

Organization Structure, out of Field Employment, Specialization, A Systematic Educational Policy, Close Relation with the Senior Management

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Abstract: In this paper, the levels of knowledge of the Executives of the National Education Directorate of Agri, Primary and Secondary Education School Principals and Deputy Principals on matters of "Whether or not the organizational structures of the in-service training units are adequate; whether the personnel raised by means of in-service training are employed within the area they are trained for; whether the in-service training units have the adequate staff of trained experts and whether the in-service training units within the organizations are close to the senior management of the organization" in the context of their points of view towards in-service Training Activities in 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 of information on in-service training, has been submitted to them. A total of 105 executives from the National Education Provincial Directorate of Agri, being 30 principals and 75 vice principals, consist 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 with 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 19 % to 48 %.

Key words: Organizational structure • Out of field employment • Specialization • A systematic training policy
• Administrative fondness of ceremony

INTRODUCTION

Besides the inadequacy of the organizational structures of the in-service training units and the numbers of trained experts, it is a serious deficiency that the personnel raised by means of in-service training activities are employed in areas other than the areas they are trained for. Also a systemized training policy does not exist in in-service training units. Correspondingly and unfortunately, in-service training unit is not deemed as a unit close to senior level management. The reasons that update and necessitate in-service training are also applicable to our country; and in addition to this fact, the unique status of our country does also require in-service training to be emphasized [1].

The concept of education, which aims at preparing individuals to life in general terms and the concept of training, which has a more occupation oriented purpose,

have a direct relation with the success of human resources. In-service training is an enlightenment of personnel on the execution and improvement of the service, before and after they start working, following their becoming members of a particular public institution [2].

Science and technological developments bring in knowledge, techniques and tools into all fields of occupation and push the employees to get acquainted with such developments. The particularity to be shown by the executives and the trainers on the implementation of in-service training activities will smooth the way for achieving the targets set [3].

Allocating and spending considerable shares from the budgets of the institutions for in-service training purposes, is a necessity. Functional models and applicable and reliable tools need to be developed and implemented in order to determine the extent in which the

implemented in-service training programs are beneficial to those who participate in these programs and the institution that organizes such programs [4].

The occurrence of in-service training activities is natural and necessary for the individuals and the institution. On the other hand, in-service training activities are also important for community development [5].

When considered from the angle of in-service training, due to the fact that the qualities and standards of the products produced and services rendered substantially depend on the levels and degrees of competence of the persons working in the particular area, understanding of such training is considered as an investment in itself [6].

In-service training is considered as the follow-up of pre-service training and is based on its foundations. The studies made for determining the need of training constitute the first and most important phase in preparing and implementing in-service training programs and achieving the desired results [7].

The objectives of in-service training can be considered from various aspects. While the objective in terms of the institution is to ensure efficiency and uninterrupted functioning of the work flow, the objective from the viewpoint of individuals is to help the individual to work in coordination and cooperation by ensuring the harmony of the individual within the group it works in [8].

The contribution of in-service training to the development process is considerable. In realization of the developments achieved by the developed countries, qualification of trained labor force is deemed to be the fundamental factor. The difference between the countries' development levels originates from the difference between the qualities of the labor force which is present in all phases of production [9].

It is not possible to assert that pre-service training and in-service training are different and intended for strictly different purposes. With in-service training, it is intended to bring in and strengthen the knowledge, skills and manners the individual need to possess in order to perform its job [10].

There are numerous reasons that necessitate the educationists to undergo in-service training. Due to this reason, it is necessary that the educationists to remain within life-long training. This continuity also needs to be sustained in-service. In-service training conducted within public institutions and organizations is a systematic training [11].

The status of the teachers, as the locomotives of educational activities, takes the lead among the reasons that make the continuousness in in-service training inevitable. The scientific and technologic innovations in education and the rapid change in the society require the continuous training of the teachers [12].

Today, the number of the factors affecting human life increases day by day. Most important ones among these are the problems that come up with technological, economical and social developments. In order to eliminate such problems, continuity in training is required [13].

In-service training is the training given to persons employed in a place of work for having them gain the competencies required by the work. In-service training completes the shortcomings of the general education given by the education system [14].

Within the scope of pre-service training, schools and universities should be seen where formal education is given. On the other hand, working places should be considered as the organizations where in-service training is given [15].

In-service training provides many benefits also for organizations. The most important benefit of in-service training is the fact that it increases the efficiency of the personnel by making it more competent. By this means, the total efficiency of the organization can be increased with in-service training [16].

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, was 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 was 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 levels, 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 Equivalent	14	36.84
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 Collection: 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: Organizational structures of IST units are inadequate.

		Accuracy Level				
Duty		Completely (4)	Considerably (3)	Partially (2)	Not at All (1)	General Total
Principal	F	2	4	18	6	30
	%	6.66	13.33	60	20	28.57
Vice Principal	F	9	15	40	11	75
	%	12	20	53.33	14.66	71.42
Total	F	11	19	58	17	105
						100

As it is seen from TABLE 1

2 of the Principals have selected Completely, 4 have selected Considerably, 18 have selected Partially and 6 have selected Not at All. 9 of the Vice Principals have selected Completely, 15 have selected Considerably, 40 have selected Partially and 11 have selected Not at All. The expectations of 19 % of the Principals and 32 % of the Vice Principals on this matter have been realized in the "Desired" way.

Table 2: Personnel raised by means of IST are not employed in the area they are trained for.

		Accuracy Level				
Duty		Completely (4)	Considerably (3)	Partially (2)	Not at All (1)	General Total
Principal	F	6	6	10	8	30
	%	20	20	33.33	26.66	28.57
Vice Principal	F	11	28	26	10	75
	%	14.66	37.33	34.66	13.33	71.42
Total	F	17	34	36	18	105
						100

As it is seen from TABLE 2

6 of the Principals have selected Completely, 6 have selected Considerably, 10 have selected Partially and 8 have selected Not at All.

11 of the Vice Principals have selected Completely, 28 have selected Considerably, 26 have selected Partially and 10 have selected Not at All.

The expectations of 40 % of the Principals and 51 % of the Vice Principals on this matter have been realized in the "Desired" way.

Table 3: The number of trained experts in IST units is inadequate.

		Accuracy Level				General Total
Duty		Completely (4)	Considerably (3)	Partially (2)	Not at All (1)	
Principal	F	6	9	12	3	30
	%	20	30	40	10	28.57
Vice Principal	F	15	25	28	7	75
	%	20	33.33	37.33	9.33	71.42
Total	F	21	34	40	10	105
						100

As it is seen from TABLE 3

6 of the Principals have selected Completely, 9 have selected Considerably, 12 have selected Partially and 3 have selected Not at All.

15 of the Vice Principals have selected Completely, 25 have selected Considerably, 28 have selected Partially and 7 have selected Not at All.

The expectations of 50 % of the Principals and 53 % of the Vice Principals on this matter have been realized in the "Desired" way.

Table 4: A systematical training policy does not exist within IST units.

		Accuracy Level				General Total
Duty		Completely (4)	Considerably (3)	Partially (2)	Not at All (1)	
Principal	F	5	11	9	5	30
	%	16.66	36.66	30	16.66	28.57
Vice Principal	F	12	24	28	11	75
	%	16	32	37.33	14.66	71.42
Total	F	17	35	37	16	105
						100

As it is seen from TABLE 4

5 of the Principals have selected Completely, 11 have selected Considerably, 9 have selected Partially and 5 have selected Not at All.

12 of the Vice Principals have selected Completely, 24 have selected Considerably, 28 have selected Partially and 11 have selected Not at All.

The expectations of 52 % of the Principals and 48 % of the Vice Principals on this matter have been realized in the "Desired" way.

Table 5: The IST units within the organization are not close to the senior management of the organization.

		Accuracy Level				General Total
Duty		Completely (4)	Considerably (3)	Partially (2)	Not at All (1)	
Principal	F	1	10	11	8	30
	%	3.33	33.33	36.66	26.66	28.57
Vice Principal	F	9	16	42	8	75
	%	12	21.33	56	10.66	71.42
Total	F	10	26	53	16	105
						100

As it is seen from TABLE 5

Only 1 Principal has selected Completely, while 10 have selected Considerably, 11 have selected Partially and 8 have selected Not at All.

9 of the Vice Principals have selected Completely, 16 have selected Considerably, 42 have selected Partially and 8 have selected Not at All.

The expectations of 36 % of the Principals and 33 % of the Vice Principals on this matter have been 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

- 19 % of the Principals and 32 % of the Vice Principals have approached the statement of “Organizational structures of the IST units are inadequate” in the desired way. From this, it is understood that although the principals and vice principals do not think that the in-service training units have institutionalized and settled staffs, they also do not believe that the organizational structures in in-service training units are inadequate. What is interesting and worth considering and scrutinizing at this point is the question of how the in-service training units that do not have institutionalized and settled staffs can have adequate organizational structures.
- 40 % of the Principals and 51 % of the Vice Principals have approached the statement of “Personnel raised by means of IST are not employed in the area they are trained for.” in the desired way. The fact that vice principals have scored more than 50 % in this statement, on the contrary of the principals, indicates a consistency from the viewpoint of the vice principals. If the personnel raised by means of IST were really employed in the areas they are trained for, that would also have meant that their mobility would function in the rational way, which is not something to be believed to easily.
- 50 % of the Principals and 53 % of the Vice Principals have approached the statement of “The number of trained experts in IST units is inadequate.” in the desired way. The principals’ and vice principals’ answers realized in similar desired levels. It is possible to understand that, the executives complain about the insufficiency of the expert personnel who will provide contribution to the personnel through in-service trainings. The executives’ opinions on this matter should not be disregarded. It is not possible to assert that there are enough personnel in in-service training institutions who are specialized in their own areas and who possess maximum knowledge, skills and competency. Besides, if it had been ensured that there were sufficient numbers of experts in the areas of in-service training and that the necessary attention were paid to in-service training, in-service training units would have undertaken functions as primary units within institutions, in contrary to the current case. The fact is that in-service training units are in secondary roles within institutions.
- 52 % of the Principals and 48 % of the Vice Principals have approached the statement of “A systematical training policy does not exist within IST units” in the desired way. The fact that the executives have delivered their opinion agreeing that there is indeed a lack of a systematic training policy within in-service training units is not something to be found strange. Despite the fact that the realization level of the vice principals’ opinion on this matter is below fifty percent, it is still a positive indication that the rate reached forty eight percent.
- 36 % of the Principals and 33 % of the Vice Principals have approached the statement of “The IST units within the organization are not close to the senior management of the organization” in the desired way. It has been found interesting that the principals and vice principals consider the in-service training units to be close to the senior managements within institutions. Surely by stating that, they do not mean that in-service training units are very close to senior management and deemed to be very valuable. If that had been the case, they would have removed the source of the many of their complaints about in-service training by themselves. In this sense, by saying that the in-service training units within the institutions are close to senior level management, they express the effectiveness of the senior managerial body in determining those who will participate to in-service training activities, which is an agreeable and understandable statement.

Suggestions:

- In order to rule out a statement as “Organizational structures of the IST units are inadequate”, the executives need to be supplied with developmental information.
- In parallel with the statement of “Personnel raised by means of IST are not employed in the area they are trained for” the executives need to be explained that a seventy five percent decrease in the efficiencies of the personnel, who are employed in areas other than those they were trained for, has to be expected.
- The executives need to be persistently explained that the sense stating that “the number of trained experts in IST units is inadequate” is also possible for in-service training units, as it is In all institutions and units and that besides the insufficiencies of the experts, also the expert-executive tenseness is important in institutional conflict.

- In the context of a statement as “a systematical training policy does not exist within IST units”, it can be suggested to our executives that the implementations of the main policies are as important as the training policy settled on a rational system within the institutions.
- It is possible to add to the statement as “the IST units within the organization are not close to the senior management of the organization” that the distance of the in-service training units in the institutions from the senior level management causes great inconveniences and it is crucial for the executives to eliminate such inconveniences.

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