

Working Order, Labor Safety, Occupational Diseases, Participation Certificate, Achievement Certificate, Expectations of Participants

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Abstract

Present research explores within the scope of the Perspectives of Directors from Agri Provincial Directorate of National Education, School Principals and Vice-Principals from Primary-Secondary Education Institutions towards In-Service Training Activities within Administrative and Supervisory Aspect; whether or not they “Render sufficient amount of significance to the working order of In-Service training programs; whether In-Service training programs pay importance to labor-safety relevant activities; whether In-Service training programs pay heeds to occupational diseases; whether participants of In-Service training activities are aware of the distinction between participation certificate and achievement certificate they are granted; whether failure to prove the benefits of In-Service training causes a loss of expectations amidst participants”. To the end of detecting the knowledge level of directors regarding in-service training within the scope of administrative and supervisory aspect they have been presented a questionnaire containing information about in-service training. Research sampling consists of collectively 105 directors; 30 school principals and 75 vice-principals from Agri Provincial Directorate of National Education. According to research findings, directors have responded to in-service training relevant questions in varying ratios. Findings have manifested that with respect to in-service training related knowledge within the scope of administrative and supervisory aspect, directors are equipped with knowledge in ratios varying between 29% to 53%.

Keywords: Working Order, Occupational Diseases, Participation Certificate

Introduction

In-service training programs are required to pay sufficient level of care to working order and labor safety. In-service training programs are obliged to render significance towards occupational diseases. Participation certificate and achievement certificate awarded to the participants of in-service training activities must prove the benefits gained from in-service training. As a universal rule, pre-service and in-service trainings must be evaluated as complementary in order to assure that trainers acquire their actual professional identity. Provided that sufficient importance is paid to both types of training it shall be possible to guarantee that trainers feel satisfied with their profession and they, as better-qualified trainers, provide a favorable setting to raise the type of laborforce that this country is in need of. Timely participation to in-service training programs must be ensured. While participants of in-service training programs change their units or works, no problems should be posed. It should be ensured that in-service training institutions encounter no obstacles in conducting scientific researches. Participants of in-service training activities should be grouped heterogeneously and relevant programs should be arranged in such manner. Bureaucratic obstacles in the financial procurement of in-service training should be eliminated. Programs shaping in-service training activities should match the basic knowledge and skill levels of the personnel. Accordingly rational organization in an institution should also provide means to make sure that in-service training reaches its objectives. As regards the necessity of in-service training in developing countries, the role that trainers play becomes even greater (Kucukahmet, 1986, p. 119).

According to career principle in public administration it is required that human resources bear a variety of tasks and responsibilities. In-service training must be regarded as a necessity hence transformation via means of in-service training should be sustained. It is required that human resources instinctively feel that such type of training is indeed a requirement. It is necessary that information on internal and external technical and social changes and developments must be provided to human resource. The spirit of human resource should be uplifted via in-service training that shall be rendered in a multitude of settings. To select the type of in-service training to give in an institution, the demand should be analyzed with respect to two dimensions: At first the status of human resource should be evaluated. Secondly the accomplished works should be analyzed. As the status of human resource is analyzed it surfaces that at first in the nomination training of human resource then in the career stage of human resource a type of in-service training aiming to gain occupational skill and develop such skills is required (Bilgin, 2004, p. 88).

Periodic in-service trainings provided to directors shall enhance the efficiency and effectiveness of management process. All communities and a multitude of sub-systems constituting communities go through certain transformation in the course of time which can be observed even more vividly in present day. During such a transformation process in-service training activities prove to be further necessary. Provided that the need of self-perpetuation of individuals starts on personal level then continues in institutional level in such setting it shall be even easier to reach the objectives expected from in-service training implementations. If individuals fail to feel the need for self-perpetuation, the activities on institutional level alone shall fall short in providing the expected results. It should also be kept in mind that the kind of significance paid on personal and institutional level to the self-perpetuation need of individuals is closely related to the development level of countries (Taymaz, 1981, p. 1).

A major incidence met in director trainings while in-service directors become adaptable to the needs of their profession is by means of trial and error method. Trial and error method which is a widespread form of training in a majority of countries includes in itself in-service training activities serving to development purposes. It exhibits itself in the manner that once directors complete administrative methods and techniques of formal educational institutions successfully then they can be assigned to the relevant occupational positions. In countries with no director-training schools, the common practice is providing directorate trainings to university graduates mostly in pre-service establishments and institutions. In that case a new necessity arises: the ones who fill the administrative positions after such training are obliged to be developed via in-service training in each stage or level. The director is expected to sincerely care about the duties of subordinates and maintain a mature and frank personality. The method a director employs in manifesting sincere care is of utmost importance to establish trust. It is also critically significant to select and train the trainers and educators organizing, implementing and evaluating training activities since all in-service activities mentioned so far are to a great extent executed through the assistance of these people (Erki, 1988, p. 13).

To renovate the establishment, to update the establishment, to remedy the institutional corruptions, to carry the establishment towards an honorable level by virtue of healthy communication, to provide a conflict-safe setting in the establishment it is required that personal objectives and needs in education be predicated. The most salient variable impinging on the achievement of such objectives is human factor. Unless qualified personnel are commissioned in in-service training it is not possible to render successful education. Misleading personnel policy alleviates the level of efficacy within in-service training. It is not possible to achieve success through the education conducted towards low-potential individuals. In short, personnel termed as human factor include individuals who are integrated into in-service training of institutions and aimed to acquire knowledge, skills and attitudes to increase production or improve the services (Karabas, 1989, p. 3).

It becomes further necessary by each day to render in-service training for the personnel who face difficulty in meeting the needs of a rapidly changing society and requirements of profession with the kind of training they received earlier. In fact one of the objectives of training is to ensure the sustainability of training. Within the scope of in-service training each establishment selects and assigns the personnel pursuant to a pre-determined personnel policy. A certain number of newly hired personnel naturally adopt the profession in a brief time. But in reality, even if a majority of establishments fail to implement in-service training programs the personnel can still informally gain work-related knowledge, skills and attitudes through the self-assistance or support of seniors and colleagues (Kocabas, 1993, p. 4).

The benefits of in-service training are essential to ensure the success of training system while changing the life of people and society in a desired way, in meeting the expected functions fully and in maintaining a faster change and renovation compared to other institutions. In today's world it is witnessed that all developed and developing countries are striving to boost their living and welfare levels. The achievement of this objective is contingent upon effective use of main factors such as natural resources, financial capital, human capital, technology, management and entrepreneurship of the countries. This is largely dependable on training the laborforce in line with the requirements of modern age which in turn calls for in-service training (Erisen, 1997, p. 5).

In-service training is generally a costly enterprise of which restrictions deserve focus. The organization is expected to supervise the money spent on pre-service training and the personnel receiving training. In that way organization climbs the cost of training by training higher number of personnel needed in reality. Therefore the necessity of in-service training should be kept in mind at all times. Within the main axle of in-service training, training programs which are far beyond or far below the capacity of employees thus forcing the personnel aggressively or failing to win their attention pose harm rather than opportunity (Basaran, 1985, p. 187).

Objectives of in-service training should be detected according to the policy and objectives of the organization that shall provide training. Upon hiring, employees on the other hand should be provided with the knowledge and skills relevant to the service (Gul, 2000, p. 3).

One of the objectives of in-service training is to create a belief that people can attain information and harness such information in different ways (Ersen, 1997, p. 119).

For the personnel to be promoted to senior positions or assigned to different tasks the importance of in-service training becomes further visible (Cevikbas, 2002, p. 36).

Knowledge and skills not innate are acquired upon training but skill is also essential to attain success. To ensure a successful training service all these problems must be eliminated (Yildirim, 1993, p. 70).

Despite the fact that in-service training is seemingly compulsory, due to the restricted budget of public enterprises and lack of qualified trainers this training is not implemented thoroughly in practice (Ergun, 2004, p. 259).

In-service training is an approach that functions with respect to personal, social and economic dimensions and should be handled within the framework of management processes (Tanyeli, 1970, p. 12).

One of the key objectives of in-service training is to gain the personnel the kind of knowledge and skills deemed essential to perform their task and develop such skills and knowledge (Tortop, 2005, p. 188).

Method

The scope of questionnaires used as data gathering tool for the Perspectives that Agri National Education Directors have on In-Service Training Activities within the scope of Administrative and Supervisory Aspects has been developed pursuant to the objective of research. Prepared questionnaires have been adapted into data processing technique upon receiving the views of field experts. Trial forms prepared within this line have been submitted to one primary school and high school in Agri. Findings obtained from trial forms proved that certain questions failed to be operational. To establish validity which indicates objective-compatibility of a measurement tool and to detect reliability which is the measurement of consistency, non-operational questions have been eliminated and the scope and form of questionnaires have been given its final shape. The information gathered from the questionnaires distributed to Agri National Education directors have been analyzed with respect to research objective and it has been attempted to reach a conclusion. Prior to reaching a conclusion the information in questionnaires has been specifically tabulated by the researcher. These tables have been assistive in reaching a final conclusion. The participants have been asked to grade accuracy levels of their knowledge on the Perspectives Agri National Education Directors have on In-Service Training Activities within the scope of Administrative and Supervisory Aspects as "None", "Partially", "Substantially" and "Completely". These

options have been respectively graded as 1, 2, 3 and 4 points. Therefore accuracy levels have been expressed in percentages.

Universe and Sampling

Research universe consists of school principals from Agri Provincial Directorate of National Education employed in 2008-2009 Academic Year. In detecting the universe institution lists of Agri Provincial Directorate of National Education have been taken into account. Since the main criterion has been to reach a majority of directors it is reasonable to argue that sampling is a reflection of the universe. In current research two subject groups have been analyzed. The first group contains School Principals from the Directors of Provincial Directorate of National Education and the other group contains Vice-Principals from the Directors of Provincial Directorate of National Education. The preliminary intention has been to include within sampling all schools in city of Agri and Directors in Provincial Directorate of National Education and this intention has been realized to a great extent. Additionally while taking percentage of the research the fractions have not been included in the table. Of all the percentages, only the last two digits after comma have been added to the table. The reasons accounting for the failure to reach one hundred percent ratio (100%) is related to the absence of these fractions.

Distribution of Sampling Schools with respect to Number:

School Type:	Number:	%
High Schools and Their Equivalents	14	36.84
Primary Education Schools	24	63.15
Total Sum	38	100

Not only the schools listed hereinabove but also Directors from Agri Provincial Directorate of National Education have also been included in sampling. Since Directorate of National Education is not a school, it has not been separately listed. The subjects to receive questionnaires in the schools where research is conducted have been detected thus: It has been possible to conduct questionnaire to all Directors from Agri Provincial Directorate of National Education and nearly all schools in Agri. All subjects have been given the same questionnaire. The number of directors receiving the questionnaire is 105. 30 participants are school principals and 75 participants are vice-principals.

Distribution of Sampling Subjects with respect to Positions:

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

Data Gathering

All 38 institutions have responded to the questionnaire items. None of the questionnaires has been accepted invalid. Nearly all principals commissioned in schools within city of Agri have received the questionnaire yet though none of the vice principals rejected to answer, some of the principals refused to complete the questionnaire. Questionnaires have been distributed personally by the researcher to the directors pursuant

to the official permission granted by Agri Governorship and pre-knowledge and approval of Directorate of National Education and participants have been requested to complete the questionnaires appropriately prior to submission.

Problem

The aim has been to explore the level of Perspectives of Agri National Education Directors on In-Service Training Activities within the scope of Administrative and Supervisory Aspects.

Sub Problems

1. What is the level of Perspectives of the Director of National Education, School Principals of Primary and Secondary Education Schools from Agri National Education Directors on In-Service Training Activities within the scope of Administrative and Supervisory Aspects?
2. What is the level of Perspectives of Vice-Directors of National Education, Vice- Principals of Primary and Secondary Education Schools from Agri National Education Directors on In-Service Training Activities within the scope of Administrative and Supervisory Aspects?

Hypotheses

1. The level of Perspectives of Director of National Education, School Principals of Primary and Secondary Education Schools from Agri National Education Directors on In-Service Training Activities within the scope of Administrative and Supervisory Aspects is in "desired" level.
2. The level of Perspectives of Vice-Directors of National Education, Vice-Principals of Primary and Secondary Education Schools from Agri National Education Directors on In-Service Training Activities within the scope of Administrative and Supervisory Aspects is in "desired" level.

Premises

1. Pre-test conducted to improve the questionnaires is in sufficient level.
2. Expert views taken to improve the questionnaires are in sufficient level.
3. The views of Agri National Education Directors consulted in the research reflect the reality.
4. Selected research method is compatible with the objective of research.
5. The sampling represents the universe in desired level.
6. The questionnaire and questions used in data gathering are valid and reliable.
7. It has been accepted that obtained data are valid and reliable.

Restrictions

1. Present research is restricted to in-service training within the scope of administrative and supervisory aspects and perspectives of Agri National Education Directors.
2. Present research is restricted to the perspectives of Agri Provincial Director of National Education, Agri Provincial Vice-Directors of National Education, school principals and vice principals from high schools and their equivalents, primary education schools under Agri Provincial Directorate of National Education.
3. Present research is restricted to the resources and questionnaires accessible as data gathering tools.

Findings

In this part, the Perspectives Agri National Education Directors have on In-Service Training Activities within the scope of Administrative and Supervisory Aspects have been exhibited via tables. While detecting the accuracy levels of the perspectives of Agri National Education Directors on In-Service Training Activities within the scope of Administrative and Supervisory Aspects they have been requested to list their views as none, partially, substantially and completely. As indicated above earlier, accuracy level of their knowledge has been graded respectively as 1, 2, 3 and 4 scores. The Perspectives Agri National Education Directors have on In-Service Training Activities within the scope of Administrative and Supervisory Aspects have been exhibited via tables. In the research “Completely” and “Substantially” options have been accepted as “Desired” options with high levels of realization.

Table 1.

IN-SERVICE TRAINING programs pay sufficient care to working order.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	8	9	11	2	30
	%	26.66	30	36.66	6.66	28.57
VICE PRINCIPAL	F	7	19	42	7	75
	%	9.33	25.33	56	9.33	71.42
TOTAL	F	15	28	53	9	105
						100

As evidenced in Table 1;

Of all the principals 8 have selected the option Completely, 9 have selected the option Substantially, 11 have selected the option Partially, 2 have selected the option None. Of all the vice-principals 7 have selected the option Completely, 19 have selected the option Substantially, 42 have selected the option Partially, 7 have selected the option None. 56% of the principals and 34% of vice principals have achieved their expectations on this issue in “desired” manner.

Table 2.

IN-SERVICE TRAINING programs pay sufficient care to labor safety relevant activities.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	4	13	10	3	30
	%	13.33	43.33	33.33	10	28.57
VICE PRINCIPAL	F	4	19	43	9	75
	%	5.33	25.33	57.33	12	71.42
TOTAL	F	8	32	53	12	105
						100

As demonstrated in Table 2;

Of all the principals 4 have selected the option Completely, 13 have selected the option Substantially, 10 have selected the option Partially, 3 have selected the option None. Of all the vice-principals 4 have selected the option Completely, 19 have selected the option Substantially, 43 have selected the option Partially, 9 have selected the option None. 56% of the principals and 30% of vice principals have achieved their expectations on this issue in “desired” manner.

Table 3.

IN-SERVICE TRAINING programs pay sufficient care to occupational diseases.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	5	4	14	7	30
	%	16.66	13.33	46.66	23.33	28.57
VICE PRINCIPAL	F	2	18	42	13	75
	%	2.66	24	56	17.33	71.42
TOTAL	F	7	22	56	20	105
						100

As manifested in Table 3;

Of all the principals 5 have selected the option Completely, 4 have selected the option Substantially, 14 have selected the option Partially, 7 have selected the option None. Of all the vice-principals 2 have selected the option Completely, 18 have selected the option Substantially, 42 have selected the option Partially, 13 have selected the option None. 29% of the principals and 26% of vice principals have achieved their expectations on this issue in “desired” manner.

Table 4.

Participants of IN-SERVICE TRAINING activities are well aware of the distinction between participation certificate and achievement certificate granted.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	6	12	10	2	30
	%	20	40	33.33	6.66	28.57
VICE PRINCIPAL	F	10	22	25	18	75
	%	13.33	29.33	33.33	24	71.42
TOTAL	F	16	34	35	20	105
						100

As exhibited in Table 4;

Of all the principals 6 have selected the option Completely, 12 have selected the option Substantially, 10 have selected the option Partially, 2 have selected the option None. Of all the vice-principals 10 have selected the option Completely, 22 have selected the option Substantially, 25 have selected the option Partially, 18 have selected the option None. 60% of the principals and 42% of vice principals have achieved their expectations on this issue in “desired” manner.

Table 5.

Failure to prove the benefits of IN-SERVICE TRAINING causes a loss of expectations amidst participants.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	5	10	12	3	30
	%	16.66	33.33	40	10	28.57
VICE PRINCIPAL	F	13	27	29	6	75
	%	17.33	36	38.66	8	71.42
TOTAL	F	18	37	41	9	105
						100

As pictured in Table 5;

Of all the principals 5 have selected the option Completely, 10 have selected the option Substantially, 12 have selected the option Partially, 3 have selected the option None.

Of all the vice-principals 13 have selected the option Completely, 27 have selected the option Substantially, 29 have selected the option Partially, 6 have selected the option None. 49% of the principals and 53% of vice principals have achieved their expectations on this issue in “desired” manner.

Conclusions

1. 56% of all principals and 34% of all the vice-principals have approached the “In-Service Training programs pay sufficient care to working order” statement in desired manner. Although the principals seem to have no reservations to the relevant working order and be in favor of the sustainability of the system, vice principals hold dissimilar views.
2. 56% of all principals and 30% of all the vice-principals have approached the “In-Service Training programs pay sufficient care to labor safety relevant activities” statement in desired manner. Although school principals express that in-Service Training programs pay sufficient care to labor safety relevant activities, vice principals hold dissimilar views.
3. 29% of all principals and 26% of all the vice-principals have approached the “In-Service Training programs pay sufficient care to occupational diseases” statement in desired manner. All School principals and vice principals share the exact point of view that in-Service Training programs do not pay sufficient care to occupational diseases.
4. 60% of all principals and 42% of all the vice-principals have approached the “Participants of in-service training activities are well aware of the distinction between participation certificate and achievement certificate granted” statement in desired manner. School Principals state that participants of in-service training activities are well aware of the distinction between participation certificate and achievement certificate granted whereas vice principals hold dissimilar views from the principals.
5. 49% of all principals and 53% of all the vice-principals have approached the “Failure to prove the benefits of In-Service Training causes a loss of expectations amidst participants” statement in desired manner. Though principals seem to be lower than fifty percent it is possible to claim that with a ratio close to fifty percent they hold similar views with the vice principals.

Suggestions

1. “In-Service Training programs pay sufficient care to working order” statement may be perceived as related to a necessity; yet it is still significant and this significance should be presented to our directors through certain formal activities.
2. “In-Service Training programs pay sufficient care to labor safety relevant activities” is a life-concerning expression. The fact that any in-service training ignoring labor safety criteria is bound to prove non-operational should be explained to our directors.
3. “In-Service Training programs pay sufficient care to occupational diseases” statement should be extended such; the main point underlined by all educational activities is to cure occupational pathologies. Our directors should be enlightened about the fact that in-service training must as well hold this objective.
4. “Participants of in-service training activities are well aware of the distinction between participation certificate and achievement certificate granted” statement appears to be crystal clear but still relevant information should be supplied to our directors on this issue.
5. Within the context of the statement “Failure to prove the benefits of In-Service Training causes a loss of expectations amidst participants” our directors should be informed that to

make sure that obtained benefits are empirical they have to possess a facilitator function in the work life as well as daily life of participants.

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