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Missions of Education Faculties in Turkey: A Case Study (A Sample of Education Faculty of Pamukkale University in Turkey)

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Abstract: The purpose of that qualitative study is to put forward its missions of PAU Education Faculty for now and in the future by taking the inner and outer participants' perception into consideration. The model search is the case study. As in many qualitative studies the case study will be relatively on a small-scale. The data gained were collected randomly and, through the case study, chosen by group modeling method. The perceptions of inner and outer participants of The Education Faculty of PAU were obtained by Open Ended Inquiry. The study includes 223 participants chosen among inner and outer participants'. The inquiry was studied on the volunteers, all of whom had already been evaluated for the modeling beforehand. The data, which had been obtained about The Education Faculty of PAU through inner and outer participants, were matched with thematic content analyzing Process. As a result of the study, according to inner and outer participants' perceptions, the first leading current three missions to perform are successively as following: (1) Educating teachers, (2) maintenance of the education process, (3) Holding certain social, cultural and sportive facilities. Besides, the first leading three responsibilities to realize in the future are also listed as successively as following: (1) Educating qualified and contemporary teachers, (2) Maintaining education qualified and not repetitive, (3) Enlarging social, cultural and sportive facilities within the faculty campus.

Key words: PAU Education Faculty, mission, inner and outer participants

INTRODUCTION

Mission is verbally a private responsibility attached to an individual someone or an institution. In terms of administration, mission could be also defined as a long run aim discriminating an institution from similar counter parts (TDK, 1992; Dincer, 1996). The term organizational mission obviously refers to shared values and common belief. Any organization has got a certain mission pointing to its duties and aim. The term organizational mission also refers to clarify its administration and its service area (Robbins, 1984; Peters and Waterman, 1987). Concerning the term mission, Drucker states that an institution could not be defined with its status or its name or terms listed in its foundation declaration, but with its missions. A clear definition of an institution's mission will allow its targets to be clarified vividly and realistically. Moreover, he discusses that the question what is your job? Is the same as the question what is our duty? For this reason, unity of an organization and feedback of its activities could only be achieved through a clear-well focused and common target. As they could be reached, the institution loses its trustworthiness. Through the definition of activity framework and establishing profound-based studies and taking certain statistics and speculations into consideration, it will only be possible to

determine the futuristic trend (Eren, 1990; David, 1991; Drucker, 1994; Coban, 1997). A virtual definition of mission as well as its organizational identify will be naturally critical points in performing related strategies and reaching the predetermined targets successfully.

Mission of education faculties in Turkey: Today, leading functions of universities are (1) education and training (2) scientific studies (3) social service (Guruz *et al.*, 1994; Dogramaci, 2000; Guruz, 2001; Arimoto, 2007). The mission of education faculty/college is committed to excellence in teaching, research and service (Donovan *et al.*, 2004; Reybold *et al.*, 2007; WSU, 2007).

In Turkey, mission of education faculties should be studied by universities they belong to within their mission.

Training teachers: One of the most important duties of Education Faculties, is to training new teachers. At some branches of Education Nevertheless, this duty is mostly ignored with the excuse of maintenance of scientific studies (YOK, 1998). Education faculties are to train new teachers at pre-school, primary school and many other branches' education programmes. To establish education faculties to supply more qualified teachers, Higher Education Institution (YOK) declared, on 4th November

1997, a new revision plan, which could be cited as an established step in short-run to deal virtually with certain matters (Godek, 2006). Those newly arranged teaching education programmes have been put into effect since the education season of 1998-1999. As for the content of the plan, the most striking functions could be divided into 4 categories (Akyuz, 2001): (1) Providing departments and education programmes in education faculties, each of which is consistent with the faculty and its qualification (such as gathering teaching programmes of the first 8 years within the same body etc). (2) Providing science and maths teachers who are already on duty with a post-graduate education process. (3) More emphasize on Turkish Training and Education process (4) Emphasizing the methods of rehabilitative education. As for the subject, a new re-establishment process was put into effect to review the problematic points of license programs of education faculties and an official approval was also granted by YOK (Higher Education Institution) on 21st July 2006. Concerning the matter, we could regard those points as leading innovations (YOK, 2006): (1) Programs mainly include courses on structural knowledge and skills (50-60%), teaching knowledge and skills (25-30%) and social culture (15-20%). (2) With new programmes, the process of an extra branch was completely ended because of no need anymore by which it will remarkably be possible for the individual to be trained more profoundly in his actual branch (3) Instead of field courses, faculties could now determine the programmes at 30% an arbitrary programmes could be put into effect as raised. (4) Individuals at education faculties could be now offered an opportunity to have vocational training at mixed classes and in villages or region primary education of boarding schools (YIBO). (5) One of the crucial aspects of those new programmes are that rate of cultural courses also have been raised. The aim of that innovation is mainly to equip new teachers consistent with full-bright aspects. (6) All teaching programmes have also included a new half year compulsory course which is called Social Service Practices in which students will have an opportunity to identify certain actual matters in society and studying on projects which could alleviate those matters. Besides, within the course, students are encouraged to attend certain scientific activities, either as a speaker or holder, such as panels, conferences, congresses and symposiums. The programmes have been put into effect with the first year students as of the education season of 2006-2007. The main body, which includes teachers who are educated by education faculties through pre-service education and training, is MEB (Ministry of Education) in Turkey.

Researches: Education Faculties, meanwhile, have remarkably contributed to develop educational science through theoretical and practical. Too much teaching duty nevertheless, has also created a burden on the teaching staff and that case may mean a barrier to them to realize certain remarkable researches into education.

Social service: Education Faculties, meanwhile, have had to arrange certain programmes or activities such as seminars, courses or conferences to meet educational demands of other institutions or different parts of the society, as well. In addition, they constitute some other educational programmes not only to meet social demand but to create the demand itself in the society as well.

In Turkey of Education Faculty the matter mission: A contradictory between the education Faculty and the science and Literature Faculty: YOK (High education institution) in Turkey drew a new route, i.e., an exhaustive revision, at education faculties in the country with a term dated 4th November 1997. Through the new regulations, it was announced that resources would be administered more economically and fruitfully by abolishing the duplication process between education faculties and the scientific and literature faculties in the country.

Nevertheless, for all new constitutional efforts all obstacles in maintenance of, high education in Turkey is still hard to state to have been completely removed. In spite of continual declarations by YOK, which have always expressed that the mission of science and literature faculties is not to train teachers, as did in the past. As a result of new constitutional revision as regards education faculties' function, the mission to supply teachers for primary education in Turkey has only been given them, while the mission to supply teachers for secondary education has been given both the education faculties and the science and literature faculties. Furthermore, YOK has indirectly held the latter as the responsible party, through a new revision, by dividing lessons into two parts (i.e., lessons related to teaching methods have been allocated to education faculties and lessons as to the field of work to the science and literature faculties which would indirectly mean that the latter would be directly dealing with supplying new teachers (Kiran, 2002). Compared with other faculties in the country, we wouldn't come across such a duplication mess at any other disciplines, only except for between educating faculties and science and literature faculties. For instance, there are not any other faculties than medicine faculties to supply doctors. In addition, according to the term (dated 31st of march 2003 with registration number 4) released by MEB (2006) (National

Education Ministry) education and training committee with number 340, the priority of education faculties graduates' being employed was abolished and KPSS exam scores were put into practice instead. By that way, contradictory between education faculties and science and literature faculties have been getting more and more profound.

The Faculty of Education, Pamukkale University: First at all, this institution was originally founded as Denizli Teachers School for Girls in 1957 which would be named as The Education Faculty of Pamukkale University today. It was later called Denizli Education Academy, through a law registration number 2547, which would be a part of The University of Dokuz Eylul, Buca Education Faculty. Then through another law with registration number 3837 dated 03rd July 1992, following the foundation of Pamukkale University, it was activated with Primary School Teaching Department of Education Faculty of Pamukkale University, on 10th of November 1992. With its experience of nearly a half century, The Education Faculty of Pamukkale University has an important place among experienced and well known universities of education faculty in the country.

In the report, certain current matters of The Education Faculty of Pamukkale University (PAU) are studied by thoroughly evaluating its most prominent inner and outer participants, a term which points out all concern groups in or out of the faculty. The most prominent factors which are included in the search focus are as follows:

- The academic and administrator staff (the dean, the vice dean, chiefs of departments and vice chiefs, heads of science branches, the faculty secretary, the chief).
- Academic staff (professors, associate professors, assistant professors, instructors, assistants, teaching staff, specialists).
- Administration staff (officers, technicians, janitors).
- Students (undergraduates and postgraduates).

The most prominent factors included in the search focus are as following, as well:

- Administrators at Denizli Directory Office of The Ministry of Education (the director, the deputy director, officer' head, the chief of inspectors of primary school education and the vice chief).
- Principals at state's schools and private ones in Denizli (high school principals and first vice principals and other deputies, principals and vice principals of kindergartens).
- Teachers at state's schools and private ones in Denizli (kindergartens teachers, primary school teachers, branch teachers).

- Inspectors of primary schools
- Graduates of Education Faculty of Pamukkale Universities (PAU) in the education year 2004-2005
- Parents of graduates Education Faculty of Pamukkale University (PAU) in the education year 2005-2006
- Administrators of civil organizations in Denizli (administrators of education unions, volunteer associations, media, administrators of chambers).

Research question: What are the current and futuristic missions of The Education Faculty of PAU according to the inner and outer participants? Besides the current sub problems according to its inner and outer participants of The Education Faculty of Pamukkale University are: What are the current missions? and What are possible missions to load in future?

MATERIALS AND METHODS

The model of the search: The model search is the case study. In other words, it could be expressed as follows (Yin, 1994; Simsek and Yildirim, 2005): (1) It is a search method which studies on the current process within its structure (content). (2) It is also a state in which the edge is between the case and the content. (3) It is also a preferable method to be used on occasions where there are enough amounts of database and evidence. Finally, occasion study could surely be expressed to be a method allowing the searcher to study the matter or the case exhaustively by taking the questions how and why into consideration.

The case study: As in many qualitative studies the case study will be relatively on a small-scale (Simsek and Yildirim, 2005). In the education season of 2005-2006, at The Education Faculty of PAU, the number of academic and administration staff was 25, academic personnel was 150, administration staff was 30 and the number of the students both and undergraduate and postgraduate was 4.077. In The Management of Education in Denizli, in the year 2006 (in 2005-2006 season), the number of branch managers was 30 and the number of administrators at state's high schools, primary schools and kindergartens within the municipality borders was 254 and the number of primary schools and high schools administrators driven by certain foundations in the city was 25, the number of teachers at state's high schools, primary schools and kindergartens was 4.234, the number of teachers at certain foundations ' schools was 350, the number of primary teaching inspector was 40, the number of graduates at Education Faculty of PAU in 2004-2005 season 600, the number of student parents in 2005-2006 season at

Table 1: Model ranges

Participants	Modeling
Inner participants of the faculty	
Faculty administrators	12
Academic staff	31
Management staff	4
Student	71
Total of inner participants of the faculty	118
Outer participants of the faculty	
Administrators of MEM	6
State's schools' administrators	10
Private schools' administrators	3
State's schools' teachers	43
Private schools' teachers	7
Inspectors	4
Graduates and parents of student	21
Civil organization of administrators	11
Total of outer participants of the faculty	105
The total number	223

Education Faculty of PAU was 3.900, the number of administrators at certain funds, volunteer organizations, media corporations and chambers was 110.

The data gained were collected randomly and, through the case study, chosen by group modeling method. Of all the inner and outer participants of The Education Faculty of PAU, totally 223 people were chosen for modeling and were included the inquiry (Table 1). Of the inner-participants of The Education Faculty of PAU, totally 118 people were chosen for modeling and the inquiry, among whom are students, administration staff and academic executives. Of the outer-participants of The Education Faculty of PAU, totally 105 people were chosen for modeling and the inquiry among whom are Denizli Office of Ministry of Education (MEM), state's and private school principals and teaching staff, primary teaching inspector, graduates, students' parents and exclusives of certain civil organizations.

The gathering of data and analyzing: The perceptions of inner and outer participants of The Education Faculty of PAU were obtained by Open Ended Inquiry. Because, according to the case study, those who are included in the inquiry were required to give creative (original) and virtual answers. One of the ways to realize it was the inquiry process, indeed.

The inquiry was studied on the volunteers, all of whom had already been evaluated for modeling beforehand. Certain questions in their mind were answered face to face. Meanwhile, the open ended inquiry was continued on volunteers and by persuading other individuals to be included until the number of models in the case study group, which had been chosen randomly and rationalized with model groups, was achieved at the desired level. To get to validity of the study, the participants were asked open ended questions which

would lead to get correct, peculiar and objective data. Moreover, to get to credibility of the study, the process is defined in a detailed way, allowing evaluation of the analyze results.

The data, which had been obtained about The Education Faculty of PAU through inner and outer participants, were matched with thematic content analyzing process. By bringing codes together with certain categories, the themes were which would be required achieved. Meanwhile, those themes being completely different from each other and carrying meaningful messages were particularly taken into consideration. Each theme and their sub dimensions were expressed with percentages. Even so, the rates were not evaluated to constitute certain statistical comparisons contrary to in quantitative researches. In qualitative studies, percentages are used for new ideas and ordering processes.

RESULTS

Through thematic content analysis method, the data were analyzed and the findings were evaluated.

Current duties of The Education Faculty of PAU according to the participants: According to the participants, current duties of The Education Faculties of PAU are divided into 38 different categories while the number of attributed duties is 416 (Table 2).

As a result of the analysis gained by the participants, 38 different duties have been put forward, all of which define of its current duties. What's more, the main duty of The Education faculty of PAU, according to the participants, is training new teachers 28.36%. Besides, to YOK (higher Education Institution in Turkey) the most initial duty of education faculties in the country is to train new teachers, as well.

According to participants, the most important second duty of The Education faculty of PAU has to deal with is currently, with 12.01%, is maintenance of education % training process. With the license and post-graduate education it provides. The Education Faculty of PAU has trained new teachers for education services of primary schools, secondary schools (high-schools) by vocational training before the actual process.

According to participants, the most leading current third duty The Education faculty of PAU has to deal with is currently, with 11.53%, to hold social, cultural and sports activities with in the faculty campus. In this context, PAU Education faculty has done a lot to train qualified and contemporary teachers by supporting them in social, cultural and artistic activities.

Table 2: Current duties of The Education Faculties of PAU

Missions	%
Training new teachers	28.36
Maintenance of education and training process	12.01
Maintenance of certain cultural, social and sportive activities	11.53
Maintenance of scientific searches	6.00
Educating qualified new teachers	5.28
Educating average teachers	3.84
Maintenance of post-graduate education which will mean scientific specialist.	3.12
Maintenance of an average education and training process	3.12
Holding certain scientific activities such as conferences, symposiums, panels, seminars etc	2.88
Maintenance of full qualified education	2.88
No idea	1.92
Realizing scientific studies into qualitative and qualified education process.	1.44
Opening new programmes to bring up new teachers of other branches	1.20
Guiding to educational activities in Denizli	1.20
Reinforcing educational sub-structure	1.20
Rising the current quality of teachers in Denizli	1.20
Reinforcing the number of academic staff at the faculty	0.96
Virtual and enlightening studies into educational problems	0.96
Drawing vivid projects on education	0.96
Play a leader role in its social environment	0.96
Providing the society with education service	0.96
Establishment of virtual public relations	0.96
Establishing its fame through a permanent success at KPDS (The exam for new teachers who wish to work at ministry schools)	0.96
Driving education policy of Denizli	0.72
Contribution to economy stability of the city in many ways	0.72
No duty of the faculty	0.72
Broadening minds of adults through education	0.48
Answering students' criticizes	0.48
Social co-operation in educating new teachers	0.48
Driving Students' Exchange Programmes	0.48
Working unceasingly even in unsatisfying conditions	0.24
Maintenance of usual formalities (paper work)	0.24
Contribution to city introduction	0.24
Maintenance of routines	0.24
Producing scientific studies in a limited number	0.24
Producing regular educational publications of national and/or refried	0.24
Contribution on lowering unemployment level	0.24
Cooperation with civil organization	0.24

According to participants, the most crucial forth duty The Education faculty of PAU has to deal with is currently, with 6.00%, to realize scientific searches for this reason, PAU Education Faculty, except for other duties have also greatly contributed the development of education science by certain fundamental and practical studies.

According to participants, the most crucial current fifth duty The Education faculty of PAU has to deal with is currently, with 5.28%, to train qualified teacher. On the other hand, that duty ranks in the first one among the duties of education faculties. With other education faculties in the country, PAU Education Faculty has also drawn certain innovation drafts, mainly in programmes, to supply qualified teachers.

According to participants, the most important sixth duty The Education faculty of PAU has to deal with is currently, with 3.84%, is to educate average teachers, which is not existed in duties of education faculties. That perception clearly indicates current dissatisfaction of the participants with the new teachers who are trained by Education Faculty of PAU:

According to participants in the study, the most important seventh duty which the faculty has to deal with

is currently, with 3.12%, to provide post-graduate educate facility and to supply new scientists on education through post-graduation education service and maintenance an average education and training process. Last one does not exit among duties of education faculties. That perception clearly indicates current dissatisfaction of the participants with the current education and training service which PAU Education Faculty offers.

According to the participants, the twelfth duty of the Education faculty of PAU has to deal with is currently, with 0.72%, driving education policy of Denizli city, contributing economic stability in the city and no duty to overcome. The idea of participants claiming that there is no duty to be overcome by the education faculty of PAU does not comply with the reality.

Duties in future to be overcome by Education Faculty of PAU according to participants: According to participants, duties in the future to be overcome by Education Faculty of PAU are mainly categorized in 62 groups while the total number of duty definitions is 557 (Table 3).

In the analysis of the data obtained from the participants in the pool, totally 62 different duty groups

Table 3: Duties in the future to be overcome by Education Faculty of PAU

Missions	%
Responsibility of training new teachers who are contemporary and qualified	15.79
Serving qualified education which is not based on repetitive method	10.77
Enlarging its social, cultural, sport activities	7.71
More qualified studies and academic publishing/ activities	5.92
Maintenance of a high-tech education	4.84
Educating new secular teachers who are in Kemalist line	3.94
Playing a leader role in education and training activities in Denizli city	3.59
Being hand to hand with society and cooperation with it	3.41
Holding certain activities more frequently such as national / international congresses, symposiums, conferences etc.	2.87
Serving vocational training courses for the teachers / school principals in Denizli City	2.51
Reinforcing its teaching staff	2.15
Being e centre of social, cultural and academic organizations and coordination	1.97
Cooperation with primary and second schools	1.97
Aiming to be one of the most admired education faculty in the country	1.79
Sensation to local education problems	1.61
Virtual cooperation with local authorities of Ministry of Education	1.61
Putting certain contemporary approachment in teaching into practice	1.43
Being open to public education	1.43
Being well-informed of innovations	1.43
Getting in touch its graduates	1.43
Opening to doctoral programmes and educating scientific doctors	1.43
I have no idea	1.43
Being a respected faculty in national and international publishing	1.25
Establishing laboratory conditions for courses	0.89
Opening new programmes to educate teachers	0.89
Making students endear for teaching	0.89
Contributing the development of Denizli through social studies which on the city	0.89
More emphasizing on faculty introduction	0.89
Producing educational projects on the scale of Turkey	0.89
Producing international projects on education	0.89
More institutional training and social activities for its staffs	0.71
Training devoted and keen teachers	0.71
Cooperation with professional chambers and civil organization	0.71
Emphasizing on democracy and democratic education	0.71
To take place in the first one hundred (100) education faculties in the world	0.71
An employment system which is based on objective criteria and qualified staff	0.53
Sponsorship for its teaching staff who attend national or international scientific activities	0.53
A more sensitive approachment to matters on training course	0.53
Realizing performance criteria of teaching staff	0.35
Abolishing the summer school	0.35
Maintenance of scientific freedom within period the faculty	0.35
Emphasizing on artistic activities	0.35
More technological opportunity to its teaching staff	0.35
Making students information and advisory desk more functional	0.35
Replacing the current system with another system which includes make-up exams	0.35
Educating new teachers who are for free-thinking	0.35
Raising qualifications of the staff	0.35
Educating new teachers within its own academic rules	0.17
Decreasing the number of students	0.17
Raising esteem of teachers	0.17
Caring about its staff	0.17
Building up a common vision for the faculty	0.17
Developing new models on learning and teaching process	0.17
Being a turning point in education	0.17
Providing more opportunity to activities of students' clubs	0.17
Providing orientation education to newcomer students	0.17
Furnishing successful students with international opportunities for post-graduate and doctoral education	0.17
Offering students functional service on Psychological Advisory and Guiding	0.17
Education for new teachers whose branches will be Special Education	0.17
Being global door to the world	0.17
Providing certain opportunities to students' club and organizations	0.17
Publishing journals and books on education	0.17

for future to be overcome by The Education Faculty have been reached, the most important mission will be, with 15.79%, to educate contemporary and qualified teachers.

Their expectation on how a teacher should be? is also ranked in the most immediate duty position by the participants. The expectation is that educating qualified

generations of teachers is not only main responsibility of PAU Education Faculty but also other faculties of education in Turkey.

Recording to the participants, the most important second duty in future which the Education faculty of PAU will have to deal with is, with 10.77% maintenance of education which is fully qualified and not repetitive. With that perception, the participants in the study rank the question of how education should be? in the most immediate second duty position.

According to the participants, the most important third duty in future, which the Education Faculty of PAU will have to deal with, with 7.71%, is enlarging social, cultural and sports activities. With that perception, the participants in the study rank in the most immediate third duty, the new teachers should be educated, not only in academic way but also in social, cultural and sportive way.

According to the participants in the study, the most significant fourth duty in future which the Education Faculty of PAU will have to deal with, with 5.92%, more qualified researches, publishing and activities. With that perception, the question of how should academic publishing, activities and fundamental and practical studies be? is ranked in the most important fourth expectation by the participants in the study.

According to the participants, the most significant fifth duty which the Education Faculty of PAU will have to deal with in future is, with 4.84%, maintenance of education in which high technology outweighs with that idea, the question of what technologies should the Education Faculty of PAU have? is expressed as the most immediate fifth expectation from the faculty by the participants.

According to the participants, the most significant sixth duty which the Education Faculty of PAU will have to deal with in future is, with 3.94%, is bringing up teachers who are both Kemalist and secular. With that opinion, the question of how a political opinion should and prospective teacher have? is considered the most immediate sixth expectation from the faculty by the participants.

According to the participants, the most important seventh duty which the Education Faculty of PAU will have to deal with in future is, with 3.59%, playing a key role in education and training activities in Denizli. With that opinion, the question of how a university should play a role in education and training activities in the city? is regarded as the seventh expectation from the faculty.

According to the participants, the most important eighth duty which the Education Faculty of PAU will have to deal with in future is, with 3.41%, becoming integrated

with society. With that opinion, the participants clearly indicate their expectation from the Education faculty of PAU of how should its affairs with society be? as the eighth one in the list.

According to the participants, the most important ninth duty which the education faculty of PAU will have to deal with in future is, with 2.87%, holding scientific activities more frequently such as national and international congresses, symposiums, conferences etc. What that perception, the question of on what level should such activities be hold? is ranked in the most important ninth expectation from the education faculty of PAU by the participants in the study.

According to the participants, the most important tenth duty which the education faculty of PAU will have to deal with in future is, with 2.51%, maintenance of in-service training to teachers and school principals in Denizli. With that opinion, the participants clearly exhibit their expectation on internal training course and to whom they should be offered as the tenth most important expectation from the faculty

According to the participants, the most important eleventh duty which the education faculty of PAU will have to deal with in future is, with 2.15%, reinforcing the training staff, with that opinion, the participants clearly exhibit their wish on how the academic staff should be? in eleventh rank.

According to the participants, the most important thirteenth duty which the education faculty of PAU will have to deal with in future is, with 1.79%, being one of the most esteemed universities in Turkey With that opinion, the participant clearly exhibit their wish on the place of the Education Faculty of PAU among others in the thirteenth rank

According to the participants, the most important sixteenth duty which the education faculty of PAU will have to deal with in future is, with 1.25%, gaining an estimated rank in national and international publishing with that opinion, the participants clearly exhibit their expectation on how the education faculty is in scientific publishing

DISCUSSION

According to participants, certain discussion points on duties of the Education Faculty of Pamukkale University could be as follows:

Dilemma of mission: Main duty of an education faculty is bringing up qualified teachers for needed branches. Nevertheless, the duplication, through vocational education process, chaos between science and literature

faculties and education faculties have still existed for all new structural changes in education faculties. According to Kiran (2002), as a result of the recent structural changes, duty of providing new teachers to primary education has been given to education faculties whereas duty of providing new teachers to secondary education has been given to Science and Literature Faculties as well as Education Faculties. The case is obviously to be studied in two different points, one of which is that the duplication prevents education faculties from putting forward their duties and the other of which is a considerable injustice to graduates of education faculties unemployment who have already been educated in vocational training process. Because, all above, those who graduate from education faculties have to get already much higher scores at OSYM exams (University Entrance Exams) than graduates of science and literature faculties. As there is a science and literature faculty of PAU, the matter of duplication causes such problems as indefiniteness of duty. For this reason, key decision makers of The Education Faculty of PAU are to overcome the duplication matter by collaborating with the decision makers of other university of education faculties.

Current duties: According to Higher Education of Institution (YOK), the immediate responsibility of education is to train teachers they train teachers who are needed in many different branches. According to the participants in that study, the first three current duties of the Education Faculty of PAU are successively as follows: training teachers, maintenance of education and training process and realization of social, cultural, sports activities. According to participants, among those first three obligations, there are no functions such as scientific searching and serving the society which is quite remarkable in that those are not perceived as immediate duties.

Duties in future: The duties in the future which education faculties are supposed to deal with may vary by social changes and developments according to the participants, the first three obligations which the Education Faculty of PAU will have to deal with in the future are successively: training contemporary and qualified teachers, offering educating and training service which is well-qualified not repetitive and increasing the amount of social, cultural and sports activities. According to the participants, in first two obligations education faculties will have to deal with in the future, quality comes to the fore, which is quite important to define of how the education and training must be in teacher's training.

Contemporary and qualified teacher's training:

Consistent with social changes, all development programmes and methods in education necessitate teachers to be more qualified. One of the weakest points of Turkish Education System is lack of well qualified teachers (State's Planning Department (DPT), 2006). As well qualified teacher is not only the one who teaches his /her students how to think, how to make a research, how to interpret it, how to creative, how to handle a matter, how to learn but also the one who can effectively communicate, who prepares variable learning conditions, who is proficient in his branch, who could virtually drive learning technologies, who can produce, who is available for teamwork, who could be a model to his/her student, who closely follow up latest developments in his branch and who could use certain resources (Aksu, 2005). Education faculties take over critical responsibilities in training teachers in the training process. Besides, there is the desire to train well-qualified teachers at education faculties' through modern equipment and methods. According to participants in the study, the term training qualified teachers is now with%. 28%, the most important fifty duty however with 15.79%, is the most important first duty in the future for the Education faculty of PAU. The key decision makers of the Faculty, for this reason, must be more sensitive and decisive to the matter training qualified teachers which is cited by the participants as the most important duty in the future.

Qualified education and training: It is absolutely a process whose duration and results could be at least regarded as acceptable by the sides to whom concerned such as society, family education employees, the individual itself and any other sides with a student focused approachment. That everybody finds the process and the results perfect is the deal. However, another important function is that the process and the results of the training should never be under the desire level of the sides to whom concerned (State's Planning Department (DPT), 2006). Training well-qualified teachers primarily necessitates the education and training process itself to be qualified. Many education faculties nowadays are planning certain innovative and contemporary programmes on education but then leaving alone prospective teachers with traditional practices (Shantz, 2005). According to participants of the Education Faculty of PAU, the term qualified teacher training is now ranked in the most important eighth duty with 2.88% and ranked in the most important second duty in future with 10.77%. The key decision makers of the faculty must take certain actions with the contribution of the parties concerned in

order to realize qualified education and training and evaluate the results of new practices and put them into effect.

Social, cultural and sports activities: Such activities create sensitivity of the individual on social and environmental matters. Prospective teachers who are educated with vocational training at education faculties realize certain social, cultural and sport activities through students clubs or other certain groups by which they get more quickly adopted campus life and communication among individuals get better. According to the participants, realizing certain social, cultural and sport activities is the most important third, with 11.53%, which the education faculty of PAU deal with for now and increasing its social, cultural, sport activities is ranked in the third, with 5.92%, among the duties which will have to be dealt with in future. Key decision makers of Education Faculty of PAU, according to participants, will have to be more particular in realizing more frequent social, cultural and sports activities.

A functional advisory service: Such service desks are mainly to give information, to guide and to orient individuals. Education Faculties primarily provide their own prospective teachers as well as certain educational institutions with advisory service on vocational training. Such a service at an Education Faculty mainly aims to furnish prospective teachers with solutions of certain educational and training matters they meet and to provide guiding service, to serve occupational orientation, to make them gain a life-long learning habit, to make them well informed on the faculty's and the university's facilities, to pay attention their success and to re-orient them if failure and to help them choose the courses they will take. According to participants in that study on the Education Faculty of PAU, guiding the studies on education and training in Denizli is ranked as the most important tenth expectation for now with 1.20% and making student's advisory services more qualified is, with 0.35%, the most important twentieth duty which the Education Faculty of PAU will have to deal with in future and providing newcomers with orientation training and a functional psychological advisory and guiding is ranked, with 0.17%, in the most important twenty first duty I in future. Key decision makers at the Education Faculty of PAU have to be more particular in a more qualified advisory service for students to make it more functional. Leadership in education. With vocational education and training, education faculties which primarily exist to meet

the need to teacher in a society. Besides, leadership in education builds up a large spectrum ranging from being a determining point in problem solving to putting forward innovations and the first. In education, leadership means both searching and serving to society. According to the participants in the study on The Education faculty of PAU, the most important eleventh matters for now are, with 0.96%, building up fundamental solutions to educational matters, producing virtual projects on education and taking over a leader role in its social environment. Besides, the most important twelfth role is currently, with 0.72%, driving the education policy in Denizli city and taking over a leader role in educational and training activities in the city is ranked in the seventh, with 3.59%, among its future duties. On the other hand, the most important seventeenth duties among its future duties are, 0.89%, building up projects on the whole country scale and taking over certain international projects. The key decision makers at the education faculty of PAU have to be more particular in taking over a leader role in educational and training activities in Denizli city which is cited as the most important seventh duty in future. Besides, according to participants, those key decision makers have to prepare virtual conditions available for projects on the whole country scale and international educational projects which are cited as the most important seventeenth duty in future.

Social service: For Higher Education institutions, the term social service includes building up solutions to matters with society by using scientific method and sharing those solutions with society as well as producing certain projects by cooperating with local governments, civil organizations, industrial units in society. Education faculties also responsible for serving their societies on education. For this reason, social service means appearance of education faculties by their societies. According to the participants in that study on the Education Faculty of PAU raising the current quality of teachers with internal vocational courses is ranked with 1.20% in the most important tenth duty for now in the list and broadening people's mind with adult education is ranked with 0.48% the most important thirteenth duty for now. Besides, contribution to activities on the city's introduction and cooperation with civil organizations is listed, with 0.24%, as the current fourteenth duty. Meanwhile, being society-focused is placed in the eight duty, with 3.41%, in future and providing internal-vocational education service to the teachers and school principals is ranked in the tenth duty, with 2.51%, in future

and being a center of social, cultural, sports and academic organizations and being a coordination center is placed in the twelfth responsibility in future with 1.97%. Moreover, being sensitive to local education matters is listed in the fourteenth with 1.61% and contribution the improvement of education in Denizli city with cit-focused projects is regarded with 0.89% in the listed as the most important seventeenth duty in future. On the other hand, cooperation with certain occupational chambers and civil organizations is listed with 0.71% as the eighteenth duty in future. As a result, the key decision makers at the Education Faculty of Pamukkale University have to be more particular in educational matters in the city and hold cooperative activities on city-focused projects and build up a virtual cooperation with occupational chambers and civil organizations in the city.

Getting a distinguished place among other education faculties: In Turkey, there are currently 69 education faculties of universities, 47 of which are state universities and 5 of which are private funds (Kale, 2006). However, when evaluated by their facilities, education and staff qualifications, employment of their graduates, they are considerably distant from one another. In addition, there is also a covered or clear competition among faculties which mainly results from the tendency of obtaining more qualified and experienced teaching staff at their own faculties. On the other hand, being one step forward in qualifications as a whole is also a crucial reason. According to the participants in that study, arranging scientific activities such as national and international congresses, symposiums and conferences comes, with 2.87%, as the most important ninety duty in future and being one of the distinguished education faculty in the country is listed as the thirteenth duty in future. According to the participants in that study, the key decision makers at the Education faculty of PAU could make the target of being the first teen estimated education faculty in Turkey as a shared vision to realize.

Being international: Being international, is a term resulted by globalization. Because it should be noted that one of the most effective changes in the 20th century is globalization, which could also be interpreted as the main result of moderns sciences and now technologies. Globalization is not the unique phenomenon which is based on a single way economic power but it has got four different dimensions which consist of political side, cultural side, technologic side and economic side. Those four features of globalizations have a considerable effect on all systems in the society (Karlsen, 2002; McBurnie,

2002). With globalization, local cooperation's and projects have also accelerated. As a result, local cooperation's and projects have resulted in innovations, particularly economic changes, at almost all social institutions (DPT, 2006; Didou-Aupetit, 2002). One of the social institutions which have been affected by globalization is education. Besides, it should be noted that the global winds of change have also affected higher education. According to Scott (2002), the pace of innovations in universities never existed before as it has placed in the last decade. In the current innovation period in universities, it should be noted that new technologies, a new form of students (more variable age groups, working students and the ideal of life-long learning), new providers of higher education, trade universities of some commercial units, cyber universities, expectation of ever globalizing students, ever increasing competition in the market and a fully competitive social environment have also had an undeniable effect on education and the results have been considerably felt. Education faculties, a part of universities, could never be put into another group. According to participants in that study, building up international projects on education is ranked as the most important seventeenth duty in future, with 0.89% and taking its place in the best 100 education faculties is considered, with 0.71%, the most important eighteenth duty in future. Besides, being on worldwide brand of Denizli is listed as the most important twenty-first duty in future, with 0.17%. The key decision makers at the Education Faculty of PAU could turn the duty of taking its place in the best 100 education faculties into a common vision for the faculty.

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