

Conceptual Description, Hastiness in Obtaining Result, Voluntary Participation, Assumption of Inefficiency

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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 the issues such as “whether in-service education activities have realistic return or not; whether it is a long-term process or not; it has difference from formal education or not; an occupation which is only participated by the people who are inefficient in their areas or not; whether the participants participate voluntarily 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 69% about the information upon in-service education in the administrative and supervisory context.

Key words: Precipitance in obtaining results • Voluntary Participation • Assumption of inefficiency

INTRODUCTION

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 [1]. Pre-service education and in-service education are in the same aim in the point of informing the individual. Separating these two activities from each other totally is not possible. In-service education is the continuation and complementary of pre-service education [2].

The requirement of in-service education for the workers of educational area are quite high comparing with the other occupational areas [3]. 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 [4].

Due to changes in science and technology; most of the information obtained by workers during pre-service education has lost their validity today. Besides, at least one third of the current information is not included in the teaching programs of the teachers who have 5 years of experience. Therefore; teachers should renew themselves. This is a must both for them to be in a mental vividness and to be effective towards their students. Rapid changes in our century bring together new problems. Especially in developing countries workers should act as a catalyzer for the social changes. On the other hand; changes in society require some alterations in the occupations of educational workers. For example; both mothers and fathers starting to work bring new dimension to the education of children [5].

In order to decide the type of in-service training in an institution; the need should come along for these two reasons; firstly, the condition of human sources should

be observed. Secondly; the works that have been carried out should be observed. When the condition of human sources are observed; it is seen that human sources need in-service education firstly in the education of nominees and then for gaining occupational skills and for developing them in the process of human sources career. In-service education have important methods such as; information, simulation and on the job training [6].

School education is not enough for exposing all the skills of individual and for directing them. Some of the skills of individual can be developed during in-service education. In the area of every occupation; there are problems that can not be solved only with the information gained at school. Social, cultural and economical structure of the society changes and develops continuously. Adaptation of individual to these changes is provided with the help of education [7]. Negative attitudes of managers towards education activities can be lessened or terminated with in-service education. The natural results of this is that when appropriate conditions are put forward for the development individuals improve themselves upon their skill [8]. It should be remembered that the only means for the removal and balance of all the negative concepts that a person may face; such as lack of information, lack off experience, weakness of skill, difficulty in adaptation [9].

Today education is not an issue that must be handled by the pedagogues only. Two factors that direct the concern of economists are firstly that technical success does not depend on high income level per person but on the rate of education level in work power and sources allocated for research and education; secondly that financial investments do not depend on financial possibilities but on human power developed in the same amount [10]. Raising skillful and technical man power which is the requirement of industry in Turkey in the rapid industrialization process is in the responsibility of occupational and technical education system which is the sub system of education system. When it is regarded that the primary condition for the success of a system is the factor qualified man power; educational institutions have the sole responsibility in the fulfillment of functions expected from occupational and technical education system [11].

In-service education is a sub process considered in the frame of continuing education. In-service education activities include giving necessary information; bringing skills and carrying out change of behavior as a result in order to make the individual more efficient for the institution. Either in good

production or in service production; institutional benefits of in-service education are; increasing the efficiency, preventing dissipation, raising the quality, enabling adaptation towards the institution, bringing the individual to upper stages, decreasing occupational accidents, organizing interpersonal relationship [12].

People who are the only and most authorized focus in policy detection and result taking and who have the qualities of dispassionateness, rationality, multidimensional thinking, putting the aims of organization in the first place in every decision, therefore have the quality to transform human, money and raw material input to the outputs of service and good in the most efficient way are the ones who have successfully finished pre-service and in-service education [13]. Qualified man power in every area should be educated and informed about improvements and innovations by saving on the time and education expenses in economical development [14].

MATERIALS AND METHODS

The scope of survey forms used as data gathering means upon the point of view of Ađrđ 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 Ađrđ. 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 Ađrđ 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 Ađrđ 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

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 experimentals were applied the same survey form. The number of directors on whom the survey form 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

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 Aġrġ Directorate of National Education in administrative and supervisory context.
- This study is limited with the views of Manager of Aġrġ Directorate of National Education, Assistant Managers of Aġrġ 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 Aġrġ.
- This study is limited with sources and surveys that is obtained as data collection means.

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

Table 1: Expectations of concerned from In-service Education (IE) are realistic

		Accuracy Rating				
		Totally (4)	Quite (3)	Partly (2)	Never (1)	General Total
Manager	F	72.00	12	10.00	1.00	30.00
	(%)	3.33	40	33.33	3.33	28.57
Assistant Manager	F	10.00	27	30.00	8.00	75.00
	(%)	13.33	36	40.00	10.66	71.42
Total	F	17.00	39	40.00	9.00	105.00
						100.00

As it can be observed from Table 1;

Of all the managers; 7 said Totally, 12 said Quite, 10 said Partially, 1 said Never

Of all the assistant managers; 10 said Totally, 27 said Quite, 30 said Partially, 8 said Never

Expectations of 63% of Managers and 49% of Manager Assistants on this subject have taken place in “desirable” way

Table 2: Institution personnel expect return from IE in a very short period of time

		Accuracy Rating				
		Totally (4)	Quite (3)	Partly (2)	Never (1)	General Total
Manager	F	7.00	14.00	8.00	1.00	30.00
	%	23.33	46.66	26.66	3.33	28.57
Assistant Manager	F	10.00	35.00	28.00	2.00	75.00
	%	13.33	46.66	37.33	2.66	71.42
Total	F	17.00	49.00	36.00	3.00	105.00
						100.00

As it can be observed from Table 2;

Of all the managers; 7 said Totally, 14 said Quite, 8 said Partially, 1 said Never

Of all the assistant managers; 10 said Totally, 35 said Quite, 28 said Partially, 2 said Never

Expectations of 69% of Managers and 59% of Manager Assistants on this subject have taken place in “desirable” way

Table 3: The difference of IE from formal education is understood adequately

		Accuracy Rating				
		Totally (4)	Quite (3)	Partly (2)	Never (1)	General Total
Manager	F	6.00	10.00	10.00	4.00	30.00
	%	20.00	33.33	33.33	13.33	28.57
Assistant Manager	F	11.00	15.00	38.00	11.00	75.00
	%	14.66	20.00	50.66	14.66	71.42
Total	F	17.00	25.00	48.00	15.00	105.00
						100.00

As it can be observed from Table 3;

Of all the managers; 6 said Totally, 10 said Quite, 10 said Partially, 4 said Never

Of all the assistant managers; 11 said Totally, 15 said Quite, 38 said Partially, 11 said Never

Expectations of 53% of Managers and 34% of Manager Assistants on this subject have taken place in “desirable” way

Table 4: The assumptions of those who are called for IE program are regarded inefficient about their duty influence the attendants in a negative way

		Accuracy Rating				
		Totally (4)	Quite (3)	Partly (2)	Never (1)	General Total
Manager	F	6.00	7.000	11.00	6	30.00
	%	20.00	23.33	36.66	20	28.57
Assistant Manager	F	13.00	11.00	30.00	21	75.00
	%	17.33	14.66	40.00	28	71.42
Total	F	19.00	18.00	41.00	27	105.00
						100.00

As it can be observed from Table 4;

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

Of all the assistant managers; 13 said Totally, 11 said Quite, 30 said Partially, 21 said Never

Expectations of 43% of Managers and 31% of Manager Assistants on this subject have taken place in “desirable” way

Table 5: IE attendants participate in the programs willingly

		Accuracy Rating				
		Totally (4)	Quite (3)	Partly (2)	Never (1)	General Total
Manager	F	9.00	9.000	10.00	2.00	30.00
	%	30.00	30.00	33.33	6.66	28.57
Assistant Manager	F	16.00	28.00	27.00	4.00	75.00
	%	21.33	37.33	36.00	5.33	71.42
Total	F	25.00	37.00	37.00	6.00	105.00
						100.00

As it can be observed from Table 4;

Of all the managers; 9 said Totally, 9 said Quite, 10 said Partially, 2 said Never

Of all the assistant managers; 16 said Totally, 28 said Quite, 27 said Partially, 4 said Never

Expectations of 60% of Managers and 58% of Manager Assistants on this subject have taken place in “desirable” way

RESULTS

- 63% of the managers and 49% of the assistant managers regarded the statement “Expectations of concerned from In-service Education (IE) are realistic” in a desirable way. It is strange that managers’ approaching this issue with the rate below 50% makes it clear that their expectations from in-service education are not realistic. According assistant managers; if the expectations of people from in-service education are not realistic, what kind of utopic expectations then this person has? What kind of not-related-to-work, imaginary expectations does a person has? This strange approach of assistant managers is worth observing.
- 69% of the managers and 59% of the assistant managers regarded the statement “Institution personnel expect return from IE in a very short period of time.” in a desirable way. In-service education is a kind of education whose practical feedback is high. Therefore; it is not strange that the expectations of managers upon this issue are above 50%.
- 53% of the managers and 34% of the assistant managers regarded the statement “The difference of IE from formal education is understood adequately”

in a desirable way. It is thought-provoking that the expectations of assistant managers upon this issue are below 50%. It is out of question that there is a difference between in-service education and formal education. As it is known; formal education is a kind of regular education which is prepared according to the standards of national education and given in schools, to individuals who are in a specific age group. Formal education is composed of pre-school education, primary education, secondary education and higher education. General, technical and occupational education programs are applied in formal education system. But education carried out in formal institutions and private shops is systematized under the name of in-service education. The education that is carried out under the name of in-service education is formal. In-service education is a kind of education given to individuals who work in a formal or private institution on wage or price, in order to bring information, skills and attitude to them upon their profession. When we regard the issue in this context; it is thought-provoking for assistant managers not to understand the difference between in-service education and formal education. In order to detect whether the difference between in-service

education and formal education is understood efficiently; it is a must to detect the place of in-service and formal education in the system: the names of education according to their features can be categorized as such: education is divided into two in here; formal and non-formal education. It was expressed above that formal education is divided into sections such as; pre-school education, primary education, secondary education and higher education. Non-formal education is divided into these sections: Public education, in-service education, apprenticeship education, on the job training and mosque training. There is an informal sense of education as well- namely; family education and environmental education.

- 43% of the managers and 31% of the assistant managers regarded the statement “The assumptions of those who are called for IE program are regarded inefficient about their duty influence the attendants in a negative way” in a desirable way. Although the approaches of manager and assistant managers upon this issue are close to each other, it is worth discussing the problem of being this approach below 50%: If those who are called for in-service education are regarded to be inefficient, the opinion of managers do not reflect a wish only; then it is a very pleasing situation for the education industry.
- 60% of the managers and 58% of the assistant managers regarded the statement “IE attendants participate in the programs willingly” in a desirable way. It is inevitable to agree such an expectation of the managers since; participation of an individual whose main aim is to improve himself is very natural.

Suggestions:

- In order to exclude a statement of “expectations of concerned from In-service Education (IE) are realistic” from being populist, managers should be informed about the necessity of melting the wishes of our own with the institutional facts in a pot.
- In order to give insight to a statement of “institution personnel expect return from IE in a very short period of time”; managers should be informed upon the facts that no academic activity gives rapid results, education is a process of creating desirable and deliberate behavioral changes in accordance with the experiences of the individual and this term of process is not a period from today to tomorrow.

- In order for the statement “The difference of IE from formal education is understood adequately” to gain validity; managers should be informed about the issues that the description of in-service education is different from formal education and the issue should be handled in the frame of these differences.
- Although not wished so; the statement of “The assumptions of those who are called for IE program are regarded inefficient about their duty influence the attendants in a negative way” is unfortunately true and managers should be told to give information to their institutional workers to exclude this wrong assumption immediately.
- In order for the statement “IE attendants participate in the programs willingly” to have validity; managers should be told to give information upon that attendants will have results after participating in the activity.

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