

The Perspective of Educators towards “The Training of Educators”

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Abstract

Education has become a part of people's lives and in this process, the educators within this system have particular importance. With the existing system of supervision, not only should the performances of the educators be evaluated but also training of educators should be ensured. The study was conducted for the purpose of measuring the perceptions in terms of “the training of educators”. By means of using the interview method, one of the research methods, interviews were conducted with educators working at Vocational Training Centre. It was aimed to clarify such topics as how they prepared themselves to the education rather than the education they serve, and the initiatives made for them etc. In order to be able to analyse the interview results, content analysis was used. The interview refers to a debate between two or more people around a certain purpose.

Keywords: Training, Educator, Education Quality, Student.

1. Introduction

Formal education process consists of pre-school education, elementary school education, secondary school education and higher education phases. Together with the fact that the functions of each phase are apart from one another, they serve as a preparation for the next phase. Therefore, the better the educational institution educates the student, the higher the effectiveness of the next educational institution will be (Altundepi, 2016: 1). Service is defined as; non-material quality product brought to the market in order to satisfy consumer needs; economic activity that provides time, space, product and psychological benefits; and benefits that consumers purchase without being related to ownership. Education is expressed as the process of creating intentional change in the behaviour of an individual deliberately of through his or her own experience (Devebakan, Koçdor, Musal and Güner, 2003: 32).

Vocational education is the process of adapting between the work and the individual. In other words, it is the type of training that brings in the knowledge, skills and work habits to the individual and that improves the individual's abilities and competencies related to any profession. The aim in vocational education is to give the qualification that the profession requires (Erdoğan and Yılmaz, 2012: 18). Among the objectives of vocational education are; to develop desired behaviours, provide a visual learning environment and develop skills. Vocational education, which is shaped around the work-human-education triangle, has an important role in the development of the country and in the development of employment (Çakır, Çakır and Çiftçi, 2012: 136).

The fundamental characteristics that an educator must possess can be summarized as follows: healthy and self-balanced character, general knowledge, continuous learning habit, broad-mindedness and self-confidence, professional ethics and commitment to social ideals & being moral, effective presentation skills and rhetoric, leadership and contingent management, a strong image, stress management, a researcher and innovative personality, creativity, sense of humour and a colourful personality, effective use of body language, mastery use of voice and speech, effective use of material, having self-confidence and being reassuring, being field expert and communication expert, crisis management, planning skills, emotion and behaviour management, experience, persuasiveness, being positive, constant developing, taking lessons from what is experienced and high emotional intelligence. The most common problems that educators come across with are: Fear, insecurity, inexperience, inexperience, problematic groups, negative behaviours of the participants (desire to be neutral or not to participate in activities etc.), lack of time or abundance of time, unequal level of knowledge & unaware of knowledge, unresponsiveness.

Lack of feedback, problems related to material-equipment use, problems at the beginning or in the end & lack of influence, being stucked to notes and presentation, not getting ready, negativeness of the setting, sickness (aphonia, cough etc.) failing to manage the process and circumstances, focusing on the presentation only, not being able to produce alternatives, lack of creativity, not being able to use body language – eye contact – voice effectively, lack of purpose-goals, having no rhetoric skills, being misunderstood, being humiliated, not managing provocateur attitudes, making a blunder, practical mistakes, not being able to cope with crises and manage emotions (ECORYS, 2012).

2. The Purpose of the Research and Methodology

The research was conducted so as to reveal the perspectives of the educators in terms of the training of educators. In the research part of the study, interview and questionnaire methods, which are of the data collection methods, were used. In the research, variables should be analyzed using multiple methods (triangulation) instead of a single method. These multiple techniques can be used for the reliability of qualitative analyses, testing of counter arguments, negative or different issues, and the preservation of methods and data in the sections (Decrop, 1999: 157). Triangulation is also perceived as a phenomenon about multiple methods or data collection and data explanation. When it is possible to process quantitative and qualitative methods in the same topic, equal emphasis should be given to both methods. Multiple methods are also understood as approaching the studies with different aspects and combining different research strategies (Foss and Ellefsen, 2002).

Briggs (1986) argues that interview is the most common method of data collection used in research in the field of social sciences and it is because interview as a method is an effective technique to acquire information in terms of the experiences, attitudes, opinions, complaints, feelings and beliefs of the individuals (Yıldırım and Şimşek, 2005: 119). In the study, a semi-structured interview method was used. It is an interview method in which the main lines of the interview have been predetermined but the questions have not been sorted in order, new questions can be generated and some of the questions can be skipped according to the progress of the speech, and the order of the questions can be changed, and thus it is a method which is frequently used in exploratory research (Yüksel and Yüksel, 2004).

3. Data Analysis and Evaluation

Data obtained from the interviews were analyzed by content analysis. Content analysis is defined as combining data similar to each other within the framework of certain concepts and themes, and interpreting them by organizing in a way that the reader can understand. Falkingham and Reeves (1998) also described content analysis as a new method for the evaluation of the pile of publications (Tedmem and Palancı, 2014: 433).

Content analysis, which is frequently used in the field of social sciences, is seen as a systematic and repeatable technique in which some words in such texts as books, book chapters, letters, historical documents, newspaper headlines and articles are summarized with smaller content categories (Sert, Kurtoğlu, Akıncı and Seferoğlu, 2012: 353). Summarized and interpreted data in descriptive analyses are subjected to deeper processing in content analysis, and the concepts and themes that cannot be recognized by a descriptive approach can be explored as a result of this analysis (Yıldırım and Şimşek, 2005: 227).

The population of the research was composed of 37 educators. Because of the fact that 6 of the educators had medical reports, they were not interviewed, and thus, 31 educators were interviewed, with an availability rate of 83.78% of the population. The data obtained as a result of semi-structured interviews was analyzed by means of content analysis. Information about the demographic characteristics of the interviewees was interpreted via frequency analysis. Through the questionnaire form, the educators were asked to evaluate their own performances and 16 questions were addressed to them. Of these questions, one of them was found statistically insignificant, and in conclusion, 86% of confidence rate was obtained. It was seen that 71% of the educators were male and 29% were female. In addition, 83.9% of the educators were married; 38.7% were at the age range of 42-49 years; 83.9% were undergraduates. When the professional life period of the educators were examined, it was seen that the majority of them were between 15-20 years with a rate of 58.1%, the rate of receiving education in the name of self-improvement was 74.2% and the rate of not having the certificate of training educators was 61.3%. The educators were asked to answer the question of “Which psychometric approaches do you use the most in education?” in the order of significance and it was aimed to determine what methods they were using in the first five ranks (Table 1). When the results were analyzed, it was seen that in the first rank, the educators were using oral exams, true-false tests, performance evaluation and multiple choice tests the most.

Table 1: Psychometric Approaches That Educators Use during Education

	1st Rank	2nd Rank	3rd Rank	4th Rank	5th Rank
Oral Exams	4	2	2	2	1
Written Exams	12	5	3	2	2
Tests with Short Answers	5	3	2	2	1
True-False Tests	8	6	3	2	1
Multiple Choice Tests	6	5	4	4	3
Performance Evaluation	6	5	4	2	2

Table 2: The Methods That Educators Use in Developing Teaching Materials

	1st Rank	2nd Rank	3rd Rank	4th Rank	5th Rank
Graphic Design	15	2	2	2	3
Web	8	5	3	1	-
Preparing presentation with Power point	2	8	2	1	-
Preparing presentation with Prezi	1	3	1	1	2

The educators were asked to degree the methods they used in developing teaching materials in the order of significance and it was detected that they used “graphic design” in the first rank, “preparing presentation with power point” in the second rank, “web” in the third rank, “graphic design” in the fourth and fifth rank. When the methods that educators implemented for teaching techniques, strategies and effective use of them were analyzed, it was seen that they used “thematic learning”, “aquarium” and “counterpoint development” methods in the first rank (Table 3). In thematic approach, also known as an interdisciplinary approach, the aim is to provide persistency by associating different disciplines around a theme or a topic (www.guncelakademi.com, 2016). Aquarium method is an effective discussion technique for teaching subjects that students are interested in or cannot agree on (www.sebnemkaradag.blogspot.com.tr, 2016). As given in Table 3, the educators stated that they did not apply the "case study" and "brainstorming" methods in their classes. In fact, these methods are the application of the theoretical knowledge acquired by the student and they will help the classes to be performed in a more enjoyable environment and to reassert the attention of the student. The fact that educators use the case study method will help eliminate this difficulty. Brainstorming method can also increase the students' thinking about the subject in a more detailed manner and their tendency to be influenced by one another and to have desire to speak.

Table 3: The Methods That Educators Implement for Teaching Techniques, Strategies and Effective Use of Them

	1st Rank	2nd Rank	3rd Rank	4th Rank	5th Rank
Case Study	-	-	-	-	-
Thematic Learning	11	6	1	1	2
Project Based Learning	-	1	-	-	-
Problem Solving	1	1	-	2	-
Cooperative Learning	5	4	5	3	1
Dramatization Technique	-	2	4	2	-
Discussion Narration Methods and Techniques	1	4	1	1	2
Aquarium	4	3	8	2	4
Brainstorming	-	-	-	-	-
Counterpoint Development and Other Discussion Techniques	4	2	4	6	-
Fishbone	-	2	1	-	3
Talking Pictures Activity	-	-	-	1	-
Empathy Technique	-	-	-	-	1
Creative Drama	-	1	1	4	1

The answers that the educators gave to the question of “Are there any problems that you experience in application and in the planning?” were coded and the results obtained were summarized as follows: Educators said that they were experiencing problems mostly because of the curriculum in education offered to the students, that the curriculum was not appropriate for the level of the students, and that they were experiencing problems due to frequent changes in it. The fact that the application of the theoretically given courses was not desired showed that the student cannot perform the permanent learning method related to the course. Because the level of the fresh students were really low, the question of “how will the educators teach the course to the students?” came to mind. The answer to this question was stated as a reflection of the deficiencies in basic education. The educators also stated that the readiness level of the students was insufficient, they did not want to do the tests, the students had a bad family life and social life, the number of courses to be covered was too much for the students, the place, tools and equipment were insufficient to be able to do the application, time was wasted because of the abundance of documents and projects, and the plans prepared should be shown to other experts other than the teachers.

The answers that the educators gave to the question of “How should the training of educators plan be prepared?” were coded and the results obtained were summarized as follows: The educators stated during the interviews that the curriculum should be tailored in accordance with the level of the students, past topics should be summarized, visual presentation should be made, background information about the topic should be given in advance, the topic should be given by question-answer method, the plans should be asked to be revised at certain intervals taking into consideration the conditions of the present and technological advances, the evaluation method should be found to provide the control of the gains, social and sports activities should be given more importance, the education plan should be prepared with the supervision of school-department, the circumstances for the transition to higher education should be improved and a system that will provide the students not to be the victims of it should be prepared.

When the interaction methods of the educators with their students were analyzed, it was detected that they used “verbal and non-verbal communication method (body language)” the most, and also applied the methods of active listening, the readiness of the listeners, obedience, respect, and attracting attention, respectively (Table 4). It was obvious that verbal and non-verbal communication method was frequently used. The educators were asked to evaluate their own performances and the 16 statements were evaluated according to 5-point Likert Scale as 1: highly unsuccessful, 5: highly successful. It was found that in the evaluation of their own performances, the highest mean score was the statements of “Giving satisfactory responses to the questions asked in the class” and “Being fair to the students”. The educators expressed that they collaborated with the students in order to increase the success by investigating the causes of failure in the course, they increased the successful students’ sense of accomplishment by rewarding them, they behaved fairly to the students,

Table 4: The Interaction Methods of the Educators with Their Students

	1st Rank	2nd Rank	3rd Rank	4th Rank	5th Rank
Empathy	6	5	6	-	1
Verbal and Non-verbal Communication	9	6	3	3	2
Active Listening	1	7	8	3	-
I-You Language	-	3	2	-	1
Opening Oneself	1	-	-	-	1
Communication Obstacles	2	2	1	-	2
Assertiveness	-	-	-	1	1
Conflict and Conflict Solving	-	-	-	1	1
Emotional Intelligence	1	1	-	4	-
Criticism	1	-	3	1	1
Discipline	-	1	1	2	2
Obedience	-	-	-	-	3
Respect	1	3	5	-	3
Attracting Attention	4	4	4	5	3
The Readiness of the Listeners	2	-	-	6	2

They gave information about the methods and techniques of studying and learning, they taught their courses and prepared their exams in terms of thinking and debating rather than just memorizing, and especially on these topics, they saw themselves successful. Generally, it was seen that the educators saw themselves successful in the eye of the courses they gave. However, the difficulty of being objective while evaluating oneself, which is the critical point here, should not be forgotten.

Conclusion and Suggestions

Education will provide the development of knowledge, competence and experience in all matters. Today, as the importance of pre-school education has increased, reinforcing it with elementary school education will play a significant role in the enhancement of the society. Giving value to human just because of being human comes out with socialization in the stage of elementary school education. Concepts related to "human rights" need to be adopted during elementary school education so that reconciliatory, tolerant, equalitarian and peaceful youth can be educated. It is important for social consensus, mutual love and respect that "human rights education" is given to students especially in elementary school education (Uste, 2007: 296). The individual needs someone who he will take as a role model in the education process which they begin at an early age. These role owners are, of course, their teachers, or, in other words, educators. In the research, the answers to the questions of "How are the perspectives of educators in the training of educators?" and "what do they think about it?" were sought and the results obtained are summarized as follows.

It was seen that 71% of the educators were male and 29% were female; 83.9% were married; 38.7% were at the age range of 42-49 years; 83.9% were undergraduates. When the professional life period of the educators were examined, it was seen that the majority of them were between 15-20 years with a rate of 58.1%, the rate of receiving education in the name of self-improvement was 74.2% and the rate of not having the certificate of training educators was 61.3%.

It was detected that when the educators were asked to the question of "Which psychometric approaches do you use the most in education?", in the first rank, the educators used oral exams the most, and true-false tests, performance evaluation and multiple choice tests, respectively. When the methods they used in developing teaching materials were analyzed, it was detected that they used "graphic design" in the first rank, followed by "preparing presentation with power point", "web" and "preparing presentation with prezi", respectively. When the methods that educators implemented for teaching techniques, strategies and effective use of them were analyzed, it was seen that they used "thematic learning", "aquarium" and "counterpoint development" methods in the first rank. The educators gave the answers to the question of "Are there any problems that you experience in application and in the planning?" that they were experiencing problems mostly because of the curriculum in education offered to the students, that the curriculum was not appropriate for the level of the students, and that they were experiencing problems due to frequent changes in it. The fact that the application of the theoretically given courses was not desired showed that the student cannot perform the permanent learning method related to the course. The educators expressed that they did not implement case study method in the classes but there are present studies showing that the implementation of this method provides the students to long-term memorize the information they get during the classes.

Because the level of the fresh students were really low, the question of "how will the educators teach the course to the students?" came to mind. The answer to this question was stated as a reflection of the deficiencies in basic education. To the question of "How should the training of educators plan be prepared?", the educators gave the answers that the curriculum should be tailored in accordance with the level of the students, past topics should be summarized, visual presentation should be made, background information about the topic should be given in advance, the topic should be given by question-answer method, social and sports activities should be given more importance, the education plan should be prepared with the supervision of school-department, the circumstances for the transition to higher education should be improved and a system that will provide the students not to be the victims of it should be prepared.

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The fact that educators use the case study method will help eliminate this difficulty. Brainstorming method can also increase the students' thinking about the subject in a more detailed manner and their tendency to be influenced by one another and to have desire to speak. When the interaction methods of the educators with their students were analyzed, they stated that they used “verbal and non-verbal communication method (body language)” the most, and also applied the methods of active listening, the readiness of the listeners, obedience, respect, and attracting attention, respectively. When they evaluated their own performances, the educators saw themselves successful and the most successful points were the statements of “Giving satisfactory responses to the questions asked in the class” and “Being fair to the students”.

In conclusion, it was determined that the educators' perspectives to education were hopeful and positive, and it was stated that if the systematic problems were eliminated, the educators would be more focused on educational activities. The limitation of this study is that the research is evaluated only from the point of view of the educators, lacking the students' aspect. By conducting studies in this direction in the future, it can be possible to make a comparison in terms of both sides.

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