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THE IMPORTANCE OF PROFESSIONAL EDUCATION PROGRAMS IN LIBRARIES AND THE APPLICATIONS IN UNIVERSITY LIBRARIES IN ISTANBUL

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ABSTRACT

Development of new advanced staff training programs becomes a necessity in this rapidly changing technology environment considering its effects on library services. In this paper, the importance of staff training programs will be emphasized, and examples of such programs at university libraries in Istanbul will be reviewed.

Key words : Staff training programs , University Libraries in Istanbul, Turkey

INTRODUCTION

The rapidly growing volume of information in electronic environment and development of new information retrieval tools increased efforts of information specialists and librarians to adapt themselves to this new age of information. This is only made possible for the individuals to obtain the information they need and live in harmony in the society with continuing education. This education type should be arranged and continued in a steady way. Professional education is a subclass program in lifelong education and it can be evaluated as a kind of investment for the institution's future.

If continuing education is another definition for personnel education, it should also be used in the general sense to explain overall personnel development and education. Its characteristic properties are to approach the systematic value's requirements, education, undertaking development activities and following up the conclusions. (Parry 1996:22) Continuing education is mostly focused on individual requirements and includes academic course studies, seminars, conferences, reading/research activities etc. (Creth 1984:119) Continuing education is different than personnel education because it is directed towards the special needs of an institution. (Trotta 1995:2)

Most of the institutions are aware of the direct proportion of the well-educated personnel and the amount of work and production. (Urgo:113) An employee can obtain the knowledge and develop skills while working with training institutions. After assigning someone a task, job information and skills should be thought by the institution in an accurate way. Nobody's perfect when they are first employed. If the institution doesn't have a professional education program, self-development is another possibility. Well planned education programs provide an understanding of the system and flexibility resulting in high-performance, productivity, high moral, decrease of cost and adaptation to external environment requirements (Flipppo 1980:181).

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A new employee usually has positive thoughts about the institution. This psychological atmosphere is the most appropriate time for the job training and orientation. Because new employees usually have high motivation in learning the job. (Rubin 1993:107)

DEFINITION OF A PROFESSIONAL EDUCATION PROGRAM

There are different points of views on the definition of a professional education program. Definitions usually include the usefulness of professional education program for both personnel and the institution.

Professional education is set out to provide required skills, knowledge and attitudes to individuals working for private or public institutions for a specific amount paid. (Taymaz 1992:3)

Professional education is a procedure trying to fill up the attitudes, experience, skill deficiencies which are required for the duty. (Leek 1983:96)

Professional education is continual and results in systematical development of the knowledge and skills in each level of employment to the benefit of the institution. (Sağlam 1982:6)

Professional education is an education which is taken after assigning a task for an amount of salary without any differentiation of sectors. Professional education also aims to gain the skills, knowledge and attitudes that incline towards increasing the productive value of work in product and duty. (Tanyeli 1970:9)

Professional education is an education activity that provides adaptation of the system, professional progress and development of the work that is employed. (Aytaç 2004:1)

AIMS OF THE PROFESSIONAL EDUCATION PROGRAM

In an institution before the beginning of the professional education program, general aims must be determined. General aims must be in an appropriate for the institution's policy and must cover shortages of the institution. Professional education's general aims can be thought in consideration with both the institution's and the individual's points of view. It includes individual's knowledge, skills, moral etc. to cooperate, communicate, control etc.

Professional education program's general aims are as follows;

- To increase the quality and quantity of the produced product or service.
- To increase the productivity and profit in production, to reduce the defective production.
- To ensure the appropriate use of production tools, to apply the technology.

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- To prevent the work-related accidents and occupational disease, to ensure the occupational safety.
- To strengthen the communication and coordination between the personnel.
- To be acquainted with personnel, to provide high quality labour force, to facilitate permanent staff.
- To gain required skills, to ensure satisfaction.
- To follow the changes, to ensure the personnel's adaptation to the institution.
- To prevent the personnel alteration, to ensure the possibility of promotion.
- To decrease the time of learning.
- To ensure the possibility of promotion.

These aims play an important part in the success of the professional education program and the structure of the preparation of the program. Ensuring the employees' development in their professions will guarantee their success when they promote. These aims clearly point to the importance of the professional education for an institution.

REASONS THAT REVEAL THE PROFESSIONAL EDUCATION PROGRAM

Skilled personnel directed to selected professions are being trained from two different sources. (Kalkandelen 1983:157)

1. Schools that educate personnel in different levels and the quality of the educational institutions.
2. Job opportunities that train apprentices, the experienced apprentices and masters on the job for people who does not have professional personnel qualification.

It seems difficult to cope with the rapid changes and development of social, economical, technological and occupational conditions based on the previous training given to the personnel. Therefore, professional education is unavoidably included business life. It is only possible to cope with different problems if education programs are included in business life. Reasons for professional education in an institution are as follows;

1. Rapidly aged information given in the education institutions.
2. Rapid development of technology and need for improved skills to use the new technology products.
3. Being left behind the technological advances by the production section.
4. Poor quality service or product.
5. Decreased productivity.
6. Decreased performance.
7. Increase of problems among personnel.
8. Problems of adaptation in newly employed personnel.
9. Decrease of institutional respect.
10. Demoralization of the personnel.
11. Problems in cooperation and coordination in the institution.

BASIC PRINCIPLES OF THE PROFESSIONAL EDUCATION PROGRAM

Determining the basic principles of professional education program is important to make a reliable evaluation. These principles constitute basic support to form, apply and evaluate a professional education program procedure. These principles are as follows;

1. Professional education must be taught as an unseparatable part of general management's education program which includes every level of personnel from top to bottom. (Aklan 1973:83)
2. Professional education must admit the developing the skills of the personel, promoting in the institution. (Taymaz 1992:12)
3. Professional education must serve to the advantages of the institution.
4. Professional education' advantages must be explained to the participants.
5. Materials used in practice must be prepared considering the partipants caharacteristics.
6. Professional education must be appropriately given for the necessity of the service. (Kalkandelen 1979:65)
7. Professional education must be appropriately given considering the policies of the institution.
8. Professional education program must be started considering the needs of the employees.
9. Professional education evaluation results are important datas for the development of the institution. Therefore, they must be evaluated carefully.

ADVANTAGES OF A PROFESSIONAL EDUCATION PROGRAM

Professional education is usually given to provide individuals with information, skill and attitude, therefore it is accepted as professional education. It is easier to reach the institution's determined aims with educated personnel. Professional education provides benefit both the individual and the institution..

Advantages from the institution's point of view;

- Increased productivity
- Increased quality
- Renewed production technology
- Increased production
- Increased occupational safety
- Decreased work-related accidents
- Increased respectability of the institution
- Managers being prepared

Advantages from the individual's point of view;

- Increased interest understanding of duty

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- Increased possibility of promotion
- Moral and peace provided
- Increased satisfaction
- Professional development provided
- Adaptation of innovation

TYPES OF PROFESSIONAL EDUCATION PROGRAMS

Professional education is given with different methods. The employer carrying out the professional education program must consider different education methods related to the responsibilities. Selected education program must include combinations of various education technics. (Rubin 1993:115)

Every method has advantages and disadvantages. The general understanding of difference between the classification of professional education methods consists of “on the job” and “outside the job” methods. (Telimen 1978:172) It is not possible to prefer one method to the other. It is necessary to benefit from both education methods depending on the situation. A decision must be made to correct the deficiencies based on the education programs’s requirements and considering most effective education techniques. However, different application costs of “on the job” and “outside the job” education possibilities must be considered. Systematical evaluation of results will determine the direction of future applications.

1. On The Job Education Methods

On the job education has advantages of common technology language related to personnel, produced products and services. (Leek 1983:109) It is possible to educate the employee by using the required work tools while the employee is actually working during the course. The advantages and disadvantages of on the job education type are as follows;

Advantages

- No delay in work schedule.
- Real time application with real production materials.
- Cost effective.
- No adaptation problems.

Disadvantages

- Educator may not be adequate.
- Working conditions, noise, pollution etc. may not form a positive atmosphere.
- It may not be possible to educate a lot of people at the same time.
- There may be problems due to course in produced materials.
- Machine or hardware loss may be possible.
- Education with new technology and may not occur.

Headlines of On The Job Education

- Education under the surveillance of a manager.
- To determine an assistant for the manager.
- Job rotation.
- Special projects and special reading material.
- Rotation of authority.
- Education by committees.

Education under the surveillance of a manager: This is one of the most frequently used methods. This method does not have a specific way. For the success of this method, manager should be willing to undertake the education of the employee; the inferior should trust the senior; independence and authority should be given to the senior; inspection mechanism should work systematically with good intentions etc. should be required.

To determine an assistant for the manager: The employee may get information about the institution's policy and problems by working with the manager.

Job rotation: Employees should undertake responsibilities of a variety of jobs in an institution. This method especially develops capabilities and skills which are hard to find in the productive power market and provides practical education in periodic jobs. (Ünlüsay 1989:42). This is a method applied frequently in by the institutions. Another aim of this method is to open a wide range of views. In this way the employee understands the importance and value of his/her position in the institution and reconsiders the value of the job. (Robin 1993:115)

Special projects and specially selected reading material: With this method, the individual is obliged to carry out and manage a project. (Ünlüsay 1989:42) With the specially selected reading material method, employees are expected to read these sources to develop their skills.

Rotation of authority: This is one of the most important components in contemporary organization structure. This method is the transfer of authority to employees by their managers. (Önal 1983:83) The manager aims for the development of the employees by this method. Rotation authority is accepted as one of the basic education methods. (Sabuncuoğlu 1984:130)

Education by committees: By this method, the employee is made a committee member in the institution so that he/she can be educated by taking part in the development of the opinions and ideas of the managers.

2. Outside The Job Education Methods

Specially designed programs are presented by this education method. The basic reasons for using this method are either lack of sources for office based education

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or more effective learning behaviors of the employees. (Leek:1983:111) The employee is not expected to produce a service/product and education is theoretical. The participant has stronger motivation because education is given in an artificial environment. (Flippo 1980:182) The advantages and disadvantages of outside the job education method are as follows;

Advantages

- The education is well-qualified. Because it is given by expert educators.
- A lot of people can be educated at the same time.
- Repetitions are avoided, because education is made systematically.
- Completely based on theory.
- Cost effective. No possibility of defective service/product.
- The employee has wide range of social and professional environment.
- This method is more systematical than on the job education method.

Disadvantages

- There can be adaptation problems back in actual work atmosphere.
- Loss of real time production since education is given outside the institution.
- Organization is more complicated.
- Educational differences may occur as this method of education is given in groups.
- Practice time may not be sufficient in terms of training.
- Accomodation, transportation and equipment expenses are higher.

Headlines of Outside The Job Education

- Explanation (Panel, semposium)
- Group discussion
- Seminar
- Comittee meeting
- Union
- Sensitivity education
- Rolling
- In-basket method
- Correspondence education
- Excursion-observation
- Following publications
- Courses
- Illustrated event
- Performance method

Explanation: This is a method of information transfer. Instead of getting the information by reading, educators explain a specific subject, a concept and clarify their opinions. This method made an important progress in education. (Taymaz 1992:114) Panels and semposiums are used as tools of this method. This a low

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cost method and used frequently. The success of the method is related to the expertise of the instructor, to making good relations with people and to the effectiveness of his/her equipments. The disadvantages are; passive position of the audience, concentration problems, no chance for improvement of skills and incompetent instructors.

Group discussion: This is a method of discussion with a formed group under the supervision of a group leader. The aim is to develop problem solving skills. It is used in such conditions : individuals must be homogeneous in view of their duties in the institution, the subject must be convenient for discussion, the aim must be competent individuals. (Taymaz 1992:134)

Seminar: With this method, especially higher and lower grade managers get a chance to widen their horizons. (Sabuncuoğlu 1984:138) To be successful in this method the frequency of seminars must be determined clearly.

Committee meeting: This method is also named as Project Group. Groups composed of few people try to carry out a specific project.

Sensitivity education: Sensitivity education is to make the employees sensitive about the affects of having an opinion about an individual's manners, standart of judgement and feelings. This method aims to make cooperation with others and to form a productive working atmosphere. While putting this method into practice, sessions that are called T (Training) group is applied. There is not a specific subject in the sessions. Participants produce the subjects and problems by themselves and they also find the solutions directed towards the problems. In the group the roles are not determined by a formal way and equality principle is applied. (Eren 1984:473) This method, admits of better relationship between participants and their seniors.

Rolling: This method consists of rolling the manner and behaviours of people related to personnel problems. The method helps the individual's self improvement in comprehending others and improving his/her skills in finding solutions. (Eren 1984:474) This method, rather than being an education method, is mostly used to help other methods. Rolling method lets participants act in real life conditions. (Rubin 1993:116)

In-basket method: Basic information about the subject is given to the employee who will be trained. The next step is writing down the general and possible problems related to the subject and putting them in boxes and solutions are expected from the work groups. At the end of the study behaviours and solution suggestions are discussed and general principles are determined. (Taymaz 1992:146) This method is also applied in the education of managers. In a business enterprise like in real life, some of the managers are supposed to resign and in that period of time new manager candidates are to carry out the job. (Artan

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1976:93) Besides, this method is used in the development of decision skills. (Flippo 1980:187)

Correspondence education: Study guides or questionnaires prepared with this method are sent to individuals. The employees present their work to the trainers in written. After education program, evaluation is made by a test.

Excursion-observation: The employee is sent outside of the institution to make research. This method aims to show the applications of the job outside the institution. The employee improves his/her skills and knowledge, gains experience by observing an institution with similar properties. (Sabuncuoğlu 1984:141)

Following publications: Managers and employees can follow the current news events through the libraries, information centers, archives etc..

Courses: Courses taken especially after the working hours aim to provide people with practical skills and information. Course periods differ related to the subject. Courses called 'apprenticeship', 'professional development arrangements, etc., aim for productivity and quality. These kind of courses may be directly related to the occupation of the individual. (Flippo 1980:184)

Illustrated event: Current model events are utilized with this method. The individual describes the problems in the examples, filters them, gives reasons, uses his/her logic to complete the missings and make suggestions to solve the problems. (Flippo 1980:188) This method aims to make research of a real business enterprise problem in a detailed way, to direct the participants to find more effective solutions. (Sabuncuoğlu 1984:148)

Performance method: This method is based on application during the education period by demonstrating the application to the job and explaining the main procedure. (Taymaz 1992:123) Education is based on experiment or on using different kinds of equipment. In audiovisual education, learning is more easy and permanent. Visual materials can be used together with other education techniques in the education process. With this method, employees can witness current technique applies. (Rubin 1993:121)

PROFESSIONAL EDUCATION PROGRAMS IN LIBRARIES

Librarianship is a human-based occupation. Working in a library is an intensive organization. (Trotta 1995:9) Quality of the library is related to the knowledge, skill and attitude of the personnel. Libraries are, from now on, in the center of the global information world which affects the value of information and information retrieval. (Certh 1984:118) Today libraries have an importance in the eyes of the people because of their role in the information retrieval. That's why new financial sources are usually used for the development of collection, new information technologies and personnel. While many

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library users will expect fast service, others will expect to see big differences because of the big funds which supply information technology . (Certh 1984:119) User expectations towards the service will be supplied by the librarian. Library's value becomes intense around supplying service and information management. That's why education of the librarians is very important as though the other institutions producing service. Technology would only make what is said. Therefore, the personnel should manage the library well, contrary to the current complexity about the majority of professional subjects. Besides, team workers are needed who are open minded, working effectively for both his/her own working field and other fields.

If libraries want to be active in the future, they must provide possibility to develop skill and knowledge of the personnel. Development and continual education programs must be given in a systematic way. Professional development programs conceive skills and knowledge which develop the personnel's role and responsibility in the organization. Professional development programs include; orientation for the employees, on the job education, preparing education materials, expertise education and seminars, workshops about special subjects, expertise of technology, time management, evaluating performance, analyzing the problems, skills of communication, financial management subjects. (Creth 1984:119)

While universities make expenses and arrangements to supply the developing education requirements, academical libraries try to be organized to adapt the researchers and to reach the users information. (Mozenzer: 2003:2) While continual education make investment to the individual's future, Information managers make investment to the institution's future. (Urgo 2000:124)

PROFESSIONAL DEVELOPMENT APPLICATIONS IN THE UNIVERSITY LIBRARIES

"University Library and Documentation Department Heads" working group which was started by the YOK Documentation Department Administration on September 27, 1985 has an important role for the applications of professional development education programs in university libraries. Their goals are to develop professional cooperation between libraries, to find solutions to common problems, to provide standardization in the university libraries and to carry on the study of modern librarianship in the universities. Their meetings and seminars were arranged around five different subjects for the university librarians, between the years 1986 and 1990. (Konya 1998:138) In the following years it was seen that these kind of meetings in which university librarians participate are not organized systematically. Every university library started to give professional education programs in its own structure.

GOALS AND METHODS OF RESEARCH

This study was made following the continuing seminars between the years of 1989 and 1990 to improve the professional education study conditions in the university libraries to same level with university libraries in İstanbul. To support the research

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subject, survey study was carried out on February 2004 in university libraries in İstanbul. As a result of the survey study, variables between the factors were to be designated, and according to the analysis results, interpretations and solutions were to be produced. This survey aimed to stress the importance and necessity of professional development education in occupational development.

This study was limited to the central libraries of 21 state and foundation universities. Survey forms were sent to recipients by e-mail. Their responses were sent back in a period of two weeks. Organization number responding to the survey was 17 and realisation rate of the survey was 85%. The survey consisted of 10 questions.

A preapplication was made to test the practicability of the survey form and to test the contents of the questions. According to the difficulties and results during the application of the survey little corrections were made on the survey form.

INDICATIONS OF THE RESEARCH

1. Just one of the libraries which respond the survey has verbal 'professional development regulation'
2. When studying the terms of beginning the professional education programs, it is seen that most of the universities (47%) begin education program when needed. 29.4% of the libraries carry out professional education program once in a year and 1 library carry out the program continually.

Terms application of PDP	Participation	%
Once in a year	5	29,40
Continual	1	5,80
When it is needed	8	47,00
Empty	4	23,50

3. When asked the requirement of starting the professional development program, libraries expressed that more than one deficiency is needed. According to the given options and added information, formed table is as follows:

Reasons that make PDP needed	Number	%
Decreasing of service quality	12	70,50
Decreasing of service quantity	11	64,70
Necessity of motivation	9	52,90
Incompatibility and undicipline of the personnel	8	47,00
Following up technology	6	35,20

* The survey form is enclosed

* PDP: Professional Development Program

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4. Three university libraries didn't respond to the questions about the job and outside the job education methods. From the responses we see that university libraries became intense especially in the seminar studies and domestic education trips. The most applied education methods are; conferences, practical education, research and abroad education trips. Courses are at the bottom of the professional development program. Additionally, we see that participating in the lecture programs at the university and foreign language prep classes are also professional development program methods.
5. When the survey results are studied, it is determined that recipients are utilized from the experiences of their colleagues in the limits of professional development program. Additionally, education from the professionals who work in the electronic companies working with the library have an important role in professional education. All of the personnel working in the university library participate in the education which is given by the professionals.
6. Librarians' status who participated in the professional development program, differ according to the education program. When professional education program is opened according to the requirements, sometimes participation of just expert librarians, and sometimes all library personnel are provided. 3 libraries didn't respond as they didn't organize education program.
7. When asked the methods of used education programs, it is seen that almost all libraries use orientation education. Other education methods are basic education, higher education, development education and special education are used less.
8. Recipients were asked to inform about the studies on professional program in the last 5 years. Just one response involved the studies of 15 months period of time. Most of the institutions respond that they couldn't make these kinds of studies.

Professional development programs in the libraries consist of these subjects according to the responses given.

- Using electronic sources
- Using library automation program
- Education taken from the university
- Professional development programs
- Personal development programs

Along with this, it is determined that at the meetings made in the libraries, discussions are made systematically about the suggestions and at the beginning of the every academic year it is determined that professional development and problems are considered in the meetings. Also basic training is given to the newly employed people.

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It is determined that the training in and abroad are admitted of as an out side job training method. It is also determined that librarians take trainings especially on the specific subjects. (LC classification, management of electronic periodical, improvement of collection, electronic books, public relations, databases, law, Ankoc etc.)

It was also asked the identities of the trainers. Responds are as follows;34% librarians, 27% educational personnel from the companies, 27% academicians, 12% other institutions.

9. 38 % of the participants of the survey didn't respond none of the methods used in professional development program. Other responded using on the job method. 7% use test application method.

Methods to evaluate PDP	Number	%
Test application	1	7.00
Verbal examination	1	7.00
Observation on the job	12	70.00
Empty	3	16.00
Total	17	100.00

10. Librarians' opinions and suggestion on the professional development program are as follows;

- Professional development programs must be used to follow the development of information technology and must be continual.
- Cooperation of libraries must be increased.
- Documentation and Information Sections and professional associations should organize certificated professional application and development programs and the programs should be towards the needs of library.
- The programs must be periodical.
- Participation of memberships in e-mail lists.

THE CONCLUSION AND SUGGESTIONS

As in all the organizations the importance of professional education programs are undebatable. Obtained information gained from the Documentation and Information Sections become old in a short time. For contemporary librarianship services, personnels working in the libraries, documentation and information centers, archives etc. should be given new informations.

For the systematic application of professional education programs required arrangements are as follows;

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- Regulation of professional education application towards libraries doesn't exist in our country. Public, Children's and National Library cover this deficiency by the connected ministry. Frist duty is making a rgulation about this subject.
- Profession education programs in the instution shoul be organized in short, middle and long term way. Repatations should be organized beforehand.
- To determine the reasons of professional education program, library personnel and current developments shoul be followed and evaluated.
- On the job and out side job education methods shoul be used together as possible as it can be.
- Trainer choosing procedure must be in a careful way.
- After the professional education programs evluation meeting should be done and new program should be formed according to this meeting.
- By the cooperation of Documantation and Information Sections and occupational associations, package certificated professional education programs should be formed.

Professional education programs are important especially in the institutions which produce service to develop the production and quality. Well-educated personnel will provide quality, productivity, more production, more profit, better service and prestige.

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