personality, increasing their occupational efficiency, moving forwards and advance. Continuous education of individuals who enroll in business and occupational life during when they work is in the scope of in-service education [19].

School management has not reach the rank of a professional occupation in our country yet. Today an exam for school management is applied after some processes and those who are successful in this exam are assigned with the duty of school manager after in-service education course, of course taking the need into regard [20].

With the in-service education; individuals are especially gained with information, skills and attitude needed for their occupation. This opinion is the indirect statement that those who have made use of occupational education would have a better economic future compared to those who have not made use of such education. Including the in-service education; the aim in educational process is the change expected to be performed on the behavior of the individual. In this sense the aim is regarded as the result that can be attained or provided in a way [21].

In-service education is an education that is required for personnel in every institution. In order for the person to adopt to the life in which he is living and play his role he is gained necessary information, skills and habits. Development which have scientific quality require different aimed programs [22].

**Method:** The scope of survey forms used as data gathering means upon the point of view of Ağrı

Directorate of National Education Managers on in-service education activities in supervisory and administrative context is designed suitable to its aim. Survey forms are designed suitable to data processing technique by taking the views of workers who are expert in this area. Trial forms prepared in this frame are applied on a primary school and a high-school in Ağrı. According to the trial results it is seen that some of the questions do not work properly. In order to provide validity which is the expediency of measurement means and liability which is the coherence value of measurement means question that do not work are excluded and the scope and design of survey form is shaped finally. Information gathered from Ağrı Directorate of National Education managers are analyzed in the scope of the study and resulted as such. Before having a result; information in the survey are designed in tables by the researcher. These tables played a helping role for the deduction. It is expected from the attendants to evaluate the accuracy level of information upon the point of view of Ağrı Directorate of National Education Managers on in-service education activities in supervisory and administrative context as “none”, “partly”, “quite” and “totally”. These levels are given 1, 2, 3 and 4 points respectively. In this way accuracy rating is done in percentages.

**Domain and Sampling:** The universe of the study is composed of the school directors who are enrolled in Ağrı Directorate of National Education. In the detection of universe institution lists of Ağrı Directorate of National Education is taken into regard. It is possible to express the homology of sampling to the universe since reaching to the majority of the managers is the basis. The study is carried out with two experimental groups. One of them is managers from Ağrı Directorate of National Education and the other is assistant managers from Ağrı Directorate of National Education. It is aimed to include all the school in Ağrı and all the managers of Ağrı Directorate of National Education and this aim is attained substantially. Moreover; fractions of numbers were not added to the tables while the percentages of the study were taken. Only two digits after the comma are taken with the percentages. The reason of not being able to reach hundred percent (100%) is the lack of fractions.

The Distribution of Sampling Schools According to the Amount:

Type of school	Number:	%:
High-school equivalent	14	36.84
Primary Schools	24	63.15
General Total	38	100.00

Just like the sampling schools, managers of Directorate of National Education were taken into sampling as well. Since Directorate of National Education is not a school, it was not expressed separately. The experimentals in schools on whom the survey forms would be applied is detected as such: it was made possible to apply the survey on all the managers of Ağrı Directorate of National Education and nearly all the schools in Ağrı. All the experimntals wer applied the same survey form. The number of directors on whom the survey from is applied is 105. 30 of them are managers and 75 of them are assistant managers.

The Distribution of Experimentals Sampling According to Occupations:

Occupation:	F:	%:
Manager	30	28.57
Assistant Manager	75	71.42
Total	105	100.00

**Data Collection:** All the 38 institutions have filled in the survey form. There is no invalid survey form. Nearly all the directors of the schools in Ağrı were applied the survey form. Although there was no assistant manager who refused to fill in the survey form but there were managers who refused to do so. The survey forms were handed to the directors from the researchers in the frame of permission taken from Ağrı Governorship, within the knowledge and permission letter of Directorate of National Education and they were expected to handed back to researcher after filling in in due form.

**Problem:** The level of Ağrı Directorate of National Education managers upon the opinion of in-service Education Activities in administrative and supervisory context is studied.

### Subproblems

- What is the level of Director of National Education from Ağrı Directorate of National Education, school manager from Primary and Secondary schools upon the opinions of in-service education activities in administrative and supervisory context?
- What is the level of Assistant Director of National Education from Ağrı Directorate of National Education, assistant manager from Primary and Secondary schools upon the opinion of in-service education activities in administrative and supervisory context?

### Hypotheses

- Opinions of Director of National Education from Ağrı Directorate of National Education, school managers from Primary and Secondary schools upon in-service education activities are in “desirable” condition in administrative and supervisory context.
- Opinions of Assistant Director of National Education from Ağrı Directorate of National Education, assistant managers from Primary and Secondary schools upon in-service education activities are in “desirable” condition in administrative and supervisory context.

### Premises

- Preliminary test carried out for the improvement of survey forms are efficient.
- Learned opinions made use for for the improvement of survey forms are efficient.
- Opinions of Managers of Ağrı Directorate of National Education reflect the truth.
- The method of study that is chosen is suitable for the aim of the study.
- The domain of the sampling is in the representative desirable extent.
- The survey used in data collection and questions in the survey are valid and confidential.
- It is accepted that the data gathered are valid and confidential.

### Constraints

- This study is limited with in-service education and the views of managers of Ağrı Directorate of National Education in administrative and supervisory context.
- This study is limited with the views of Manager of Ağrı Directorate of National Education, Assistant Managers of Ağrı Directorate of National Education, school managers and assistant managers of high-school high-school equivalent schools and primary schools connected to Directorate of National Education in central Ağrı.
- This study is limited with sources and surveys that is obtained as data collection means.

**Findings:** In this section, opinions of Managers of Ağrı Directorate of National Education upon In-service Education Activities in Administrative and Supervisory Context are given with the help of tables.

Table 1: In-service Education (IE) activities are regarded as a holiday and social activity

		Accuracy Rating				
		Totally (4)	Quite (3)	Partly (2)	Never (1)	General Total
Manager	F	4.00	8.00	12	6.00	30.00
	%	13.33	26.66	40	20.00	28.57
Assistant Manager	F	12.00	19.00	36	8.00	75.00
	%	16.00	25.33	48	10.66	71.42
Total	F	16.00	27.00	48	14.00	105.00
						100.00

As it can be observed from Table 1;

Of all the managers; 4 said Totally, 8 said Quite, 12 said Partially, 6 said Never

Of all the assistant managers; 12 said Totally, 16 said Quite, 36 said Partially, 8 said Never

Expectations of 39% of Managers and 41% of Manager Assistants on this subject have taken place in “desirable” way

Table 2: Expectations from In-service Education are different

		Accuracy Rating				
		Totally (4)	Quite (3)	Partly (2)	Never (1)	General Total
Manager	F	3.00	15.00	11.00	1.00	30.00
	%	10.00	50.00	36.66	3.33	28.57
Assistant Manager	F	14.00	29.00	30.00	2.00	75.00
	%	18.66	38.66	40.00	2.66	71.42
Total	F	17.00	44.00	41.00	3.00	105.00
						100.00

As it can be observed from Table 2;

Of all the managers; 3 said Totally, 15 said Quite, 11 said Partially, 1 said Never

Of all the assistant managers; 14 said Totally, 29 said Quite, 30 said Partially, 2 said Never

Expectations of 60% of Managers and 56% of Manager Assistants on this subject have taken place in “desirable” way

Table 3: Concepts about In-service Education are evident

		Accuracy Rating				
		Totally (4)	Quite (3)	Partly (2)	Never (1)	General Total
Manager	F	15	9	5.00	1.00	30.00
	%	50	30	16.66	3.33	28.57
Assistant Manager	F	9	21	40.00	5.00	75.00
	%	12	28	53.33	6.66	71.42
Total	F	24	30	45.00	6.00	105.00
						100.00

As it can be observed from Table 3;

Of all the managers; 15 said Totally, 9 said Quite, 5 said Partially, 1 said Never

Of all the assistant managers; 9 said Totally, 21 said Quite, 40 said Partially, 5 said Never

Expectations of 80% of Managers and 40% of Manager Assistants on this subject have taken place in “desirable” way

Table 4: Attitude of institution personnel towards In-service Education is positive

		Accuracy Rating				
		Totally (4)	Quite (3)	Partly (2)	Never (1)	General Total
Manager	F	7.00	9.00	13.00	1.00	30.00
	%	23.33	30.00	43.33	3.33	28.57
Assistant Manager	F	15.00	26.00	31.00	3.00	75.00
	%	20.00	34.66	41.33	4.00	71.42
Total	F	22.00	35.00	44.00	4.00	105.00
						100.00

As it can be observed from Table 4;

Of all the managers; 7 said Totally, 9 said Quite, 13 said Partially, 1 said Never

Of all the assistant managers; 15 said Totally, 26 said Quite, 31 said Partially, 3 said Never

Expectations of 53% of Managers and 54% of Manager Assistants on this subject have taken place in “desirable” way

Table 5: Upper stage personnel in the institutions are indifferent towards In-service Education

Occupation		Accuracy Rating				General Total
		Totally (4)	Quite (3)	Partly (2)	Never (1)	
Manager	F	7.00	9.00	8.00	6.00	30.00
	%	23.33	30.00	26.66	20.00	28.57
Assistant Manager	F	13.00	16.00	39.00	7.00	75.00
	%	17.33	21.33	52.00	9.33	71.42
Total	F	20.00	25.00	47.00	13.00	105.00
						100.00

As it can be observed from Table 5;

Of all the managers; 7 said Totally, 9 said Quite, 8 said Partially, 6 said Never

Of all the assistant managers; 13 said Totally, 16 said Quite, 39 said Partially, 7 said Never

Expectations of 53% of Managers and 38% of Manager Assistants on this subject have taken place in “desirable” way

While detecting the opinions about the accuracy of information of managers upon In-service Education Activities, they are expected to express their opinion as never, partly, quite and totally. As it is expressed above accuracy levels of this information are given 1, 2, 3 and 4 points respectively. “Totally” and “Quite” options are accepted as “desirable” options in the study.

## RESULTS

- 39% of the managers and 41% of the assistant managers regarded the statement “In-service Education (IE) activities are considered as a holiday and social activity” in a desirable way. Although the attitude upon such a subject is below 50% may seem as that the managers are more concerned about learning something rather than having holiday and rest in in-service education, this draws the researcher to the opinion that this attitude is quite idealist and little populist. Researcher believes that the goal of resting and holiday is pursued as well as enlightenment and maybe pursuing such a goal is something humane and it is not realistic to behave quite so idealistic at this point.
- 60% of the managers and 56% of the assistant managers regarded the statement “expectations from in-service education activities are different” in a desirable way. This is not an odd situation; because the difference in the basis of attitude towards life comes from the difference in expectations.
- 80% of the managers and 40% of the assistant managers regarded the statement “Concepts about in-service education are evident” in a desirable way. That there is a difference of opinion between managers and assistants is somewhat strange. What kind of problems about contradiction in terms do the manager assistants live about in-service education can be worth concern and even be a

different subject of study. Is it that some concepts about in-service education are replaced with each other theoretically or are there any other conceptual ambiguities that we do not know but they do; so assistant managers are in such a dilemma. The deduction of the researcher is that the concepts about in-service education are not as ambiguous as it is thought to be.

- 53% of the managers and 54% of the assistant managers regarded the statement “Attitude of institution personnel towards In-service Education is positive” in a desirable way. The attitudes of managers and assistant managers on this topic are quite close to each other. It is deduced that; the attitude of workers of the institution upon in-service education is positive.
- 53% of the managers and 38% of the assistant managers regarded the statement “Upper stage personnel in the institutions are indifferent towards In-service Education” in a desirable way. It is observed that there is a difference of opinion on this topic between the managers and assistant managers. One of the results that can be deduced from here is that; contrary to managers whose retirement is close or has passed do not feel obliged to behave conservatively towards upper stage assistant managers are more conservative while talking.

### Suggestions:

- Directors should be informed on the point of regarding in-service education as a holiday and social activity of the statement “In-service Education (IE) activities are considered as a holiday and social activity”; when appropriate.
- Directors must be informed that the statement of “expectations from in-service education activities are different” is normal.

- In order for the statement “concepts about in-service education are evident” to be reasonable; technical concepts about in-service education should be conveyed to the directors; when needed.
- In order for the statement “attitude of institution towards in-service education is positive “ to be reasonable; directors must definitely be informed of the subject that criteria of those who will participate in in-service education activities should be detected properly.
- In order to eliminate a statement of “upper stage personnel in the institutions are indifferent towards in-service education”; studies that will make the upper stage directors feel the requirement of in-service education should be done.

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