

The Opinions of Administrators about In-Service Training Related to the Administration and Investigation

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Abstract

The purpose of this study is to determine the opinions of administrators of National Education Directorate, School Directors and Vice-school Directors about the in-service activities and the system of in-service training programs related to work security. Moreover, it is investigated the level of the knowledge whether in-service training ignores professional diseases, the participant of in-service trainees are aware of the difference between the participation and success certificates that they deserved at the end of the training and there is a lost of expectations on the trainees related to prove the gainings that they got through the training. To determine the knowledge level of the administrators on in-service training related to administration and investigation, they were given a data obtaining tool including knowledge about in-service training. The sample of the research consists of 30 school directors and 75 vice school directors, total 105 administrators working in different schools of Ağrı National Education Directorate. According to the findings of the research, it is seen that the administrators answered the questions including the knowledge on in-service training in changing rates. At the end of the research, it is realized that the administrators were qualified with the rates between 29% and 53% about the in-service training related to administration and investigation.

Keywords: Administration, Investigation, In-service training, Problem of changing jobs

1. Introduction

In-service training is one of the most essential fields of education to achieve willingness to learn, competency in the branch, keeping neutral in the evaluation of activities, maintaining positive connection in relationships, analyzing institutional factors via top-level cognitive strategies. In-service training programs integrate on-the-job training, consultancy and skill acquisition, publicizing of new operational policies and products. Given that in-service training is applied to one level in the institution alone, it is not possible to obtain expected benefits. Unless the individual has faith towards the necessity of in-service training and willingness to adopt, there is no possible way to conduct a successful education. If in-service training programs have not been fully evaluated it shall not be possible to mention about their effectiveness level (Marquez et al., 2016) In a variety of classifications, branch training provided for each stage and orientation training which is also known as skill development program are required. It is required that this program is integrated within in-service training program (Kantek, 1998).

The history of employees can be traced back to the times antique Egyptians forced the slaves from overseas as well as local laborers to work as foreman. During those ages training was given on-the-job. Evaluation of training was a simple process which was merely conducted with respect to the performance of workers. In the twentieth century within the scope of in-service training the main forms of employee training were such; adaptation training, on-the-job training, task-based training, apprenticeship training aiming to teach hand skills and artisanship. In modern management approach, one of the task fields of directors is personnel training and development (Akçakaya, 2010). The primary factor calling for organizational training is organizational change. The necessity to render in-service training for the personnel who with his/her earlier educational background faces difficulty in meeting the specifications and skills of a certain profession becomes greater by each day (Timur & İmer Çetin, 2017).

Particularly in modern day when information changes are even faster than the past, it is no longer possible for people to spend a whole life in one job alone with the training they receive. Thus in-service training activities are demanded to increase the efficiency of both public sector and private sector workers and keep them updated. In a majority of establishments today, in-service training is one of the prerequisites to advance in the profession.

Particularly in teaching profession rapidly-changing information, alternative learning and teaching approaches make it necessary for the teachers to renew themselves at all times (Türkaya & Asar, 2017).

In eliminating job dissatisfaction, making it possible for the individual to feel safe about the future by virtue of the trustworthy working environment and endowing the individual with the kind of knowledge removing all potential job risks, in-service training is needed to a great extent (Katman & Tutkun, 2015). Despite that, in-service training activities fall short in meeting the needs of great size of the personnel. Within that framework in-service training must be paid adequate importance. The food, accommodation and daily stipend provided to training personnel during in-service training are far from meeting the expectations. There are no opportunities for promotion, diploma or higher positions for the successful participants of in-service training (Bayar & Kösterelioğlu, 2014).

The kind of in-service training given to individuals with no background on the relevant service is named “re-training”, the training provided to individuals with incomplete background is called “additional training” and the training provided to individuals with outdated background is called “further training” (Sağlam, 2008).

The personnel is expected to learn the specific job terms, codes and services of the department where s/he will be assigned to (Teo, 2015). Upon starting the job, competency level of human resource must be evaluated. The details of the tasks and responsibilities that become further visible when human resource is promoted should be kept into account (Sokal & Sharma, 2014). In-service training must be viewed as a tool granting the individual the required qualifications for the professional work life. In-service training is an activity which can provide benefits to directors, supervisors, experts, practitioners, consumers, and all relevant vocational institutions and it can grant validity to the pedagogic relationship between teachers and learners (Bluestone et al., 2013).

In-service training makes it possible for the personnel employed in an institution to gain all knowledge, skills and attitudes that shall be needed in work life and develop such attributes. In the execution of in-service training activities, particular care paid by directors and trainers shall facilitate achieving the targets (Koç 2016). Each objective in in-service training shall be set as one or greater number of desired behavioral changes which shall be measured via preset criteria. With respect to such criteria a comparison shall be conducted between emerging change and previous condition. In-service training covers the training process of the personnel by related establishment according to the emerging changes (Öztürk & Sancak, 2007).

In order for an educational activity to be called as in-service training the first requirement is that this activity is directed to the profession and given starting from the date of nomination (Borg, 2016).

In-service training is classified as investment, its return period is calculated and with cost-benefit analyses it is accentuated that spending on education must be raised (Berhe, Dowling & Nigatu, 2014).

As a tool, in-service training integrates all kinds of activities that aim to conduct changes in the knowledge, skills and behaviors of a professional employee who starts as nominate or principal nominate till job quits due to particular reasons (Yılmaz & Esen, 2015).

In-service training addresses the shortcomings of personnel and affects staff behavior in a positive way. (Aytaç 2000).

The objective of in-service training with respect to employee is to make the individual better-equipped for the assigned task; the objective of in-service training with respect to organization is to provide information on how the members of organization shall work in coordination according to their specific tasks (Canman, 2000).

In-service training helps people reach new and up-to-date information and teach them how to use new knowledge (O'Dwyer & Atli, 2015).

The information provided during pre-service is, despite its close linkage with the service itself, missing and inadequate. The kind of knowledge a public official receives during pre-service is mostly “culture” oriented hence it may become necessary that certain service-related information be provided to the new recruits (Uçar, 2017).

With respect to orientation ways, it is possible to classify in-service training types such; employee-oriented training, workplace-oriented training, service-oriented training (Arıkbay, 1993).

2. Method

A survey was prepared to determine the opinions of managers who took part in Ağrı National Education Directorate about in-service training. The opinion of the expert has been consulted and necessary corrections have been made. Then, 30 managers were interviewed to determine the credibility and the survey was given the final form.

Participants were asked to cite the questions in the survey as 'Never', 'Rarely', 'Often' and 'Always'. These items were analyzed with '1', '2', '3' and '4' points respectively.

2.1 Universe and Sampling

The universe of the research is constituted by the school administrators active in the Ağrı National Education Directorate in 2016-2017 educational year. The sample is composed of the director and assistant principal who are randomly selected and participated in the research. All the managers who participated in the research are in the state school, and the managers working in private schools are not involved in the study.

2.2 Data Gathering

The survey was applied to the school administrators by the researcher. The researcher closely followed the process to avoid any hitches. All the surveys were collected in full. The survey also has no missing data.

2.3 Problem

The opinions of school administrators working in Ağrı National Education Directorate on in-service training were researched.

2.3.1 Sub Problems

1. What is the level of the opinions of school principals in Ağrı National Education Directorate about in-service education?
2. What is the level of the opinions of the assistants of the school principals in Ağrı National Education Directorate about in-service education?

2.4 Premises

1. The expert opinion applied for the questionnaire is adequate
2. The pilot application for the survey questions is sufficient.
3. The respondents answered honestly.
4. The sample participating in the survey is of sufficient level.
5. Survey questions were prepared in accordance with the purpose.

2.5 Restrictions

1. This research is limited to school administrators who take part in the Ağrı National Education Directorate and participate in the research.
2. This research is limited to the views of school administrators who take part in the Ağrı National Education Directorate.
3. It is limited to administrators working in primary education and secondary education.
4. A number of expert opinions are limited to a certain number of sources and data.

3. Findings

The opinions about the in-service training of the school administrators who were assigned in Ağrı National Education Directorate were presented in tabular form. In order to determine the views of the school administrators, 'Never', 'Rarely', 'Often' and 'Always' were established and they were asked to mark the closest they felt to them. It is coded by the investigator as 'Never' (1), 'Rarely' (2), 'Frequently' (3) and 'Always' (4).

Table 1. There is timely participation to In-Service Training programs

POSITION	DISTRIBUTION OF ANSWERS				TOTAL SUM
	ALWAYS (4)	OFTEN (3)	RARELY (2)	NEVER (1)	
F PRINCIPAL	6	13	10	1	30
%	20	43.33	33.33	3.33	28.57
F VICE PRINCIPAL	10	31	28	6	75
%	13.33	41.33	37.33	8	71.42
F TOTAL	16	44	38	7	105
					100

As evidenced in Table 1;

When the answers given by the principals are examined, 'Always' say 6 (20%); 'Often' say 13 (43.33%); 'Rarely' say 10 (33.33%); Those who say 'Never' are at the rate of 1 (3.33%).

When the answers given by the assistant principals are examined, 'Always' say 10 (13.33%); 'Often' say 31 (41.33%); 'Rarely' say 28 (37.33%); Those who say 'Never' are at the rate of 6 (8%).

Table 2. In-Service Training program participants face obstacles in department and job changes.

POSITION	DISTRIBUTION OF ANSWERS				TOTAL SUM
	ALWAYS (4)	OFTEN (3)	RARELY (2)	NEVER (1)	
F PRINCIPAL	4	8	14	4	30
%	13.33	26.66	46.66	13.33	28.57
F VICE PRINCIPAL	5	21	35	14	75
%	6.66	28	46.66	18.66	71.42
F TOTAL	9	29	49	18	105
					100

As demonstrated in Table 2;

When the answers given by the principals are examined, 'Always' say 4 (13.33%); 'Often' say 8 (26.66%); 'Rarely' say 14 (46.66%); Those who say 'Never' are at the rate of 4 (13.33%).

When the answers given by the assistant principals are examined, 'Always' say 5 (6.66%); 'Often' say 21 (28%); 'Rarely' say 35 (46.66%); Those who say 'Never' are at the rate of 14 (18.66%).

Table 3. The institutions have limited means and desires to conduct In-Service Training based scientific researches.

POSITION	DISTRIBUTION OF ANSWERS				TOTAL SUM
	ALWAYS (4)	OFTEN (3)	RARELY (2)	NEVER (1)	
F	7	8	11	4	30
PRINCIPAL	% 23.33	26.66	36.66	13.33	28.57
F	8	28	32	7	75
VICE PRINCIPAL	% 10.66	37.33	42.66	9.33	71.42
TOTAL	F 15	36	43	11	105
					100

As manifested in Table 3;

When the answers given by the principals are examined, 'Always' say 7 (23.33%); 'Often' say 8 (26.66%); 'Rarely' say 11 (36.66%); Those who say 'Never' are at the rate of 4 (13.33%).

When the answers given by the assistant principals are examined, 'Always' say 8 (10.66%); 'Often' say 28 (37.33%); 'Rarely' say 32 (42.66%); Those who say 'Never' are at the rate of 7 (9.33%).

Table 4. Participants of In-Service Training activities are non-homogenous groups with dissimilar age, educational level, experience etc.

POSITION	DISTRIBUTION OF ANSWERS				TOTAL SUM
	ALWAYS (4)	OFTEN (3)	RARELY (2)	NEVER (1)	
F	9	5	12	4	30
PRINCIPAL	% 30	16.66	40	13.33	28.57
F	24	24	21	6	75
VICE PRINCIPAL	% 32	32	28	8	71.42
TOTAL	F 33	29	33	10	105
					100

As exhibited in Table 4;

When the answers given by the principals are examined, 'Always' say 9 (30%); 'Often' say 5 (16.66%); 'Rarely' say 12 (40%); Those who say 'Never' are at the rate of 4 (13.33%).

When the answers given by the assistant principals are examined, 'Always' say 24 (32%); 'Often' say 24 (32%); 'Rarely' say 21 (28%); Those who say 'Never' are at the rate of 6 (8%).

Table 5. Finance of In-Service Training requires excessive bureaucratic procedures.

POSITION	DISTRIBUTION OF ANSWERS				TOTAL SUM
	ALWAYS (4)	OFTEN (3)	RARELY (2)	NEVER (1)	
PRINCIPAL	F 8	8	7	7	30
	% 26.66	26.66	23.33	23.33	28.57
VICE PRINCIPAL	F 20	24	23	8	75
	% 26.66	32	30.66	10.66	71.42
TOTAL	F 28	32	30	15	105
					100

As exhibited in Table 5;

When the answers given by the principals are examined, 'Always' say 8 (26.66%); 'Often' say 8 (26.66%); 'Rarely' say 7 (23.33%); Those who say 'Never' are at the rate of 7 (23.33%).

When the answers given by the assistant principals are examined, 'Always' say 20 (26.66%); 'Often' say 24 (32%); 'Rarely' say 23 (30.66%); Those who say 'Never' are at the rate of 8 (10.66%).

4. Conclusion

- 63% the principals and 54% the assistant principals have reach the "There is timely participation to In-Service Training Programs" statement in desired manner. Principals have stated that there is no trouble in timely participation to in-service training programs.
- 39% % the principals and 34% the assistant principals have reach the "In-Service Training Program participants face obstacles in department and job changes" statement in desired manner. Principals have stated that there is no trouble for the participants of in-service training programs in department and job changes.
- 49% the principals and 47% the assistant principals have reach "The institutions have limited means and desires to conduct In-Service Training based scientific researches" statement in desired manner. As the percentage ratios close to each other manifest, the directors hold the belief that the institutions do not have limited means and desires to conduct in-service training based scientific researches.
- 46% the principals and 64% the assistant principals have reach the "Candidates for in-service training applications are non-homogenous groups with dissimilar age, educational level, experience etc." statement in desired manner. Principals object to the idea that participants are non-homogenous groups. Vice-principals on the other hand argue that candidates for in-service training applications are non-homogenous groups; in other terms they are heterogeneous groups.
- 52% principals and 58% the assistant principals have reach the "Finance of In-Service Training requires excessive bureaucratic procedures" statement in desired manner. The directors all share the exact point of view that there are bureaucratic barriers to in-service training applications.

5. Discussion

In-service training is an important process as it informs candidates about new developments in their profession. Candidates who participated in in-service training programs stated that the activities were efficient and that the number of employees increased (Çelen et al., 2007).

Candidates participating in in-service training have varying experiences, service durations and ages (Uşun & Cömert, 2003). This is a natural process. The length of service and ages of school administrators vary. Because a constant circulation is observed in school administrators' assignments. Newly appointed administrators receive orientation

training. Experienced managers receive in-service training to access up-to-date information. This results in heterogeneous groups.

Candidates who will participate in on-the-job training should be financially supported. Road, food and accommodation expenses must not be loaded on candidates. A large proportion of participants in in-service training programs think that they do not receive sufficient financial support (Gönen & Kocakaya, 2006). Budget should be allocated to encourage candidates in these trainings. The bureaucratic obstacles seen in budget creation and distribution reflected the views of school administrators participating in the study. Separating funds for in-service seminars not only allows participants to develop multi-faceted, but also has forward-looking benefits.

It was observed that school administrators participated in in-service training in a timely manner. This is a natural process as the candidates to attend these seminars are administratively allowed. They may also show that candidates are willing to participate in the seminars on time.

Effective participation of all the personnel should be provided to in-service training practices (Aydın, 1987). This training will accelerate the process of unit change and adaptation in the candidates' institutions. The staff will be provided from internal sources.

6. Suggestions

1. "In-service training programs are monitored in a timely manner" statement should be extended such; although our directors may seem to be avoiding the routine they should be informed that utmost attention must be paid as regards timely participation to activities .
2. "In-Service Training Program participants face obstacles in department and job changes" statement must be eliminated without delay and our directors must be informed that just like cultural diffusion human circulation is also quite a valuable asset for the organizations.
3. Our directors must be explained that "The institutions have limited means and desires to conduct In-Service Training based scientific researches" statement should not be taken for granted and normal.
4. "Participants of In-Service Training activities are non-homogenous groups with dissimilar age, educational level, experience etc." statement should be extended such; our directors must be briefed about the fact that it is possible to change specific jargon of non-homogenous groups into common paradigms to the end of developing the institution.
5. "Finance of In-Service Training requires excessive bureaucratic procedures" statement should be extended such; bureaucracy is commonly known as the governed ones. The worst situation in bureaucracy is that pen is used not as a way to provide service but as a weapon. Once we see bureaucracy as mere stationery business and designing futile documents we can encounter tragic cases: The first case is that "not today come tomorrow" approach and continues in quite many ways; driving the applicant from pillar to stone, saying no with no valid excuses, frowning and staring at the applicant's face, not looking directly to the applicant, pluming himself on the applicant and many other disrespectful and humiliating acts. Hence it goes without saying that our directors must be enlightened about the potential obstacles of bureaucratic procedures.

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