

Pragmatic Thinking, Otherizing the Activity, Operators' Interiorizing the Institution, Obscurity of Mobility in Institutions

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Abstract: In this study; the levels of information of Ağrı Directorate of National Education Managers, Primary-Secondary School Managers and Manager Assistants about “whether the in-service education units are regarded as helping units or not; whether the in-service education unit managers and experts have enough knowledge about institution or not; whether the personnel is indifferent towards the education or not; whether the quality and mobility of the personnel of institutions in which in-service education is applied is obscure or not and whether the in-service education units have a corporate and mature staff 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 29% and 47% about the information upon in-service education in the administrative and supervisory context.

Key words: Pragmatic thinking • Otherizing the activity • Obscurity of worker's mobility

INTRODUCTION

Today, there have been changes in the structure of schools. This situation requires pedagogues to have knowledge about the need and problems of different school systems and different student groups. It is a right reason for in-service education to “prevent oldness” [1]. One of the aims of in-service education is to teach how to do the job. Nominees should be informed about the profession even before s/he starts working so that, works carried out by other human sources and indirectly failure of other service shall be prevented [2].

Generally it is not possible to apply an improvement program which requires very expensive machine and equipment. Such inadequacies of formal education process can be removed by in-service education program. In-service education makes it possible for an individual to develop information, skills and attitude s/he will use in the profession and need in working life [3]. Public or

private institutions carry out in-service most of the time in order to perform a legal task or solve a problem that will be faced in production. In this aim units are formed in institutions, instructor and educator personnel is assigned and physical environment is created [4].

In-service education is needed since a person who spends most of his life time working comes face to face with situations such as adaptation the institution s/he works, setting and sustaining relationship with other people and groups, advancement in the profession, using technology [5]. In-service education provides various, well-educated and skillful human source continuously and regularly and enables the formation of one of the compulsory pre-conditions of social development [6]. The importance of pedagogues in education system increases the importance of education of pedagogues. It is needed to educate the pedagogues, who will direct the education system, with a good pre-service education and enable them to renew themselves continuously [7].

Individual benefits of in-service education are; awakening confidence of individual, providing occupational satisfaction, raising the morale, enabling occupational development, removing the lack of information and skill not given in at school [8]. Today; scientific and technological developments have gained speed. The way to increase efficiency together with this development is possible by using the sources more usefully and actively and by increasing the quality of goods and services at the same time. An important way of providing is to activate in-service education [9]. In-service education is the occupational education given for providing the familiarity of human source in service; to inform about developments and innovation in both national and international level and to make it efficient and active. In-service education is needed due to the inefficiency of formal education [10].

In-service education must be in the aim of bringing qualified work power needed in every sector by saving on the time and education within the economical improvement [11]. In-service education includes the process of education of personnel by the institution, parallel to the changes that occurred. In-service education is in the aim of life long education [12]. Pre-service education should not be regarded separate from in-service education. They are the complementary elements of each other. With the in-service education it is aimed to provide individual the occupational information required for the profession [13].

Method: The scope of survey forms used as data gathering means upon the point of view of Ağrı Directorate of National Education Managers on in-service education activities in supervisory and administrative context is designed suitable to its aim. Survey forms are designed suitable to data processing technique by taking the views of workers who are expert in this area. Trial forms prepared in this frame are applied on a primary school and a high-school in Ağrı. According to the trial results it is seen that some of the questions do not work properly. In order to provide validity which is the expediency of measurement means and liability which is the coherence value of measurement means question that do not work are excluded and the scope and design of survey form is shaped finally. Information gathered from Ağrı Directorate of National Education managers are analyzed in the scope of the study and resulted as

such. Before having a result; information in the survey are designed in tables by the researcher. These tables played a helping role for the deduction. It is expected from the attendants to evaluate the accuracy level of information upon the point of view of Ağrı Directorate of National Education Managers on in-service education activities in supervisory and administrative context as “none”, “partly”, “quite” and “totally”. These levels are given 1, 2, 3 and 4 points respectively. In this way accuracy rating is done in percentages.

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

The Distribution of Sampling Schools According to the Amount:

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

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

The Distribution of Experimentals Sampling According to Occupations:

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

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

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

Subproblems

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

Hypotheses

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

schools upon in-service education activities are in “desirable” condition in administrative and supervisory context.

Premises

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

Constraints

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

Findings: In this section, opinions of Managers of Ağrı Directorate of National Education upon In-service Education Activities in Administrative and Supervisory Context are given with the help of tables. 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: Since the staff do not believe in the efficiency of IE, they are indifferent towards it

		Accuracy Rating				General Total
Occupation		Totally (4)	Quite (3)	Partly (2)	Never (1)	
Manager	F	4.00	5.00	13.00	8.00	30.00
	%	13.33	16.66	43.33	26.66	28.57
Assistant Manager	F	5.00	20.00	32.00	18.00	75.00
	%	6.66	26.66	42.66	24.00	71.42
Total	F	9.00	25.00	45.00	26.00	105.00
						100.00

As it can be observed from Table 1;

Of all the managers; 4 said Totally, 5 said Quite, 13 said Partially, 8 said Never

Of all the assistant managers; 5 said Totally, 20 said Quite, 32 said Partially, 18 said Never

Expectations of 29% of Managers and 32% of Manager Assistants on this subject have taken place in “desirable” way

Table 2: IE units are regarded as helping units in the institutions

		Accuracy Rating				General Total
Occupation		Totally (4)	Quite (3)	Partly (2)	Never (1)	
Manager	F	8.00	6.00	13.00	3.00	30.00
	%	26.66	20.00	43.33	10.00	28.57
Assistant Manager	F	9.00	25.00	34.00	7.00	75.00
	%	12.00	33.33	45.33	9.33	71.42
Total	F	17.00	31.00	47.00	10.00	105.00
						100.00

As it can be observed from Table 2;

Of all the managers; 8 said Totally, 6 said Quite, 13 said Partially, 3 said Never

Of all the assistant managers; 9 said Totally, 25 said Quite, 34 said Partially, 7 said Never

Expectations of 46% of Managers and 45% of Manager Assistants on this subject have taken place in “desirable” way

Table 3: IE Unit manager and experts do not know much about the institutions

		Accuracy Rating				General Total
Occupation		Totally (4)	Quite (3)	Partly (2)	Never (1)	
Manager	F	7.00	9.00	11.00	3.00	30.00
	%	23.33	30.00	36.66	10.00	28.57
Assistant Manager	F	7.00	29.00	31.00	8.00	75.00
	%	9.33	38.66	41.33	10.66	71.42
Total	F	14.00	38.00	42.00	11.00	105.00
						100.00

As it can be observed from Table 3;

Of all the managers; 7 said Totally, 9 said Quite, 11 said Partially, 3 said Never

Of all the assistant managers; 7 said Totally, 29 said Quite, 31 said Partially, 8 said Never.

Expectations of 53% of Managers and 47% of Manager Assistants on this subject have taken place in “desirable” way

Table 4: Quality and mobility of the personnel of the institutions in which IE would be applied is obscure

		Accuracy Rating				General Total
Occupation		Totally (4)	Quite (3)	Partly (2)	Never (1)	
Manager	F	2.00	11.00	13.00	4.00	30.00
	%	6.66	36.66	43.33	13.33	28.57
Assistant Manager	F	6.00	23.00	35.00	11.00	75.00
	%	8.00	30.66	46.66	14.66	71.42
Total	F	8.00	34.00	48.00	15.00	105.00
						100.00

As it can be observed from Table 4;

Of all the managers; 2 said Totally, 11 said Quite, 13 said Partially, 4 said Never

Of all the assistant managers; 6 said Totally, 23 said Quite, 35 said Partially, 11 said Never

Expectations of 42% of Managers and 38% of Manager Assistants on this subject have taken place in “desirable” way

Table 5: IE units have corporate and mature staff

		Accuracy Rating			
Occupation		Totally (4)	Quite (3)	Partly (2)	Never (1)
Manager	F	5.00	9.00	13.00	3.00
	%	16.66	30.00	43.33	10.00
Assistant Manager	F	10.00	13.00	38.00	14.00
	%	13.33	17.33	50.66	18.66
Total	F	15.00	22.00	51.00	17.00
					100.00

As it can be observed from Table 5;

Of all the managers; 5 said Totally, 9 said Quite, 13 said Partially, 3 said Never

Of all the assistant managers; 10 said Totally, 13 said Quite, 38 said Partially, 14 said Never

Expectations of 46% of Managers and 30% of Manager Assistants on this subject have taken place in "desirable" way

RESULTS

- 29% of the managers and 32% of the assistant managers regarded the statement "Since the staff do not believe in the efficiency of IE, they are indifferent towards it." in a desirable way. The opinions of managers and assistant managers are parallel to each other on this topic. According to them workers in institutions believe in the efficiency of the in-service education. Moreover, apart from believing in it, they are also interested in it. Although the staff is interested in the in-service education and believe in the efficiency of it, expected results are not taken; this must have some other reasons. These reasons can be observed in other researches.
- 46% of the managers and 45% of the assistant managers regarded the statement "IE units are regarded as helping units in the institutions." in a desirable way. The opinions of managers and assistant managers are parallel to each other on this topic. Apart from this closeness, it is worth regarding that the percentage is below 50%. Managers do not regard in-service education units as a helping unit but they regard them as main units. This situation is due to the importance they give to in-service education. However; it is not easy to express that in-service education which is a branch of formal education is regarded as much as it must be.
- 47% of the managers and 53% of the assistant managers regarded the statement "IE Unit manager and experts do not know much about the institutions." in a desirable way. The opinions of managers and assistant managers seem to be different at this point. Although the level of percentage of managers' opinion to be desirable is above 50%, it is below 50% for the assistant managers. Managers generally express that in-service education unit managers and experts do not know

much about the institutions. When the issue is regarded according to their perspective; one of the possible reasons of the problems is in-service education managers' and experts' not being interested in the institutions too much, not having information about the institution. The opinion of assistant managers about this subject is a little bit different. Apart from in-service education unit managers and experts not knowing about the institution adequately, I believe it is more reasonable for the source of problem to be lack of elaboration and integration between these people and upper stage managers of the institution.

- 42% of the managers and 38% of the assistant managers regarded the statement "Quality and mobility of the personnel of the institutions in which IE would be applied is obscure." in a desirable way. It is surprising for the opinions of managers and assistant managers' opinion upon this view is below 50%. Managers think that the quality and the mobility of personnel of the institutions in which the in-service education would be applied is apparent. Is it really possible for the workers who have taken in-service education with and performed it with high degrees; have the mobility of changing status suitable to the education, being open to every circulation? If the answer of this question is yes according to the manager, it is no according to the researcher.
- 46% of the managers and 30% of the assistant managers regarded the statement "IE units have corporate and mature staff." in a desirable way. It is interesting for the opinions of managers and assistant managers' opinion upon this view is below 50%. Managers think that in-service education units do not have a corporate and mature staff, do not have a stable staff which is a very misleading approach.

Suggestions

- In order for the statement of “since the staff do not believe in the efficiency of IE, they are indifferent towards it.” to be senseless; managers should be told to give information to their institutional workers that life long education coincides with its advantages.
- In order to falsify the statement of “IE units are regarded as helping units in the institutions.” managers should be informed about the issues of working together with managers, have a persistent attitude, bringing the in-service education units from secondary place to primary place.
- While discussing the statement of “IE Unit manager and experts do not know much about the institutions.” This must be regarded: Experts believe in and reach depth, managers believe in wideness. Experts who have reached the depth are the ones who are worked with the technical knowledge and skills in their areas. Therefore, it is not surprising for the experts to know much about the institution, but managers must be told that it is out of question for a manager not to know about the institution.
- What must be added to the statement of “quality and mobility of the personnel of the institutions in which IE would be applied is obscure” is that: mobility of the personnel who will be taken into the scope of in-service education must be left free according to the valuable features they have gained.
- In order to gain functionality to the statement of “IE units have corporate and mature staff.” Managers should be informed about the necessity of them being full-equipped.

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