

Legal Legislation Deficiency, Inadequate Supervision, Lack of an Institution Which Will Establish Coordination, the Fact That the Objectives Are Not Clearly Determined and That the Facilities Are Used for Recreation Purposes Rather than Training

İhsan Nuri Demirel

Ağrı İ.Ç. University, Faculty of Education Department of Educational Sciences
Planning and Economy of Education Directorship Survey Department Instructor. Ağrı/ Turkey

Abstract: In this paper, the levels of knowledge of the Executives of the Provincial Directorate of National Education of Agri, Primary and Secondary Education School Principals and Deputy Principals on the matters of "Whether there is any law, legislation, regulation deficiencies regarding in-service training; whether the inadequate supervision of the in-service training activities prevents the detection of deficiencies; Whether a functional organization that conducts researches, follows and spreads the innovations regarding in-service training and establish coordination is available; Whether the objectives of in-service training are fully determined in details; Whether the facilities convenient to carry out in-service training in are available; and if in-service facilities are intended for educational purposes or are used for leisure purposes" in the context of their points of view towards in-service training activities on administrative and supervisory context. For the purpose of determining the executives' levels of knowledge on in-service training on administrative and supervisory contexts, a questionnaire, which consists information on in-service training, was submitted to them. A total of 105 executives from the National Education Provincial Directorate of Agri, as 30 principals and 75 vice principals, consists the sample group of the research. As per the findings of the research, it has been understood that the executives have answered the questions concerning in-service training on varying ratios. The findings have made it possible to come to a conclusion that, on matters regarding in-service training on administrative and supervisory context, the executives are knowledgeable on varying ratios from 36 % to 67 %.

Key words: Legislation deficiencies • Supervisory inadequacy • Lack of coordination • Deviation objective • Institutional drag.

INTRODUCTION

It is inevitable that the laws, legislations and regulations regarding in-service training to be settled on a systematic structure in a wide range. Not only the execution part of the in-service training activities, but also the systematics of supervision should be highly functionalized. There is a need for a functional institution in Turkey that will carry out researches regarding in-service training, follow up and spread innovations and establish coordination. Similarly, there is a necessity to completely determine the objectives of in-service training in details. When the in-service training works are considered in terms of facilities, besides the fact that convenient facilities are unavailable, the present

facilities are arranged as recreation and camping areas. In time, changes occur not only in the information but also in education processes. For example, teamed education, open planned schools or similar method changes pushes the educationists to be trained in the way that will enable them to apply such methods. Changes in methods usually brings along material problems. Today's education technology is quite advanced. How educationists can benefit from these possibilities is taught by means of in-service training [1].

It has to be known that individuals have cultural activities before being members of public institutions. The activity of informing, which is defined as education, constitutes the basis of in-service training [2].

Corresponding Author: İhsan Nuri Demirel, Ağrı İ.Ç. University, Faculty of Education
Department of Educational Sciences Planning and Economy of Education
Directorship Survey Department Instructor. Ağrı/ Turkey

In-service training mainly covers the process of the training of the personnel by the institution, in line with the occurring changes. Today individuals have to update themselves continuously. For some of the managerial areas, a training regarding management is not deemed necessary. [3].

The executives' negative attitudes towards training, trainers and those who are trained manifest themselves in different ways. It is possible to mention, among these attitudes, refusing to send the personnel who were asked to participate in a training, or oftentimes, sending personnel that are not related with the training, treating those who return from the training badly and being skeptical towards them [4].

It is unavoidable to experience some problems in a developing society. The key elements that will ensure development in both the education system and the societies that are in a struggle for development need to be known. The negative effects of these situations case problems. The first thing occurring to one's mind in solving these problems is in-service training [5].

An advanced phase of economical development requires an advanced level of education for the workforce. Besides, a highly qualified workforce accelerates social development. In this context, in-service training has a great importance in raising the manpower that possesses the qualities required by the economy [6].

One of the activities, maybe the most important one, that expedites the social development of the individuals and the society, that supports economic development, that protects, develops and passes values of national culture from generation to generation and that ensures national unity and integrity is, in general terms, education; whereas, in particular terms, it is in-service training [7].

As well as improving the efficiency of the individual within the institution it is included in, in-service training also expresses its function in community development. In parallel with this, if in-service training is considered as a method, its objective can be considered as providing, in the most convenient way, knowledge, skills and attitudes to individuals [8].

In-service training requires a systematic approach to the training and development of human, which is the key element in consumption as well as production and service sectors, in an environment where technology develops rapidly [10].

Individuals' updating themselves and their constant training should be performed institutionally, beyond their personal initiative, within the framework of laws and regulations. Family, vocational experience and, in the

broadest sense, social environment can be counted as the places for such activities [11].

Since the qualities required by a job changes continuously in line with the changing technology, a working individual need to continue receiving training until leaving its job [12]

By means of in-service training, the necessary information, skills and habits for an individual to adapt to the society it is in and to realize its role, are brought in. Developments that have scientific characteristics require programs with various objectives, beyond the education given in educational organizations [12].

In-service training can increase the satisfaction the personnel receive from their job and can improve their morale. The level of the relation between the personnel's efficiency and their job satisfaction and morale should be known [13].

Another matter that needs to be paid attention to is the matter of where and how the in-service trainings can be given. In this context, in-service training can be carried out by means of local or regional seminars, both in working days and holidays, as well as being given on-the-job [14].

In-service training does not only focus on the teachers and the intermediate staff in the institutions. For the change and development of the societies in which the individuals live, also the executives working in the middle and senior levels within the organizations and the pedagogy experts need to be subjected to continuous in-service training [15].

MATERIALS AND METHODS

The scope of the questionnaires used as the tool for gathering information concerning the opinions of the executives of the Provincial Directorate of National Education of Agri on in-service training activities, on administrative and supervisory context, has been developed as per the purpose of the research. Prepared questionnaire forms were made suitable for information processing technique by taking the opinions of the persons who are knowledgeable on this area. The trial forms prepared within this framework were applied to a primary school and a high-school in Agri. From the information gathered through the results of the trial, it was understood that some of the questions did not function. In order to ensure validity, as the degree of fitness to purpose of a measuring tool and reliability, as the consistency of a measuring tool, the questionnaire form's scope and order have been finalized by removing the

questions that did not function properly. Efforts have been made to come to conclusion by analyzing, in line with the objective of the research, the information contained in the questionnaire forms received from the executives of the Provincial Directorate of National Education of Agri. Before coming to the conclusion, the researcher has compiled the information obtained from the questionnaire in a format of tables. These tables have played a facilitative role in coming to the conclusion. The participants of the questionnaire were asked to indicate as "Not at All", "Partially", "Considerably" and "Completely", the levels of accuracy of the opinions, regarding in-service training activities, of the executives of the Provincial Directorate of National Education of Agri on administrative and supervisory context 1, 2, 3 and 4 points were given to these rates, respectively. In this way the accuracy levels were indicated as percentages.

Universe and Sample: Executives who worked during the 2008-2009 school year in the schools affiliated to the Provincial Directorate of National Education of Agri have consisted the universe of the research. Organization lists of the Provincial Directorate of National Education of Agri have been taken as basis in the determination of the universe. It is possible to assert the similarity of the universe to the sample group due to the fact that reaching a vast majority of the executives has been accepted as essential. In the research, two experimental groups have been worked with. These groups are the Principals and Vice Principals from the executives of the Provincial Directorate of National Education of Agri. It was intended that all schools of the city of Agri and all executives of the

Provincial Directorate of National Education of Agri to be included in the sample group and this intention was mostly achieved. Also, when obtaining the percentages of the research, the fractions of the numbers were not included in the tables. Only the first two digits of all percentages, following the comma have been included in the tables. The reason that the results do not sum up to hundred percent (100 %) is the exclusion of these fractions.

Distribution as per the Number of Schools Included in the Sample:

Type of School:	Number	%
High-school Equivalent1	43	6.84
Primary Schools	24	63.15
General Total	38	100

As the above schools included in the sample, also the executives of the Provincial Directorate of National Education of Agri have been included in the sample. As

the Provincial Directorate of National Education itself is not a school, it has not been indicated. The subjects, in the schools the research is conducted, to whom the questionnaire was to be applied have been determined as follows: The possibility to conduct the questionnaire to nearly all executives of the Provincial Directorate of National Education of Agri and the schools in Agri was found. The same questionnaire was submitted to all subjects. Number of the executives whom the questionnaire was submitted to was 105. While 30 of these subjects were principals, 75 were vice principals.

Distribution as per the Duties of the Subjects Included in the Sample:

Duty:	F	%
Principal	30	28.57
Vice Principal	75	71.42
Total	105	100

Data vCollection: All 38 organizations have answered the questionnaire. There has been no questionnaire deemed invalid. The questionnaire was conducted to almost all of the executives officiating in the schools of Agri. However, although all vice principals have answered the questionnaire, there have been principals who did not want to answer it. Within the frame of the permit obtained from the Governorship of Agri and within the knowledge and written permit of the Directorate of National Education, the researcher has delivered the questionnaire forms to the executives in person and asked them to fill the forms and return them in due way.

Problem: The levels of the opinions, regarding in-service training on administrative and supervisory context, of the executives of the Provincial Directorate of National Education of Agri have been studied.

Sub Problems:

- On what level are the opinions, regarding in-service trainings on administrative and supervisory context, of the Provincial Director of National Education and Primary and High-school Principals among the executives of the Provincial Directorate of National Education of Agri?
- On what level are the opinions, regarding in-service trainings on administrative and supervisory context, of the Provincial Deputy Director of National Education and Primary and High-school Vice Principals among the executives of the Provincial Directorate of National Education of Agri?

Hypotheses:

- The in-service activities related opinions of the Provincial Director of National Education and Primary and High-school Principals, on administrative and supervisory context, are at a "desired" level.
- The in-service activities related opinions of the Provincial Deputy Director of National Education and Primary and High-school Vice Principals, on administrative and supervisory context, are at a "desired" level.

Premises:

- The pre-trial made for developing the questionnaire was adequate.
- The opinions of experts utilized for developing the questionnaire were adequate.
- The opinions of the executives of the Provincial Directorate of National Education of Agri referred in the research reflect the truth.
- Preferred research method is suitable for the purpose of the research.
- The sample group's representation of the universe is on the desired extent.

- The questionnaire used in data collection and its questions are valid and reliable.
- It has been presumed that the obtained data are valid and reliable.

Restrictions:

- This research is restricted with in-service training on administrative and supervisory context and with the opinions of the executives of Provincial Directorate of National Education of Agri.
- This research is restricted with the opinions of the Provincial Director of National Education of Agri, his Deputies and the principals and vice principals of the schools affiliated to the Provincial Directorate of National Education of Agri.
- This research is restricted with the accessible sources and questionnaires as tools of data collection.

Findings: In this section, the opinions of the executives of the Provincial Directorate of National Education of Agri, regarding in-service training activities on administrative and supervisory context have been presented by means of tables. When determining the accuracy levels of the opinions of the executives

Table 1: The laws, legislations and regulations regarding IST are inadequate.

Duty		Accuracy Level				General Total
		Completely (4)	Considerably (3)	Partially (2)	Not at All (1)	
Principal	F	4	8	12	6	30
	%	13.33	26.66	40	20	28.57
Vice Principal	F	14	19	33	9	75
	%	18.66	25.33	44	12	71.42
Total	F	18	27	45	15	105
						100

As it is seen from TABLE 1

4 of the Principals have selected Completely, 8 have selected Considerably, 12 have selected Partially and 6 have selected Not at All.

14 of the Vice Principals have selected Completely, 19 have selected Considerably, 33 have selected Partially and 9 have selected Not at All.

The expectations of 39 % of the Principals and 43 % of the Vice Principals on this matter have been realized in the "Desired" way.

Table 2: Inadequate supervision of IST activities prevents the detection of deficiencies.

Duty		Accuracy Level				General Total
		Completely (4)	Considerably (3)	Partially (2)	Not at All (1)	
Principal	F	6	7	10	7	30
	%	20	23.33	33.33	23.33	28.57
Vice Principal	F	23	28	18	6	75
	%	30.66	37.33	24	8	71.42
Total	F	29	35	28	13	105
						100

As it is seen from TABLE 2

6 of the Principals have selected Completely, 7 have selected Considerably, 10 have selected Partially and 7 have selected Not at All.

23 of the Vice Principals have selected Completely, 28 have selected Considerably, 18 have selected Partially and 6 have selected Not at All.

The expectations of 43 % of the Principals and 67 % of the Vice Principals on this matter have been realized in the "Desired" way.

Table 3: A functional organization that conducts researches, follows and spreads the innovations regarding IST and establishes coordination does not exist in Turkey.

Duty		Accuracy Level				General Total
		Completely (4)	Considerably (3)	Partially (2)	Not at All (1)	
Principal	F	6	14	5	5	30
	%	20	46.66	16.66	16.66	8.57
Vice Principal	F	16	29	24	6	75
	%	21.33	38.66	32	8	71.42
Total	F	22	43	29	11	105
						100

As it is seen from TABLE 3

6 of the Principals have selected Completely, 14 have selected Considerably, 5 have selected Partially and 5 have selected Not at All.

16 of the Vice Principals have selected Completely, 29 have selected Considerably, 24 have selected Partially and 6 have selected Not at All.

The expectations of 66 % of the Principals and 59 % of the Vice Principals on this matter have been realized in the "Desired" way.

Table 4: In Turkey, the objectives of IST are not determined fully and in details.

Duty		Accuracy Level				General Total
		Completely (4)	Considerably (3)	Partially (2)	Not at All (1)	
Principal	F	5	6	15	4	30
	%	16.66	20	50	13.33	28.57
Vice Principal	F	13	23	30	9	75
	%	17.33	30.66	40	12	71.42
Total	F	18	29	45	13	105
						100

As it is seen from Table 4

5 of the Principals have selected Completely, 6 have selected Considerably, 15 have selected Partially and 4 have selected Not at All.

13 of the Vice Principals have selected Completely, 23 have selected Considerably, 30 have selected Partially and 9 have selected Not at All.

The expectations of 36 % of the Principals and 47 % of the Vice Principals on this matter have been realized in the "Desired" way.

Table 5: As there is a lack of facilities to conduct IST, the available facilities are mostly arranged as recreating and camping facilities.

Duty		Accuracy Level				General Total
		Completely (4)	Considerably (3)	Partially (2)	Not at All (1)	
Principal	F	5	8	9	8	30
	%	16.66	26.66	30	26.66	28.57
Vice Principal	F	22	25	21	7	75
	%	29.33	33.33	28	9.33	71.42
Total	F	27	33	30	15	105
						100

As it is seen from Table 5

5 of the Principals have selected Completely, 8 have selected Considerably, 9 have selected Partially and 8 have selected Not at All.

22 of the Vice Principals have selected Completely, 25 have selected Considerably, 21 have selected Partially and 7 have selected Not at All.

The expectations of 42 % of the Principals and 62 % of the Vice Principals on this matter have been realized in the "Desired" way.

regarding in-service training activities on administrative and supervisory context, they have been asked to indicate their opinions by selecting among the "not at all", "partially", "considerably" and "completely" choices. As explained above, 1, 2, 3 and 4 points have been given to the accuracy levels of these information, respectively. The

opinions of the executives regarding in-service training activities on administrative and supervisory context have been presented by means of tables. The choices of "Completely" and "Considerably" have been accepted as the "Desired" choices that have high levels of realization.

CONCLUSIONS

- 39 % of the Principals and 43 % of the Vice Principals have approached the statement of “The laws, legislations and regulations regarding IST are inadequate” in the desired way. It is not surprising that the level of realization in the desired way of the opinions of the principals and vice principals on this matter is below fifty percent; this is because the fact that it is not possible to assert that the in-service training related laws, legislations and regulations are inadequate.
- 43 % of the Principals and 67 % of the Vice Principals have approached the statement of “Inadequate supervision of IST activities prevents the detection of deficiencies” in the desired way. The level of realization of the principal's opinions on this matter is below fifty percent. On the other hand the vice principal's opinions' realization levels are above fifty percent. On this matter, the researcher agrees with the opinions of the vice principals. Adequate supervision of the in-service training activities would pave the way for the detection of many inadequacies. However, it is beyond doubt that the mentioned supervision should be a developmental supervision rather than a judgmental and interrogating one.
- 66 % of the Principals and 59 % of the Vice Principals have approached the statement of “A functional organization that conducts researches, follows and spreads the innovations regarding IST and establish coordination does not exist in Turkey” in the desired way. It is significant that the executives have shown high levels of agreement with the statement that in Turkey, there is a lack of a functional organization that conducts researches, follows and spreads the innovations regarding IST and establishes coordination. Maybe, what makes their such approaches more significant is the term "functional". It is possible to agree with the executives' approaches at least in terms of functionality.
- 36 % of the Principals and 47 % of the Vice Principals have approached the statement of “In Turkey, the objectives of IST are not determined fully and in details” in the desired way. The fact that the realization levels of the executives' opinions on this matter are below fifty percent should not be misleading; because asserting that the in-service training objectives in Turkey are not fully determined in details would be a big unfairness. It is pleasing that the executives did not invite such unfairness.
- 42 % of the Principals and 62 % of the Vice Principals have approached the statement of “As there is a lack of facilities to conduct IST, the available facilities are mostly arranged as recreating and camping facilities” in the desired way. It is not possible to understand how the principals' opinions on this matter remained below fifty percent. On the other hand, it is significant that the vice principal's opinions' realization levels are above fifty percent. While a set of arrangements oriented on the recreation of the personnel attending the in-service trainings are acceptable, it is not considered proper that all in-service training activities to solely focus on recreation. In this sense, not the principals' but the vice principals' opinions seem to be more agreeable.

Suggestions:

- In parallel with the statement of "The laws, legislations and regulations regarding IST are inadequate", it is surely not the executives responsible for the inadequacies in the regulations. However, the fact that they have important roles in the rectification of the regulation-wise gaps need to be reminded to the executives.
- The executives need to be explained that in the rectification of the supervisory inadequacies, mentioned in the statement "Inadequate supervision of IST activities prevents the detection of deficiencies", the executives should undertake important roles.
- Regarding the statement of "there is a lack of a functional organization that conducts researches, follows and spreads the innovations regarding IST and establish coordination in Turkey"; the executives should be explained that filling in the context of the theoretical frames that exist in theory is need to be realized by them and that they need to bring in vitalness to the phenomenon of the decision process.
- In scope of the statement "In Turkey, the objectives of IST are not determined fully and in details" our executives need to be enlightened regarding the necessity and the benefits of determining the objectives of in-service trainings fully and in details.
- The only aspect of the statement "As there is a lack of facilities to conduct IST, the available facilities are mostly arranged as recreating and camping facilities" that is found strange is the fact that the facilities are not suitable for performing in-service trainings.

Otherwise, our executives should be informed that in parallel with the convenience for training, there is no disadvantage in using the facilities as recreational or camping areas.

REFERENCES

1. Kucukahmet, Leyla, 1986. Teaching Principals and Methods. A.U. Faculty of Educational Sciences Publications, Second Issue, Ankara.
2. Bilgin, Kamil Ufuk, 2004. Public Performance Management. Public Administration Institute for Turkey and the Middle East, Ankara.
3. Taymaz, Haydar, 1981. In-Service Training. A.U. Faculty of Education Publishing, Ankara.
4. Erki, Bekir Sitki, 1988. Personnel Placement Issues In Banks and an In-Service Training Model. Ankara University Institute of Social Sciences, Doctoral Thesis, Ankara, pp: 1-14.
5. Karabas, Ali Riza, 1989. Statures of Evaluating In-Service Training Programs. Anatolian University Institute of Social Sciences, Postgraduate Thesis, Eskisehir, pp: 1-3.
6. Kocabas, Ibrahim, 1993. Postgraduate Thesis with the title "Determination of the opinions of technical teachers regarding in-service training activities and the administration". Firat University Institute of Social Sciences, Elazig.
7. Erisen, Yavuz, 1997. Determination of In-Service Training Needs of Workshop and Vocational Courses Teachers in Terms of Initial Teacher Training. Ankara University Institute of Social Sciences, Education Programs and Training/Program Development Department, Postgraduate Thesis, Ankara.
8. Kantek, Filiz, 1998. Dokuz Eylul University Institute of Medical Sciences, Examination of In-Service Training Programs Intended for the Nurses Working in State Hospitals in Izmir Affiliated to Ministry of Health, Izmir.
9. Eksi, Ismail, 2001. In-Service Training Needs of School Principals. Kocaeli University Institute of Social Sciences, Postgraduate Thesis, Koceli.
10. Adem, Mahmut, 1981. Education Planning. Sevinc Printing House, Ankara,
11. Basaran, Ibrahim Ethem, 1993. Turkey's Education System. Gul Publishing House, Ankara.
12. Kincal, Remzi, 2001. Introduction to Teachership. Babil Publications, Erzurum.
13. Basaran, Ibrahim Ethem, 1985. Management of Personnel Services Within Organizations. Ankara University Press, Ankara.
14. Demirel, Ozcan, 2007. Introduction to Pedagogy. Pegem Publishing, Ankara.
15. Basaran, Ibrahim Ethem, 1984. Introduction to Education. Sevinc Printing House.