

Lack of Instruments, Budget Constraints, Inadequate Travel Allowances and Wages of the Participants, Attendance Through Favoritism of Personnel Close to the Management

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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 the buildings, dormitories, sports halls, are inadequate for the in-service training participants; Whether the institutions providing in-service training experience problems due to budget restrictions; Whether the travel allowances given to in-service participants are insufficient; Whether those who work in in-service training institutions are paid less wage than those working in other institutions; and if the in-service training participants are the relative peoples or the peoples who are close to the management" 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 30% to 61%.

Key words: Budget constraints • No perfection with poor means • Favoritism

INTRODUCTION

Besides the inadequacy of the in-service training related buildings, the participants of the trainings also experience difficulties due to lack of dormitories, dining halls, locals, libraries, sports halls and course instruments. In parallel with the fact that the funds allocated for the execution of in-service trainings are inadequate, also the travel-allowance-type of allowances are insufficient. Those who work in in-service training units get paid less in comparison with other personnel working in other units. Also the fact that those who participate in in-service training activities are not those who are really related with the trainings but rather those who are close to senior managements manifests itself as an important problem. During the educational activities commonly carried out for meeting social needs in

developing countries, people who have incompetent certificates or who have been certified after an improperly shortened program are assigned to perform duties. It is possible only by means of in-service training programs that the lacking pre-service training of such people are rectified [1].

In-service training should be primarily occupation oriented and should be provided for the human resources of organizations as from the personnel's candidacy. By providing human resources with in-service training, they are enabled to serve as per the expectations of the society, to utilize technologic developments and thus to be more successful in the area they work [2].

Considering the fact that today science and technology changes rapidly, it is a necessity to train teacher candidates in a way that is open to change. Ensuring that the teachers can switch to executive

positions, that teachership is separated from other professions, that interprofessional programs are developed, that common problems are focused on and enabling researches and new efforts are among the certain functions of education and training [3].

The lack of participation and interest shown to in-service training and the fact that the personnel trained are not employed in their real areas of service, adversely affect the efficiency expected from the personnel. The executives' attitudes towards in-service training activities are highly important. It also greatly affects the nature of the training to be conducted. They are the most important source from which the most realistic information regarding the personnel can be obtained during the phase of determining training needs [4].

In-service training can developmentally function for individuals who newly enter into working life, whose duty will be changed within the organization or who will be promoted to senior levels. Organization, job and personnel are the most important elements in in-service training. Organizations are the centers of production. Organizations can produce either products or services [5].

Training and education are accepted as investment and the pre-requisite for economy. Adapting the organizations and the officials to the changing conditions, in other words enabling them to serve effectively is also one of the main functions of the management. As for in-service training, it appears as a fundamental managerial function [6].

With the rapid changes and developments occurring world-wide, in-service training, creates the possibility to harmonize people, who are different from each other by means of life styles, economical, cultural and educational statuses. A society's economic growth and the development process which covers social change and political development are educational issues [7].

When the matter is considered in terms of in-service training and management, it is under the managements responsibility to provide the individuals to be trained with the convenient circumstances, to determine training needs, to prepare training tools, to select trainers, to evaluate trainings and, in short, to continuously improve the personnel [8].

Regardless of whether we produce technology or we just utilize without producing it, well trained scientists, managers, technicians and technologists, in short, workforce that knows and implements technology are needed. Today, scientific and technologic changes accelerate and keep on snowballing [9].

In-service training program is a tool for removing communication gaps in the development of training systems. When new programs, new methods and new attitudes are considered, it has to be known that the word education is used in the meaning of formal education, rather than in-service training [10].

The necessity to raise, through in-service training, the personnel who have difficulty in fulfilling the requirements of a rapidly changing society and profession with the education they have received previously, grows day by day [11].

It is possible to fill in the gap between theoretical knowledge and application, by means of in-service training. In-service training has a direct relation with the commitment of the personnel to their organizations and their behavior of sustention, performance and adaptation within their organizations [12].

In order to bring in-service training to a modern level, the real needs of the personnel should be determined and the personnel should be encouraged to participate in in-service programs; because the individual's training by itself is included within the in-service training's scope [13].

Today there is virtually no organization that does not need and perform in-service training. Both public and private organizations need to allocate heavy funds in their budgets for in-service training [14].

Method: 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 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 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.

7 of the Principals have selected Completely, 8 have selected Considerably, 9 have selected Partially and 6 have selected Not at All.

19 of the Vice Principals have selected Completely, 27 have selected Considerably, 18 have selected Partially and 11 have selected Not at All.

The expectations of 49% of the Principals and 61% of the Vice Principals on this matter have been realized in the "Desired" way.

10 of the Principals have selected Completely, 8 have selected Considerably, 7 have selected Partially and 5 have selected Not at All.

11 of the Vice Principals have selected Completely, 24 have selected Considerably, 30 have selected Partially and 10 have selected Not at All.

The expectations of 59% of the Principals and 46% of the Vice Principals on this matter have been realized in the "Desired" way.

Table 1: As well as the inadequate buildings, the participants of IST also experience difficulties regarding the inadequacies of dormitories, dining halls, locals, libraries, sports halls and course equipments

Duty	F%	Accuracy Level				General Total
		Completely(4)	Considerably(3)	Partially(2)	Not at All(1)	
Principal	F%	723.33	826.66	930	620	3028.57
Vice Principal	F%	1925.33	2736	1824	1114.66	7571.42
Total	F	26	35	27	17	105100

As it is seen from Table 1

Table 2: Besides the fact that in most organizations there is no budget allocated for IST, the ones that are allocated are highly inadequate

		Accuracy Level				
Duty		Completely(4)	Considerably(3)	Partially(2)	Not at All(1)	General Total
Principal	F%	1033.33	826.66	723.33	516.66	3028.57
Vice Principal	F%	1114.66	2432	3040	1013.33	7571.42
Total	F	21	32	37	15	105100

As it is seen from Table 2

Table 3: The travel and other kinds of allowances given to IST participants are very inadequate

		Accuracy Level				
Duty		Completely(4)	Considerably(3)	Partially(2)	Not at All(1)	General Total
Principal	F%	930	620	1033.33	516.66	3028.57
Vice Principal	F%	2128	2432	2128	912	7571.42
Total	F	30	30	31	14	105100

As it is seen from Table 3

Table 4: Besides the fact that rather small investments are made on IST buildings, also the personnel working in these units are paid smaller wages than those who work in other organizations

		Accuracy Level				
Duty		Completely(4)	Considerably(3)	Partially(2)	Not at All(1)	General Total
Principal	F%	310	620	1136.66	1033.33	3028.57
Vice Principal	F%	1013.33	1824	3445.33	1317.33	7571.42
Total	F	13	24	45	23	105100

As it is seen from Table 4

Table 5: Those who are asked to participate in IST programs are not those who are concerned

		Accuracy Level				
Duty		Completely(4)	Considerably(3)	Partially(2)	Not at All(1)	General Total
Principal	F%	723.33	310	1343.33	723.33	3028.57
Vice Principal	F%	1621.33	1925.33	3141.33	912	7571.42
Total	F	23	22	44	16	105100

As it is seen from Table 5

9 of the Principals have selected Completely, 6 have selected Considerably, 10 have selected Partially and 5 have selected Not at All.

21 of the Vice Principals have selected Completely, 24 have selected Considerably, 21 have selected Partially and 9 have selected Not at All.

The expectations of 50% of the Principals and 60% of the Vice Principals on this matter have been realized in the "Desired" way.

3 of the Principals have selected Completely, 6 have selected Considerably, 11 have selected Partially and 10 have selected Not at All.

10 of the Vice Principals have selected Completely, 18 have selected Considerably, 34 have selected Partially and 13 have selected Not at All.

The expectations of 30% of the Principals and 37% of the Vice Principals on this matter have been realized in the "Desired" way.

7 of the Principals have selected Completely, 3 have selected Considerably, 13 have selected Partially and 7 have selected Not at All.

16 of the Vice Principals have selected Completely, 19 have selected Considerably, 31 have selected Partially and 9 have selected Not at All.

The expectations of 33% of the Principals and 46% of the Vice Principals on this matter have been realized in the "Desired" way.

CONCLUSIONS

- 49% of the Principals and 61% of the Vice Principals have approached the statement of "As well as the inadequate buildings, the participants of IST also experience difficulties regarding the inadequacies of dormitories, dining halls, locals, libraries, sports halls and course equipments" in the desired way. Although the level of realization of the principals' opinions on this matter is below fifty percent, the vice principals have scored more than fifty percent. As mentioned above, according to the points of view of the principals, the facilities necessary for conducting in-service trainings are convenient;

it is not true that the facilities are arranged as recreational-camping areas and similarly for in-service training participants the buildings are not inadequate; there is no problem regarding insufficient dormitories, dining halls, locals, libraries, sports halls and course equipments. Then, right at this spot the question “if everything is really that perfect, what do you think the problem regarding in-service training is?” need to be asked. Still, such idealist and a bit populist approaches that somewhat orient on offering to the senior management the olive branch, has been thrust aside by the vice principals’ rate of 61%.

- 59% of the Principals and 46% of the Vice Principals have approached the statement of “Besides the fact that in most organizations there is no budget allocated for IST, the ones that are allocated are highly inadequate” in the desired way. Levels of realization of the principals’ opinions on this matter are above fifty percent. On the other hand the levels of realization of the vice principals’ opinions are below fifty percent. This can be interpreted with the fact that the principals directly engage in the monetary issues of the organizations while the vice principals remain at a secondary position regarding such issues. Thus the vice principals have approached the matter with a different perspective.
- 50% of the Principals and 60% of the Vice Principals have approached the statement of “The travel and other kinds of allowances given to IST participants are very inadequate” in the desired way. There should be lots of valid reasons of the fact that the executives consider and express on a level higher than fifty percent, that the allowances provided for the in-service participants are insufficient.
- 30% of the Principals and 37% of the Vice Principals have approached the statement of “Besides the fact that rather small investments are made on IST buildings, also the personnel working in these units are paid less wages than those who work in other organizations” in the desired way. The levels of realization of the executives’ opinions on this matter are below fifty percent. They do not accept that rather small investments are made on in-service training buildings. Similarly they do not also agree that those who work in in-service training units are paid smaller wages than the personnel working in other organizations.
- 33% of the Principals and 46% of the Vice Principals have approached the statement of “Those who are asked to participate in IST programs are not those

who are concerned” in the desired way. The levels of realization of the opinions of the principals and vice principals, on this matter, are below fifty percent. It is worth investigating if the executives mean, by stating that those who are asked to attend to in-service training programs are the concerned ones, that the participants are selected evenhandedly, that there is no favoritism whatsoever and that those who are selected are the most convenient, most inclined and most deserving ones to attend the program.

Suggestions:

- Besides the trueness of the statement “as well as the inadequate buildings, the participants of IST also experience difficulties regarding the inadequacies of dormitories, dining halls, locals, libraries, sports halls and course equipments”, also the inevitability of inverting this fact, in line with the main objectives of in-service training, should be submitted to our executives.
- In addition to accepting the correctness of the statement of “besides the fact that in most organizations there is no budget allocated for IST and the ones that are allocated are highly inadequate”, our executives need to be explained that the problem in question is not peculiar to only in-service training, but that it is an outcome of the fact that education’s share in the national budget is low and thus low funds can be allocated to in-service training.
- As well as accepting the trueness of the statement of “The travel and other kinds of allowances given to IST participants are very insufficient” it is necessary to explain to our executives that this situation progresses neck and neck with the fact that the funds allocated to education are low.
- The fact that the reality in the statement of “besides the fact that rather small investments are made on IST buildings, also the personnel working in these units are paid less wages than those who work in other organizations” lies in our unstable and irrational personnel policy need to be explained to our executives.
- The vital point regarding the statement of “Those who are asked to participate in IST programs are not those who are concerned” is to explain to the executives that it is important to know if the personnel asked to participate in the programs are selected through favoritism or as per certain criteria.

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