

Araştırma Makalesi / Research Article

AS A NATIONAL SCHOOL OF PUBLIC ADMINISTRATION TODAY'S GRADUATE EDUCATION ACADEMICS AND STUDENTS' PERSPECTIVE

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ABSTRACT

Public administrations are significant in providing essential public services such as justice, security, defense, and health that the market cannot fully meet and in observing the public interest. This study carried out within the scope of the theories of Tacit Knowledge and Institutional Knowledge, aimed to reveal the perceptions of the academicians working in the institution and the public personnel studying in this institution regarding the graduate education of Public Administration Institute for Türkiye and the Middle East, a national public administration school.

The data obtained from the study with the phenomenology design of the qualitative research method and the academicians and public personnel with different academic formations working in other fields of the Türkiye public bureaucracy were analyzed by content analysis. As a result of the study, it is revealed that Public Administration Institute for Türkiye and the Middle East has a public administration laboratory function in disclosing the tacit knowledge in public institutions and producing high-level knowledge through the interaction of students from different disciplines and other countries. It has been understood that the systematic and multidisciplinary training of public personnel, especially senior managers, with the perspective of public interest and public service, contributes to their internalization of a strategic and general view in their institutions and thus to making the right decisions with the competence to see the big picture.

Keywords: National Public Administration School, Postgraduate Education of Civil Servants, Public Administration Institute of Türkiye and the Middle East, Tacit Knowledge Theory.

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BİR ULUSAL KAMU YÖNETİMİ OKULU OLARAK TODAİE'NİN LİSANSÜSTÜ EĞİTİMİNE AKADEMİSYENLERİNİN VE ÖĞRENCİLERİNİN BAKIŞI

ÖZ

Adalet, güvenlik, savunma, sağlık gibi piyasanın karşılamadığı temel hizmetlerin sunulmasında ve kamu yararının tam anlamıyla gözetilmesinde kamu yönetimi büyük önem taşımaktadır. Örtük Bilgi ve Kurumsal Bilgi Birikimi kuramları kapsamında gerçekleştirilen bu çalışma, bir ulusal kamu yönetimi okulu olarak Türkiye ve Ortadoğu Amme İdaresi Enstitüsü'nün lisansüstü eğitimine ilişkin, kurumda görev yapan akademisyenler ve bu kurumda eğitim alan kamu personelinin kurumla ilgili algılarını anlamayı ortaya koymayı amaçlamaktadır.

Bu araştırmada, nitel araştırma yöntemlerinden fenomenoloji deseni kullanılmıştır. Maksimum çeşitlilik örnekleme tekniğinin kullanıldığı araştırmanın verileri akademisyen ve Türk kamu bürokrasisinin farklı alanlarında görev yapan farklı akademik formasyona sahip kamu personeli ile yapılan mülakatlar yoluyla elde edilmiştir. Elde edilen veriler, içerik analizi tekniği kullanılarak analiz edilmiştir. Analizler sonucunda elde edilen bulgular, Türkiye ve Ortadoğu Amme İdaresi Enstitüsü'nün bir kamu yönetimi laboratuvarı işlevine sahip olduğunu ortaya koymaktadır. Ayrıca, araştırma sonuçları Türkiye ve Ortadoğu Amme İdaresi Enstitüsü'nün başta üst düzey yöneticiler olmak üzere kamu personelinin eğitimine, kamuda doğru kararlar verebilmelerine ve ilgili konularda kapsamlı bir bakış açısı geliştirebilmelerine katkı sağladığını göstermektedir.

Anahtar Kelimeler: *Ulusal Kamu Yönetimi Okulu, Kamu Personelinin Lisansüstü Eğitimi, Örtük Bilgi Teorisi, Türkiye Ve Ortadoğu Amme İdaresi Enstitüsü.*

INTRODUCTION

National public administration schools (NPAS) have an important place in the history of public administration, which is the functioning mechanism and visible face of states (Wilson, 1887), to have a well-functioning structure. Before the Capitalist Modern World-System (MWS), Mandarin Schools in China (Fukuyama, 2011; Kaçer, 2017) and The Devshirme Education System launched by the Abbasid State (Fukuyama, 2011) and preserved in Ottoman Empire can be given as an example in the training Public Personnel (Kanadıkırık, 2019:127-130; Kurban 2016:74-76). With the capitalist MWS, it is possible to accept the Cameral Sciences at Prussia universities as the first example of NPAS. They were founded in 1727 and played a pioneering role in training senior public personnel needed by Prussia (Seppel, 2017:2-5). The 1789 French Revolution initiated the process that resulted in the complete liquidation of the feudal system in Europe and paved the way for public administration organization spread.

Today, as in the past, national public administration schools continue to be important in the education and training of public personnel. Although the students receiving education in each of these schools may differ from country to country, it is possible to say that the purpose of the establishment of national public administration schools (Bozkurt, 2008:241) is to train public personnel who have tacit knowledge of their public institutions, has high analysis capability, are experienced and able to share their experiences with other personnel.

However, with the spread of the New Public Management approach that advocates change in public administration, some opinions have emerged about those schools being elite schools, maintaining the status quo, and preventing change (Nitas, 2003:249-250). These schools' presence in many countries worldwide, especially the European Union (EU), a transnational structure, indicates NPAS's importance (Şengül, 2009:293). In the EU, the European Institute of Public Administration (EIPA), and in most EU member states, there are national public administration institutes to ensure common understanding and harmony between the EIPA and the public administration



institutes of the member states ². There are also NPAS in countries such as the Republic of South Africa³, Russia⁴, China⁵, Canada⁶, Ireland⁷, and Azerbaijan⁸.

The Public Administration Institute for Türkiye and the Middle East (TODAIE), as stated a need in Barker Report (Mihçioğlu, 1988, s. 1-2), in Türkiye was an institute with an additional protocol to a technical assistance agreement signed between Türkiye and the United Nations in 1952 in line with Turkey's requirements for training managers with high analytical skills, accurately evaluate events and facts (Aslan, 2019:120-121) until it was terminated with the Decree-Law No. 703 published on July 9, 2018. TODAIE students from undergraduate levels of different faculties such as educational sciences, engineering, theology, law, economics, administration, and literature worked in various public administration fields with four years of professional experience. Approximately 6,000 civil servants received master's and doctorate education in public administration and other management-related fields, and more than 50 thousand civil servants received in-service training (2018-2019 Graduate Programs Application Brochure, 2018). According to the brochure mentioned above, TODAIE is understood to have received postgraduate training from 78 civil servants from 34 countries. From this point of view, it is possible to state that this institution is also an international institution.

The extant literature encompasses an array of seminal inquiries. Günay (2004:119) and Page & Wright (1999:6-10) have explored the training of senior public personnel. Şengül (2009:293), Gérard (2019:22), and Çiner (2012:51-53) have scrutinized the structure and function of the Ecole Nationale d'Administration (ENA). Sarah & Akbari (2022:7) underscore the significance of middle manager education within the public administration hierarchy. Janenova (2019:127-130) has delved into

² europa.eu/eas/dispa/.../Examples%20of%20Partnership.doc (accessed on 10.12.2021)

³ http://www.thensg.gov.za/wp-content/uploads/2016/08/NSG_Course_Directory_Final-002.pdf (accessed on 10.12.2022)

⁴ <https://www.ranepa.ru/eng/> (accessed 10.12.2022)

⁵ <http://www.isd.pku.edu.cn/info/1468/5770.htm> (accessed on 10.12.2022)

⁶ <http://www1.napa.vn/en/the-institute-of-public-administration-of-canada.napa> (accessed on 10.12.2022)

⁷ <https://www.ipa.ie/> (accessed on 10.12.2022)

⁸ www.dia.edu.az (accessed on 10.12.2022)

public administration education in post-Soviet Central Asian Republics. Hinteau (2013:295) has probed the higher education reform process in Central and Eastern Europe and Romania.

Reichard (1998:180), Forrer, J., Kee, J. E., & Gabriel, S. (2007:270), and Ventris, C. (1991:5-8) have delved into the acquisition of knowledge and skills essential for training public administrators, exploring potential interdisciplinary approaches' effects on public administration students. Yiu, L., & Saner, R. (1998:10-11) have scrutinized the learning processes of public personnel dispatched abroad to construct China's post-socialism public administration structure. Nagel (2000:8) has assessed the paradigm shift in public administrator education across Europe, Asia, Latin America, the Middle East, and North America.

Ayee (2019:10) has appraised institutions' effectiveness in training public administrators in Africa, while Rendon, K.F. (2012:330) has examined the reasons behind public procurement's limited emphasis in public administration training programs. The OECD (2017) conducted a comparative evaluation of member countries' public administration schools, considering their structure, public personnel, innovation, technological adaptation, and future outlook.

Additionally, research has scrutinized TODAIE's inception process (Tural, 2014:20-40; Mihçioğlu, 1988:15-35; Akçakaya & İlhan, Kübra, 2021:177-180), in-service training, educational impacts (Uluğ, 2011:325-330), and international policies (Sezen 2011). Quantitative inquiries have sought to understand the institution's educational influence on students (Sürgit 1968; Erensoy 1981; Ozer 1995), aligning with the overarching objective of establishing correlations between TODAIE's education, workplace outcomes, and satisfaction levels.

Despite this extensive literature, a conspicuous research gap persists; no study investigates the subjective perspectives of both postgraduate public personnel and faculty members regarding TODAIE's postgraduate education in the context of Tacit Knowledge Theory through qualitative means. Consequently, this study aims to elucidate the perceptions of TODAIE's academicians and students concerning the institution's graduate education quality, in alignment with Tacit Knowledge and

Institutional Knowledge Accumulation theories. It seeks to discern the existence of interdisciplinary connections between public personnel's prior education and TODAIE's instructional offerings within the tacit and institutional knowledge paradigms. Moreover, the study considers the interplay between foreign and national public personnel students as a subsidiary research matter.

It is paramount that public personnel, stemming from diverse institutions, convey the tacit knowledge underpinning the Türkçe bureaucracy to TODAIE, thereby transforming it into a bastion of public wisdom. Consequently, the study adopts Tacit Knowledge and Institutional Knowledge Theory, which Michael Polanyi propounded, positing that individuals possess knowledge surpassing their articulable capacities (Bernius, 2010), as its overarching theoretical framework.

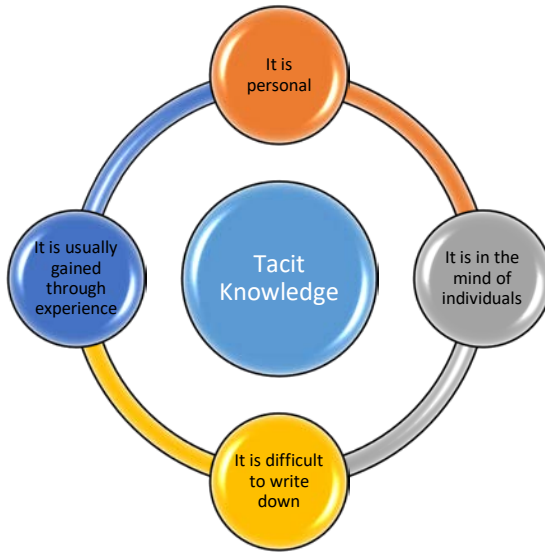


Figure 1: Characteristics of Tacit Knowledge

To better understand the concept of Tacit Knowledge, it is necessary to mention the fundamental differences between explicit knowledge and tacit knowledge (Nonaka, 1994:15-18): Explicit knowledge can be logically obtained, written, and stored. Tacit knowledge can only be acquired through experience and social interaction. While explicit knowledge can be easily conveyed orally in writing,

tacit knowledge is difficult. Finally, while it is possible to collect and accumulate explicit knowledge with written methods, in tacit knowledge, the information is only in the mind of the person who knows (Polanyi, 2009:7; Milton & DeDeo, 2022:2). The fact that it includes technical know-how, which is a type of tacit knowledge that cannot be easily coded and can be learned through experience and social interaction, makes it more valuable than explicit knowledge (Bartol & Srivista, 2002:66-67 & Yi, 2009:66; Tsoukas, 2003:415).

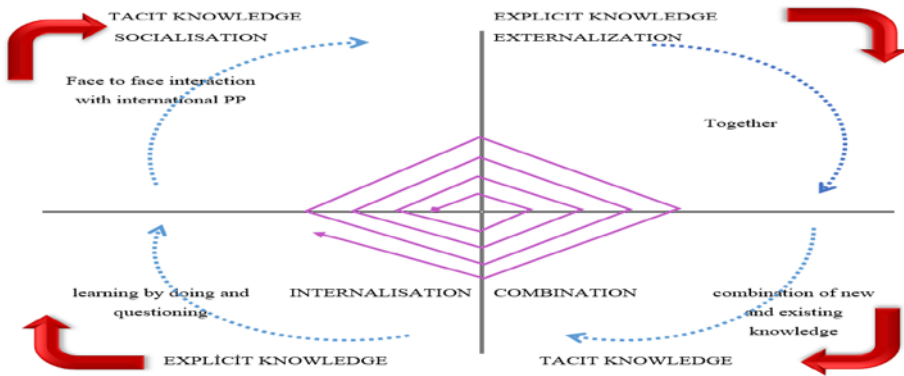


Figure 2: Institutional Knowledge Accumulation

Another theory used in the study is the Institutional Knowledge Theory. It refers to creating and maintaining knowledge over time within an organization (Nonaka, 1994:16). This information can include coded and implied information, such as policies and procedures. Institutional knowledge theories focus on how organizations can create and maintain a culture of continuous learning and knowledge sharing to expand and improve their knowledge base continually (Barbosa et al. 2023:).

The data obtained in this study carried out with the phenomenology design of the qualitative research method, were analyzed by content analysis. Qualitative research data reveals that NPAS has a public administration laboratory function. Besides, it shows that public personnel training, especially senior administrators,



contributes to making suitable resolutions about institutional decisions and having a comprehensive perspective on related issues.

METHOD

Research Design: This research was carried out with the phenomenology design of the qualitative research method. Phenomenology, put forward by Husserl, examines people's opinions to investigate situations, events, and phenomena in detail (Smith & Osborn, 2008:55-56). The purpose of this design is to express feelings about a particular phenomenon or concept (Yıldırım & Şimşek, 2019:69-70). It is to discover the ordinary meaning of living experiences such as thought, understanding, perception, and perspective (Creswell 2013:79; Van Manen, 2007:12). The phenomenology design was used in this study because it was aimed to understand the perceptions of the academicians working in TODAIE's graduate education and the students studying at this institution, and because both authors received postgraduate education in this institution.

Study Group: The study group of this research consists of 20 public personnel (P) who receive postgraduate education at TODAIE and five academics (A) working in this institution. For this reason, the maximum diversity sampling approach was used to cover these areas as much as possible and to reach richer data by reflecting the diversity of individuals who may be related to the study area to the maximum extent (Glesne 2016:19). In addition, the snowball (Baltacı, 2021:253) sampling approach was used to reach the maximum number and variety of participants. Detailed information about the participants is available in the findings section.

Data Collection: In this study, a semi-structured interview was accompanied by the initial questions prepared within the framework of the purpose of the research and the determined sub-objectives. The interview data, which lasted 500 minutes, was solved and turned into a written document. The interview data, which holds 50 pages, was analyzed using the content analysis technique, considering other data in the NLP environment. The open-ended questions asked are as follows:

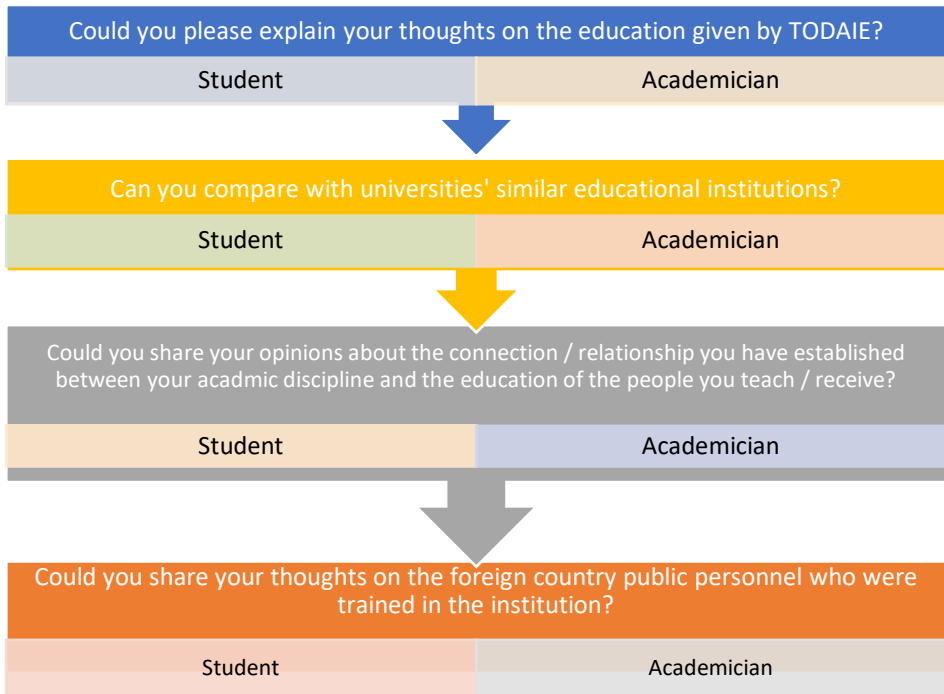


Figure 3: Questions to the Participants

Data Analysis: The acquired study data underwent content analysis, entailing systematic text summarization by forming meaningful word clusters and subsequently assigning codes (Baltacı, 2021:82-83). Furthermore, the objective encompassed elucidating the phenomenon's genesis by categorically organizing the resultant codes (Yıldırım & Şimşek, 2019:75) and synthesizing emerging patterns to compare ensuing themes. This research section presents findings derived from participants' responses to interview form inquiries and related spontaneous queries.

Validity and Reliability: For research validity and reliability, adherence to recommendations in extant literature was paramount (Yıldırım & Şimşek, 2019:75; Creswell, 2013:68). Lacking a guiding framework for research findings analysis within the literature, a framework developed for data analysis underwent expert scrutiny to assess its validity and reliability. Two academic experts validated themes and codes. In response to expert opinions, "Public Personnel, Academician, and Nature of the Institution" was integrated, while Theme 3 was renamed "Interactive Training

Process." The "Interdisciplinary approach" code was omitted from both academic and student categories, supplanted by "student-academician interaction," "student-academician interaction," and "Türkçe Education System" codes within the "student-academician interaction" domain for students (Trainees). Content validity was affirmed through interviews with two public personnel who completed their education in TODAİE.

Data analysis reliability was reinforced by consulting experts, who ascertained encoding supported data reliability (Yalman & zunöz, 2021:112; Creswell, 2013:66). Participant consent validated the study's open-ended questions. Rigorous data analysis and transparent result elucidation constituted pivotal qualitative research validity criteria (Creswell, 2013:71). Participant selection rested on voluntarism, aligning with Yıldırım and Şimşek's emphasis on in-depth data collection through participant involvement for research validity and reliability assurance (Maxwell, 2018:122-124). Two participants declined participation in this context.

RESULTS

The general characteristics of the academicians participating in the research process are below in Table 1 and Table 2. Students are symbolized as Public Personnel (P) and educators as Academician (A) to avoid confusion in processing their data.

Table 1: General Features of Academicians

Availability Time in TODAİE	Academicians	Teaching Status in the Institution		Teaching Experience at Universities	
		Yes:	No:	Yes:	No:
Less than 10 years	A5	Yes:	No: A5,	Yes:	No: A5
More than 10 years	A4	Yes		Yes	
More than 15 years	A1, A3	Yes		Yes	
More than 20 years	A2,	Yes		Yes	

The general characteristics of the participants who are academicians are presented in “Table 1.” Except for one participant, others have taught master's and doctorate courses at the institution. Like other participants, the participant who did not have experience teaching in the institution knew the institution in detail. Five academics also have experience teaching undergraduate, graduate, and doctoral university programs. Therefore, the participants are a suitable sample for the study, both in terms of understanding the institution's interaction and universities' ability to compare institutions providing education in the field of public administration.

Table 2: General Characteristics of the Trainees

Symbol	Academic Title	Position	Lecture Status	Previously Served Institution	Undergraduate Education	Training Received from TODAİE
P 1	Dr. Lecturer	Academician	Yes	Minister of Education	Economy	Master
P 2	Dr.	Senior Manager	No	Regulatory and Supervisory Institutions	Public Administration	Master and Ph.D
P 3	Dr.	Senior Manager	Yes	Environment and Urban Ministry	Economy	Ph.D
P 4	Assoc. Prof.	Academician	Yes	Minister of Education	Theology	Master
P 5	Dr.	Senior Manager	Yes	Minister of Justice	Justice	Master
P 6	Assoc. Prof.	Academician	Yes	Environment and Urban Minister	Banking	Master
P 7	Dr. Lecturer	Academician	Yes	Minister of Health	Chemical Engineer	Master
P 8	Assoc. Prof.	Academician	Yes	Public Economic Organization	Faculty of Business	Master and Ph.D.
P 9	Dr.	Senior Manager	Yes	Minister of Transport	Electrical Engineer	Master
P 10	Dr.	Senior Manager	Yes	Minister of Education	History Section	Master
P 11	Assoc. Prof.	Senior Manager	No	Ministry of Interior	Public Administration	Master
P 12	Dr.	Senior Manager	No	Agriculture and Forestry	Forestry Engineering	Master
P 13	Assoc. Prof.	Senior Manager	No	Ministry of Transport	Computer Engineering	Master
P 14	Dr.	Ministry Inspector	No	Minister of Education	Literature	Master

P 15	Dr.	Senior Manager	No	Finance and Treasury	Finance	Master
P 16	Dr.	Senior Manager	No	Environment and Urban Minister	Public Administration	Master
P 17	Dr.	Senior Manager	No	National Assembly	Law	Ph.D.
P 18	Assoc. Prof.	Academician	Yes	Finance and Treasury	Economics	Ph.D.
P 19	Assoc. Prof.	Senior Manager	No	Municipality	Public Administration	Master
P 20	Dr.	Senior Manager	No	Minister of Health	Medicine	Master

“Table 2.” evaluates that the students with at least a doctorate, managers, or academicians are competent enough to compare the university with TODAIE regarding its education. The participants stated they would not have any difficulties making this comparison. Both researchers observed that the participants had no problems conveying their views. The data obtained in the study were decoded by the content analysis method. It is concluded that the data under three interrelated main themes should be handled.

Table 3. Codes and Themes Revealed in Content Analysis

Academicians	Students’s	Categories	Themes
Codes	Codes		
A quite selective exam P, who knows the application? High level of knowledge P High corporate culture A certain level of maturity	A quite selective exam P who knows the application? High level of knowledge P High institutional culture A certain level of maturity Scientific ethics of academics The atmosphere of tolerance	Enrollment General Specifications	<i>Theme 1: Public Personnel, Academician and the Nature of the Institution</i>
Theoretical information of academicians Application information of P Administrator, practitioner, and auditor P together Platform nature of TODAIE P with different professions Difficulties encountered in the processing of lessons	Theoretical information of academicians Practical information of P Administrator, practitioner, and auditor P together Platform nature of TODAIE P with different professions	Theoretical knowledge application and experience	<i>Theme 2: Platform Combining Theory and Practice</i>

P from different professions such as teacher, engineer, theologian, judge, governor Natural science field Social science field Student-academician interaction	P from different professions such as teacher, engineer, theologian, judge, governor Natural science field Social science field Student-academician interaction Türkçe Education System	Different discipline and orientation P	<i>Theme 3: Interactive Training Process</i>
		Interaction of A and P	
Foreign P Türkçe P Learning environment of other countries' Political, administrative structure The soft power of the country	Foreign P Türkçe P Learning environment of other countries' political-administrative structure The soft power of the country	Foreign P and Türkçe P	<i>Theme 4: Contribution of Foreign Public Personnel</i>
		Interaction with foreigners	

Theme 1: Public Personnel, Academician and the Nature of the Institution: The codes that emerged from the content analysis are presented in “Table 3.” comparatively in A and P. In this respect, there is a remarkable similarity in the A and the P's coding related to Theme 1 as in other themes. According to the participants, the essential feature of P trained in TODAIE is that they have worked in the public sector for at least four years and passed a highly selective written and interview exam.

Theme 2: Platform Combining Theory and Practice: The process of qualifying for enrollment in TODAIE provides two essential results: The knowledge and experience related to the application and the level of intellectual ability. According to Theme 2's data results, participants A and Ps (n:25) think that the P, who received an education, has worked in public for at least four years and passed a serious written and interview exam. With A's theoretical and P's practical knowledge, TODAIE has become a platform where theory and practice meet. The chances of TODAIE were to bring theory and practice together as one of its essential advantages. Participants say there are two different features: experience and the necessary knowledge about public administration practices, distinguishing TODAIE from universities' graduate programs. The universities' relevant departments' training remains relatively theoretical since the opportunity to receive practical aspects is insufficient.

Essential features of Ps trained in TODAIE are that they have undergone professional(primary) education in a specific age group and come from different



professions. According to participants, this atmosphere provides a significant advantage in classes. For example, while a class related to provincial management is in progress, the ones from the field, such as top-level managers, governors, district governors, teachers, engineers, doctors, and auditors, can also be in the same environment. Thus, it could provide direct interaction and feedback on the subject's theoretical information, reflection in practice, and the interested parties' real problems. This situation was a significant opportunity for the academician who taught the lesson to see the differences between theoretical knowledge and practice. Thus, the classroom became an important platform. A1's opinion on the subject is below:

"While explaining the trial of civil servants, judges and prosecutors in the class contributed to the learning of the subject in a multidimensional way by sharing their real life and updated experiences. Thus, there was an interaction between the practitioners and the theoretical background."

There was an interaction between the A and P and among the Ps. With the help of this interaction or learning process, Ps could gain in-depth knowledge about other Türkçe Public Administration implementation areas. Thanks to this information, public personnel could have a holistic perspective on Türkçe public administration. The thoughts of P2 on the subject are given below:

"The intellectual accumulation of the student's knowledge was quite high due to passing the written and oral exams, which were difficult to obtain the right to participate in TODAIE. Even in a 5-minute tea break between classes, we had the opportunity to discuss details about any subject or institution without the hassle of reading hundreds of pages or tiring research."

Theme 3: Interactive Training Process: Some of the P (N=4) think that the training given by TODAIE contributed to solving the problems arising from the Türkçe Education System. With the data from Theme 3, it is possible to say that both academics and Ps have similar views. The explanations of P5 and P9 are essential in shedding light on the difficulties experienced in the Türkçe education system. The P5's explanations are presented below:

"Legal education in our country is technical and result-oriented. It is possible to find an answer to your 'How?' question. However, it is not possible to find the necessary answer

to the 'why' question. For example, any lawyer knows answers the questions: 'in which provinces are the X Courts located, and what are their duties and powers?' However, he does not know the answer to questions like 'Why were they established?' My education at TODAIE has made me realize that I should address issues differently."

One of Turkey's leading law schools' course⁹ content confirms that courses such as economics and political history, expected to support encouraging thinking about the background of social phenomena other than law courses, are given during the first and second years of undergraduate education at a limited level. Likewise, the statements of P 9 point to similar problems.

"As a country, we are late in identifying some critical problems. One of them is self-determination. For instance, questions like 'Who am I, what am I, what is my capacity, what are my interests, in which field am I successful?' We find answers three or five years after starting working life."

Participants (A3 and P4) state that senior administrators should think about the issues from a multidimensional perspective, understand the background of events and facts, and fully comprehend and critically analyze them in making correct decisions. For this reason, they emphasize the necessity of knowing social sciences, such as political science, management science, finance, economics, and political history, and internalizing this information. The explanations of P5 and P9 indicate that to become a senior public administrator, the experience gained during his undergraduate education and professional life will be inadequate.

Within the framework of theme 3, the interaction between TODAIE's student pool P's undergraduate and graduate education was examined. Having received undergraduate education from different fields, such as natural, social, health, law, religious, and educational sciences, Ps also take courses in management, political, international relations, business-economics-finance, urbanization, environmental issues, and law in TODAIE. By encouraging this situation, academics have contributed to analyzing the events holistically within an interdisciplinary framework and

⁹ <http://www.law.ankara.edu.tr/ders-programi/> (accessed on 10.12.2022)

information about P's undergraduate and professional application. In this context, the opinion of A 3 is below:

"... I got my P students to write many master's and doctoral theses to establish the relationship between their knowledge and political science, especially for the ones coming from science, engineering, and health sciences,. The education process in TODAIE has ade significant contributions to the academic context in terms of enabling social-natural science interaction."

The data obtained from the participants are presented in "Table 4." and "Table 5." to demonstrate the effect of the interaction, as mentioned above, more clearly.

Table 4. Comparing the Undergraduate-Doctorate Training of Participant Academicians

	Academic Title	Po	PreviousInstitution	Undergraduate Education	TODAIE Education
P1	Dr. Lecturer	Academician	Ministry of Education	Economy	Master
P4	Assoc. Prof.	Academician	Ministry of Education	Theology	Master
P6	Assoc. Prof.	Academician	Ministry of Environment and Urban	Banking	Master
P7	Dr. Lecturer	Academician	Ministry of Health	Chemical Engineering	Master
P8	Assoc. Prof.	Academician	Public Economic Enterprise	Business	Master and Ph.D.
P18	Assoc. Prof.	Academician	Ministry of Treasury and Finance	Economy	Ph.D.

When P 4, P 6, and P7's master's or doctorate degrees from TODAIE are examined, P 4 stated that his education at TODAIE provided significant gains in learning the logic of social sciences.

"As a religious culture and ethics teacher, I took doctorate classes in sociology of religion. After completing the lecture, I could not comprehend the social sciences logic. During my education, I had the opportunity to grasp social sciences' logic in detail without the need for other degrees from other universities. The conversations we had with friends who are also studying at the Institute impacted this situation."

P6 stated that he conducted his studies with his undergraduate experiences during his master's and doctoral thesis processes.

"My undergraduate education was in banking. I received a master's degree at TODAIE while working at the Ministry of Environment and Urbanization. It was an important problem for me to take my undergraduate education in a quantitative field while being in a different profession. TODAIE has made important contributions in closing this gap."

Similarly, P7 conducted his undergraduate studies in the field of chemical engineering. They had a master's degree in TODAIE and received Ph.D. in city and environment and Public Administration. Both participants are essential for the interaction between natural sciences and social sciences for undergraduate and graduate education.

Table 5. Comparison of Undergraduate-PhD Education Training of Senior Public Personnel Participants

	Academic Title	Position	Previous Institution	Undergraduate Education	TODAIE Education
P2	Dr.	Senior Manager	Regulatory and Supervisory Institutions	Public Administration	Master and Ph.D.
P3	Dr.	Senior Manager	Environment and Urban Ministry	Economy	Ph.D.
P5	Dr.	Senior Manager	Ministry of Justice	Justice	Master
P9	Dr.	Senior Manager	Ministry of Transportation	Electrical Engineer	Master
P10	Dr.	Senior Manager	Ministry of Education (Teacher)	History Section	Master
P 11	Assoc. Prof.	Senior Manager	Ministry of Interior	Public Administration	Master
P 12	Dr.	Senior Manager	Ministry of Agriculture and Forestry	Forest Engineer	Master
P 13	Assoc. Prof.	Senior Manager	Transport	Computer Engineering	Master
P 15	Dr.	Senior Manager	Fiscal and Treasury	Finance	Master
P 16	Dr.	Senior Manager	Environment and Urbanization	Public Administration	Master
P 17	Dr.	Senior Manager	National Assembly	Law	Ph.D.
P 19	Assoc. Prof.	Senior Manager	Municipality	Public Administration	Master
P 20	Dr.	Senior Manager	Ministry of Health	Medicine	Master



It is understood that the participants who have become senior executives were promoted in their institutions or appointed to a different institution. The undergraduate education received by P2, P3, P11, P15, P16, and P19 is compatible with the education they received from TODAIE. Therefore, other participants will be analyzed. P5, P9, P10, P 12, P 13, P 15, P 17, and P 20 stated that they prepared their theses interactively by infusing them with their undergraduate, professional, and training from TODAIE. The public personnel not from the social sciences indicated that they saw this benefit in their management experiences. Regarding the subject P9:

"I was assigned to an important post after my training. As the manager, while I could look at the different dimensions of the issues, it was the most important difference between me and my other friends that my fellow engineers looked at the events in terms of engineering and handled the processes with a single dimension."

Theme 4: Contribution of Foreign Public Personnel: According to the participants (n: 25), the foreign Ps trained in TODAIE and the Türkçe Ps have similar characteristics. Both students were studying in the same classrooms in TODAIE, sharing similar environments. Since the foreign P's knowledge about the Türkçe Public Administration system was insufficient, academics would give extra homework to the foreign Ps about their public administration systems, local government structures, and public personnel regimes. In the classes, both foreign and Türkçe Ps were learning each other's public administration structure through the experiences in the public administration of their own countries in a learning approach from the known to the unknown. The comments of A2 on the subject are presented below:

"Comparative public administration studies at the institution were relatively few initially. However, in parallel with the increase in international students, I started giving homework assignments to international students about their public administration to better understand the course by associating them with their public administration structures. For example, one of my international P students conducted his doctoral thesis studies on "Ukraine and Türkçe Ombudsman."¹⁰

¹⁰ After his thesis, he began to work in the Ombudsman office of his country.

It is understood that international students who receive graduate education in TODAIE come mostly from non-Western countries. As countries that gained independence after World War II, they are in the process of building their public administrations (Jreisat, 2006, p. Xxix). Türkçe Public Administration had the opportunity to be a model for those non-Western countries' Ps trained in TODAIE. A1's experience with international students is given below:

"Regarding the subject, an international student from Chad said that France allocates a quota to Ps from Chad at ENA school every year. After their education, they are followed by the French State and assisted in their appointment to senior positions in the Chad State."

The international and Türkçe Ps educated at TODAIE not only had interactions in terms of knowledge, but they also established friendships. With the rapprochement that emerges, students become volunteer ambassadors of the country they are trained in, thus becoming their soft power agents. The views of P8 on the subject are presented below:

"Our friendship with them had progressed so much that when we went to their countries for the symposium, they made us feel at home."

P7, on the subject, stated that thanks to international students coming to TODAIE, he also had the opportunity to learn non-Western management models.

"I owe our knowledge about non-Western countries, especially Russia and Central Asian countries, to our interaction with the international students from those countries). I think the lecturers also benefited from the activities in the lesson¹¹"

DISCUSSION

This research endeavor aimed to gain insights into the perspectives of academics and students affiliated with TODAIE, a prominent national public administration school, concerning the caliber of postgraduate education offered at this institution. The study was conducted within the theoretical framework of tacit

¹¹ In a comparative public administration course, an Azerbaijani student presented an assignment under Public Administration in Russia.

knowledge and institutional knowledge theories. One of the primary objectives was to explore the potential existence of an interdisciplinary connection between the educational experiences of civil servants during their undergraduate or postgraduate studies and the pedagogical approach employed at TODAIE.

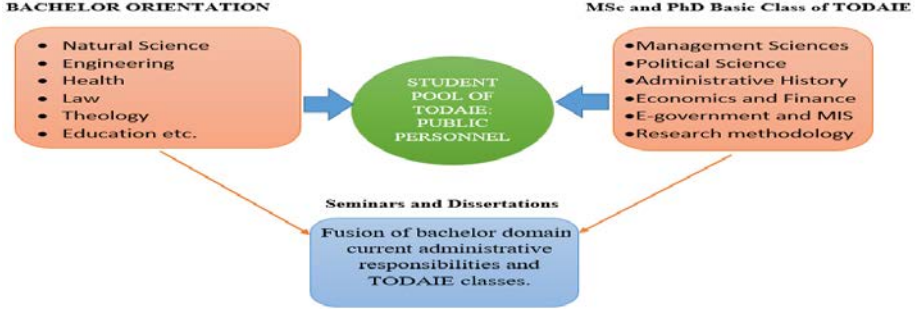


Figure 4. Infusion of Different Knowledge Areas of Bachelor Degrees of P and Classes Provided in TODAIE

The study posits that TODAIE, as a platform, catalyzes interdisciplinary synergy. Its theoretical framework and educational provisions harmonize with this paradigm (Yıldırım, 1996, p. 89; Raadschelders, 1999, p. 296; Youngblood, 2007, p. 2). Diverse student backgrounds foster requisite collaboration. P, with a varied disciplinary and practical background, actively enriches national institutional knowledge via public administration theory and practice dialogues. The platform's forte lies in bridging P's multidisciplinary background and the interdisciplinary bonds forged via student interaction, academic expertise, and practical wisdom. Thus, TODAIE serves as a repository of Türkçe public bureaucracy's theoretical and practical wisdom, affirming its institutional knowledge hub status.

TODAIE's preeminent strength as an NPAS lies in its capacity to amalgamate theoretical and practical knowledge across government, civil service, and politics domains. A comprehensive academic curriculum exposes students to a spectrum of public administration theories, concepts, and practices. Incorporating research, case studies, and fieldwork empowers students to apply knowledge in actual settings. Interactions among students from diverse national and international backgrounds furnish a valuable platform for mutual learning. This interaction facilitates experience,

insight, and perspective exchange, deepening comprehension of public sector challenges and opportunities. Additionally, this collaborative milieu nurtures essential communication and leadership skills, indispensable for success in public administration.

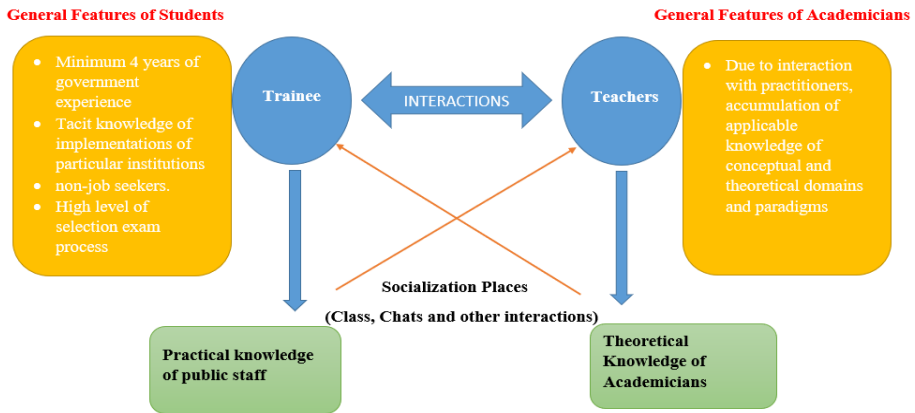


Figure 5. Interaction of Theory and Practice

Figure 5 illustrates the synergistic contribution of student and academic characteristics to interpersonal dynamics, thereby facilitating the accumulation of practical knowledge among public staff and theoretical knowledge among academics. This collaborative milieu fosters shared learning spaces, promoting close interaction among those engaged in public practice management, implementation, supervision, and evaluation. The resulting socialization ambiance enriches the educational quality, yielding valuable insights into the feasibility and relevance of theoretical and regulatory knowledge in real-world scenarios, while also shedding light on the challenges and capabilities of public institutions in practical contexts. This dynamic offers a unique opportunity for academic instructors to discern gaps between theory and its practical application, establishing a platform for the exchange of tacit knowledge and diverse perspectives, thereby substantiating the tacit knowledge theory's relevance within this study.

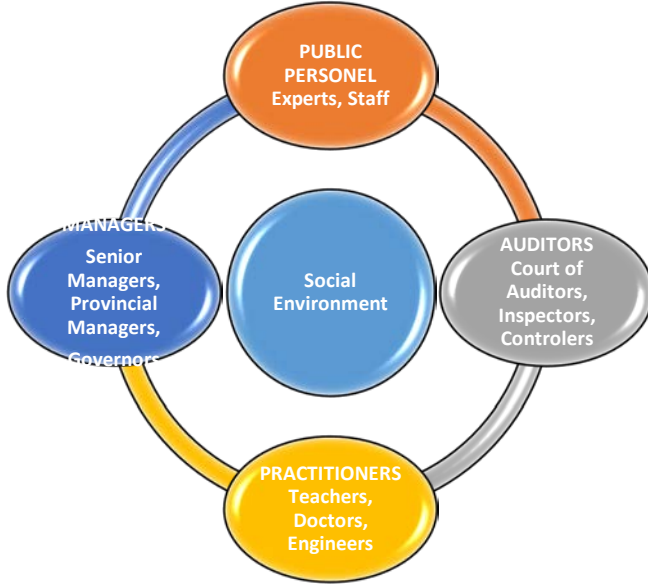


Figure 6. Professionally P in Lesson Atmosphere

The study elucidated a noteworthy observation, as depicted in Figure 6, wherein participants (Ps) spanning diverse fields within the realm of public administration, occupying assorted managerial roles, and possessing expertise across various technical domains, were afforded the prospect of knowledge acquisition from external institutions. This encompassed the assimilation of unfamiliar application procedures, extant bureaucratic processes, and tacit governmental norms via instructional modules and interactive platforms at TODAIE. Moreover, participants were granted the capacity to accrue theoretical erudition by enrolling in courses encompassing political science, jurisprudence, economics, and fiscal studies, all situated within the ambit of public administration discipline.

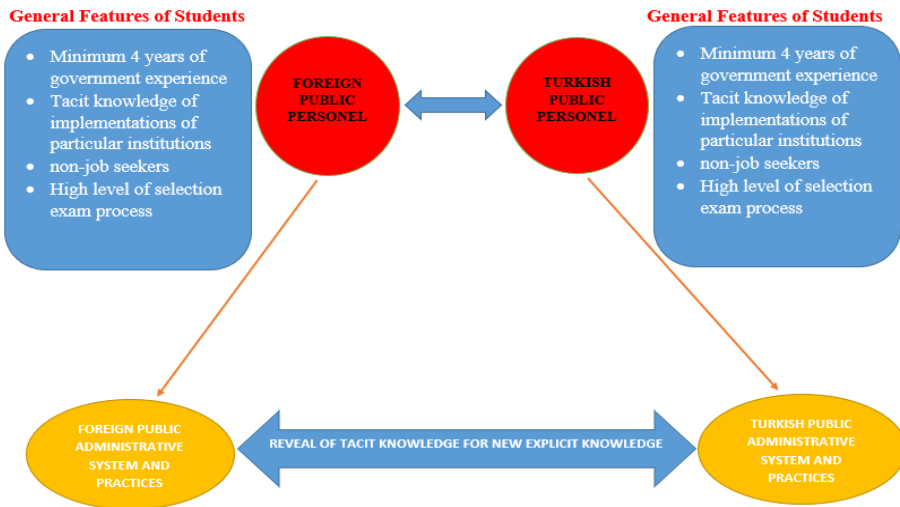


Figure 7. Socialization of Foreign and Türkiye Ps in TODAIE

When scrutinizing the demographic composition of international postgraduate students enrolled at the Türkiye Public Administration Institute (TODAIE), a discernible pattern emerges wherein a predominant proportion originates from non-Western nations. This specific student cohort avails itself of a unique opportunity to articulate their implicit reservoir of knowledge, with a pronounced emphasis on regulatory frameworks and theoretical constructs, engendered through interactions with their counterparts from both foreign and domestic origins. This collaborative engagement culminates in a conspicuous augmentation of the institutional knowledge reservoir harbored within TODAIE.

The process of knowledge exchange and experiential sharing amongst students hailing from diverse nationalities and backgrounds serves to embellish and diversify the institutional knowledge repository. This diversification engenders fertile ground for the exploration of innovative perspectives and novel approaches, thus enriching the academic discourse. Furthermore, this academic milieu bequeaths to the participants a global vista, thereby equipping them with a heightened acumen to comprehend and differentiate international administrative paradigms.

The presence of foreign public servants within educational institutions significantly augments the potential for cross-cultural pedagogy and intercultural



comprehension. Within the context of TODAIE, international students undertake an illuminating odyssey into the intricacies of the Türkçe public administration system. Simultaneously, they contribute by imparting insights gleaned from their respective national contexts, thereby facilitating a comparative analytical framework.

Additionally, the establishment of enduring bonds of camaraderie between Türkçe and international students bears the potential for catalyzing soft power diplomacy, fostering an environment conducive to international cooperation and mutual understanding between nations. Consequently, academic institutions stand to accrue considerable advantages from cultivating a heterogeneous student body, while educators can elevate the pedagogical sphere by infusing their instructional approaches with comparative and cross-cultural pedagogy within the purview of the TODAIE learning platform.

CONCLUSION

In summary, this study underscores the pivotal role of National Public Administration Schools (NPAS), such as TODAIE, in providing high-caliber education, especially for senior managers in political science and public administration, fostering both national and international interaction. Bachelor's degree holders can also gain a comprehensive grasp of social sciences, including political science, management science, finance, and political history through NPAS. It serves as a crucible for public administration, allowing governmental bodies to learn from state institutions' best practices and enhance their managerial competencies. These findings align with tacit knowledge and institutional knowledge theories, highlighting TODAIE's significance in shaping Türkçe public administration and governance. Its diverse student body, rigorous curriculum, and commitment to interdisciplinary approaches are notable contributions.

In conclusion, the presence of international postgraduate students predominantly from non-Western countries at TODAIE enriches the institution's knowledge base through the exchange of tacit knowledge, promoting innovative perspectives, and enhancing their global comprehension of administrative practices.

Moreover, the engagement of foreign public personnel facilitates cross-cultural learning and a comparative approach to understanding the Türkçe public administration system. The friendships forged between Türkçe and international students also have the potential to foster soft power diplomacy and international cooperation. Overall, fostering diversity within academic institutions, like TODAIE, holds immense promise for enhancing educational quality and global understanding.

However, further research using official documents for practical education is imperative to confirm these findings. The study validates the feasibility of establishing a public administration institute within Ankara Hacı Bayram University, inheriting TODAIE's assets. Based on strategic, technical, academic, and curriculum prerequisites, the following recommendations are proposed:

Strategic Requirements:

1. Develop a concise mission and vision statement aligning with university and governmental agency goals.
2. Foster strong leadership to enhance collaboration with stakeholders.
3. Implement a robust marketing strategy targeting civil servants and governmental entities.
4. Establish partnership agreements with relevant governmental agencies for training and knowledge sharing.
5. Create an adaptable learning environment for working professionals.

Technical Requirements:

1. Develop an interactive learning platform for easy access to course materials and communication.
2. Integrate technology-based tools like e-learning, virtual classrooms, and gamification.
3. Ensure access to updated research databases and resources.
4. Implement a user-friendly information management system for enrollment and record-keeping.



Academic Requirements:

1. Assemble a qualified faculty with expertise in public administration.
2. Incorporate practical experience and case studies into the curriculum.
3. Encourage student research and collaboration with governmental agencies.
4. Provide robust student support and mentorship.

Curriculum Requirements:

1. Design a curriculum aligned with the latest public administration theories and practices, including tacit knowledge theory and institutional knowledge accumulation.
2. Prioritize critical thinking and decision-making skills.
3. Balance theoretical and practical coursework, addressing real-world public administration challenges.
4. Promote interdisciplinary learning and collaboration.
5. Integrate ethics, values, and diversity considerations throughout the curriculum.

Limits: The study acknowledges limitations, such as not considering articles and publications produced by TODAIE throughout its history, which could provide further insight. Additionally, the closure of TODAIE made it difficult to include foreign civil servants as participants in the study.

Ethics Committee Approval: This study was approved by the Ethics Committee of Bayburt University Ethics Committee's with the decision date 17.02.2023 and numbered E-36671036-050.99-119777.

Informed Consent: An informed consent was obtained from all participants prior to their inclusion in the study.

Peer-review: Externally peer-reviewed.

Authors' Contributions: Data Collection -N. A.; Analysis and Interpretation –S.Y., A.E.; Literature Review- S.Y., A.E. ;Proofreading and Editing –A.E.; Critical Review- S.Y.

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