

## Investigation factors affecting the quality of in-service training of school managers in Maku city

Farhad Rezapour

MA degree in Educational Administration, Islamic Azad University, Tabriz, Azarbaijan Sharghi, Iran  
[farhadrezapoor.63@gmail.com](mailto:farhadrezapoor.63@gmail.com)

**Abstract:** The aim of this study was to determine the factors affecting the quality of training of managers of Maku city. The sample size was 298, according to Morgan table is stratified random sampling method were selected on the basis of gender, through survey research and data collection tools and validity is 0.82, The results of the factor analysis and T-test for independent groups showed: Identify training needs, develop training plans and goals, the implementation of training programs, evaluation of the factors affecting the quality of in-service training courses are in-service training.

[Farhad Rezapour. **Investigation factors affecting the quality of in-service training of school managers in Maku cit.** *Rep Opinion* 2016;8(4):73-78]. ISSN 1553-9873 (print); ISSN 2375-7205 (online). <http://www.sciencepub.net/report>. 7. doi: [10.7537/marsroj08041607](https://doi.org/10.7537/marsroj08041607).

**Keywords:** in-service training, school managers, Maku city

### 1. Introduction

Operating developments skilled community coaches and qualified teachers and in-service education classes and training specific to the principles and philosophy. In today's world, the education sector will form a key element of any social system. The world economy, economic experts believe that the future will be those that have the most complete education. The roots of a weak economy and instability in education and the importance of teachers should be sought in a community. And in the Education and Higher Education extremely important and core teachers and education constitute the foundation of the pyramid. Investment in this sector is a long-long-term investment and its impact on future generations is quite tangible.

The experts believed that to achieve the objectives of each organization, both large and small must hold a cadre of qualified and competent personnel. Elementary, high school and college, military training and education for knowledge and information that individuals preparing to enter the community and effective service but people who are employed by the organization in addition to specialized training and professional knowledge also need to do good technical knowledge and skills necessary to earn duties. This training helps staff to be more active and effective role in achieving the goals of play. Therefore, education is a key part of organizational life because having trained staff is one of the most important factors in the efficacy and efficiency and as a result the effectiveness of the organization. At the present time because of the important characteristics of the spread of human knowledge, rapidly changing technologies, scientific and manufacturing, they are familiar with these conditions and how to answer. So-service training as

one of the most important strategies in the development of the employees and thus contribute to organizational growth is considered essential (Stewart & Brown, 2009).

The aim of study was to determine factors is the quality of training managers of Maku city.

The research question is: What are the factors of quality of training managers of Maku city?

### Literature Review

In-service training is a process of systematic acquisition skills, rules, concepts or trends that lead to improved performance in the work environment (Fathi Vajargah, 2006).

John. F. (1968) in the definition of job training, "says behaviors that contribute to their welfare and the organization of their services. Hence, the purpose of in-service training to create the ability to produce more, increase the efficiency of current jobs and better conditions for obtaining higher authorities "(Abtahi, 2005).

Today's society is a society organization and the quality of human life today is dependent on the quality of organizations that have surrounded him. Several organizations that have the resources and the most important and most basic power source and any organization is its human resource. To speak more precisely the foundation of organizational efficiency, human resources and upgrade it may be done in two ways. Although pre-service training are important, but life and the success of any organization is dependent on a lot of in-service training. (Ansari and Sadegh Shafiee, 2008).

The results Ahmadi (1389), entitled "Evaluation of the effectiveness of in-service training in the Gulf Golsar Company" The purpose of this study was to evaluate the effectiveness of in-service training employees and providing recommendations to

improve these courses was Glsarfars. Results showed that educational relative satisfaction of students early in providing all students not true. So that workers were less satisfied than experts and the courses has been able to significantly increase students' knowledge into. However, the workers also were showing relatively little change experts.

Mohammadi (2011) in the MA thesis entitled "Evaluation of the Effectiveness of Mashhad University of Medical Sciences from the viewpoint of managers of training participants" expressed that the results showed that the training courses held administrators participating in job knowledge, skills (technical, human, and conceptual), improving performance in management activities (planning, organizing, leadership) and managers in preparation for the acceptance of responsibility.

Sharifzadeh and Abdi (1387) in a study entitled 'educational needs and works the entire financial official staff training on learning second region of Tehran, "the 34 subjects in the experimental group and 33 subjects in the control group participated the results have been that this type of training improves cognitive skills and increase knowledge of the employees.

Beheshti (2009) in the MA thesis entitled "Evaluation of the effectiveness of in-service training (short-term job) Organization of Management and Planning Education and Research of Tehran from the perspective of participants in these courses in 1382" concluded that improve the quality of in-service training activities and increase the accuracy of job knowledge and skill of the employees.

Saed Panah (2009) entitled "Evaluation of the effectiveness of in-service training of employees view a bank in Tehran in 2009" concluded that presents learners participating in the courses, the learning and the changes in behavior at the level of "good" evaluated, but in most theoretical training courses and practical little attention to education, training and type of activity is not connected to a bank employee, inappropriate training site in terms of distance, the unsuitability of the class, the lower ability of teachers of the tabled problems by trainees participating in training courses, respectively.

### **Features of in-service training**

#### **Time flexibility:**

Second class time and in-service programs must be tailored to vocational and adult social condition and conditions be such as to enable independent studies to be provided for adults.

#### **Flexible on location:**

The concept is flexible in first place people should be able to study and learn, regardless of their location and their acquisition of knowledge and information, second, the proposed allocation is a special place for training staff and thirdly, the

efficiency of the knowledge and skills acquired by adults in other locations are also acceptable.

#### **Flexibility in Age:**

In-service training for certain age and therefore its use should be for all employees, regardless of their age is possible.

#### **Flexibility in the Reception:**

Reception staff in-service training programs at various levels since, the experiences and the knowledge they need and not on the basis of criteria such as degrees and education.

#### **Combination of education and job responsibilities:**

Adult participation in service education should be part of their work working people should be able to In addition, salaries and benefits, training opportunities and to raise awareness their knowledge and skills was considered (Sabaghy, 2009).

#### **Service training principles:**

Meaning of concepts, theories and rules are relatively small, based on religious and cultural teachings, research, psychology, sociology and opinions are honest and have great coaches, and in most cases Guide coaches, managers and parents are learning in all educational actions (Shariatmadari, 2000). In-service training as well as the main educational principles is:

#### **The principle of active learning in education:**

Based on the findings of empirical studies, effectiveness and sustainability of learning occurs when the learner's learning is that the main role (Fathi Vajargah, 2006).

In addition to these findings, contemplative concept as a relatively permanent changes in behavior due to experience (Seif, 2009) and the concept of experience in the above definition, suggesting that inactivity student in education, the lack of learning, a learning exercise in training also takes place in different forms that emphasize the analysis of content, thinking, reasoning and decision-making, Supported beliefs, attitudes and skills and discussion of the most important of them are (Hess, 1993).

#### **The principle of respect for the learner:**

One of the basic principles of education in general and training in particular, emphasis on learning is valued and respected. Respects are honest, kind and open to learners, believing they are alone and strives to eliminate between learning environment and learners.

#### **The principle of proportionality service training to learners:**

The basic principles emphasize the fit between this training and in-service training and learning needs, interests and ability to learn them. Learn more accurate to say that the acquisition of certain knowledge, skills and values and this acquisition is

facilitated when the knowledge, skills and values with life and job related situations. (Lamb et al., 1998).

#### **The principle of continuity of service training:**

Permanent change and increasing human knowledge, technology development and the gradual emergence of different needs require ongoing and continuous in-service training to be regarded as part of the lifelong learning process.

#### **Central issue:**

One of the most central issues is the training of in-service training. To talk more in-service training designed and implemented in response to a question, the results of the training is for individuals.

#### **The principle of learner autonomy:**

In accordance with the principle of active learning, in-service training should be based on learner autonomy and responsibility; he is in his learning and conducting training grants. The learning environment must have been at least limiting symptoms caused by a learner independence and self-reliance, and emphasis on practice, based on general rules about the current issues of.

#### **The principle of mutual learning:**

Classroom learning is not just a place of learning, but it is where teaching and learning are mutually. This is especially practical in-service training that learners in skills and considerable experience, it is useful and can be effective communication between knowledge and action can have an impact in encouraging people to education. (McBride, 1991).

#### **Person-centered model of in-service training**

This template is one of the oldest patterns-service training as an apprentice master pattern has been used. According to this model is that the individual learner and a spear and issues will form the pivotal service training and personal development to organizational effectiveness.

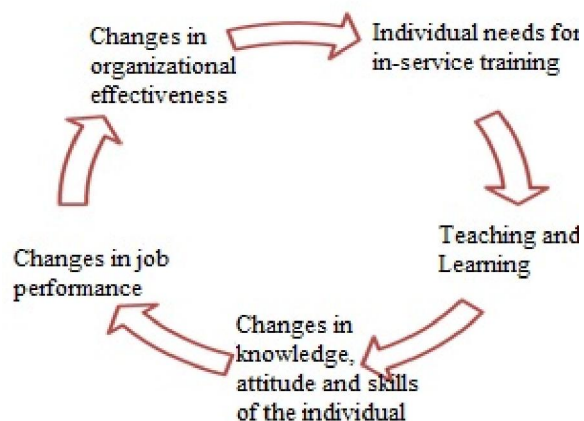


Figure 1: Person-centered model of in-service training (Fathi Vajargah, 2009)

#### **Methods based on satisfaction of interest groups**

This approach focuses on the issue that determines satisfaction with various groups on educational activities and continuity of the educational process is a good performance indicator. Therefore, to determine their performance without training from the perspective of a particular group or not those groups should be investigated. Groups involved in this field could include learners, managers, supervisors, direct and indirect, clients and state (laws and regulations).

"This method is appropriate when powerful factors dramatically be useful or harmful for educational programs." In addition, in this way or another all indicators) goals, and implementing internal processes, facilities and equipment (to be considered at the same time was considered. Therefore, it is possible for learners' satisfaction is very high, but their managers are not satisfied or vice versa. But what is important to check that all points of view will achieve more comprehensive results. The application of this technique can benefit indexes were raised in Table 1 (Jabari, 2008).

Table 1: Measures of Effectiveness (Jabari, 2008)

Effectiveness Index	Interest group
Increase and improve employee satisfaction, salary and bonuses, knowledge and skills (new)	Personnel
Improve the quality of employee performance in job functions, constructive and effective proposals by trained staff, reduce complaints, increasing the amount of goods sold	Management and supervision
The role of education in improving organizational affairs, development and quantitative and qualitative changes, reducing the amount of quality product Back to the promotion	Organization
Human rights compliance	government
Useful in their activities, modify the current training program based on evaluation results of efforts to provide efficient and dynamic education programs and through feedback obtained	Planners and executors

### Research Methodology

This study is applied and the data collection methods, descriptive survey.

The population of this research administrators and teachers Maku city that according to statistics obtained from the Department of Education, the

number of teachers in 1028 were 228 people and the number of managers, form. The sample size will be based on Morgan table 298. The number of teachers and administrators at elementary and secondary samples separately was shown in the table 2.

Table 2: society and sample

Total	Total		Elementary		First high school		Second high school		
	Director	Teacher	Director	Teacher	Director	Teacher	Director	Teacher	
1256	228	1028	98	490	72	228	58	310	Society
298	54	244	23	116	17	55	14	73	Sample

Given that this research is descriptive survey. Descriptive statistics and estimates (measures of central tendency and dispersion indices) to show the distribution of attribute variable is used in population. And to answer all the questions the study of inferential statistics and to the general questions and questions of factor analysis and answers to questions 1, 2 and 3 of the T-test for independent groups was used.

### Results:

Table 3 shows that the mean score of, respectively, identify training needs 15.83, 24.89 goal setting and educational programs; implementation of the training program 27.26 and 21.3 is the evaluation of in-service training.

Table 3: descriptive statistics related to factors

Min.	Max.	Ave.	S.D.	Variable
5	25	15.83	3.468	Identification of training needs
11	35	24.89	4.401	Goal setting and training programs
8	40	27.26	5.452	Implementation of the training program
10	25	21.30	3.374	Evaluation of in-service training
40	125	89.80	13.416	Total

The value of special drawing graph (Scree plot) and functional pattern, the figure below shows the changes in production of Eigen values. This graph is used to determine optimal number of components. According to this chart can be seen first factor is particularly low after the changes, so it is only one factor to be the most important role in explaining the variance is derived.

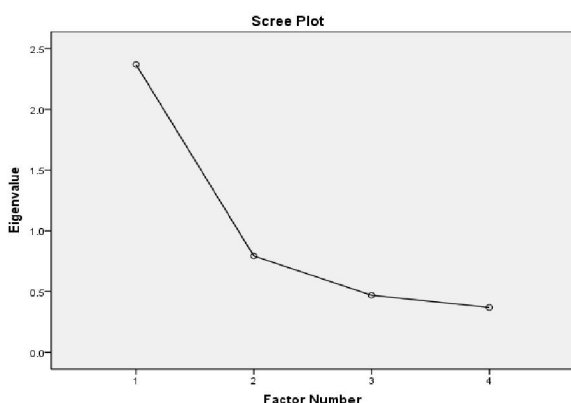


Chart 1: to determine the number of Scree plot

### Discussion and conclusion:

Quality of in-service training of education managers and teachers are in Maku city?

In order to determine the factors of quality of training, after factor analysis was used to collect data. Factor analysis showed that the identification of training needs, develop training plans and goals, the implementation of curriculum, assessment, and training and factor their explanatory power.

In other words, in response to the first question can be said that the study examined factors of in-service training courses are part quality.

Identify training needs, develop training plans and goals, implementation and evaluation of in-service training curriculum, training of human resources is a systematic pattern of four steps. Each training program must necessarily fail in any of the above four steps to comply with the principles of staff training. The main steps designed to identify training needs of in-service training of human resources in different types of organizations.

A needs assessment based on three major levels of individual, business and organization and their interaction is focused on the needs of the knowledge,

skills, attitudes, human resources are identified and prioritized.

In other words nurses about the necessity and priority of training courses have a positive attitude and have confirmed their need. Merely planning and executing right-service training program ensures the efficiency of Personnel and audience satisfaction. What is a planned educational goal must be realized at the end of the training course and through the evaluation and comparison of expected targets can be achieved with the objectives associated with the success or failure of training courses judged.

#### Practical suggestions

1. Training courses tailored to the needs of human resources if it becomes properly designed will organizational effectiveness and increase the efficiency of them. It is recommended that greater attention.

2. Managers need to make optimal use of facilities and funding to, the existence of the relationship between educations and increase technical knowledge, increased job satisfaction and overall effectiveness it.

3. The use of other tools such as interviews, classroom observation, evaluation of job performance and to evaluate in-service training courses.

4. Using the principles of psychology, particularly the psychology of work to strengthen relations between the students participating in training courses.

5. Use the views of managers and colleagues and experts to evaluate the level of knowledge and learning in training courses.

#### Reference:

- Abili, kh; Molae, Z. (2010) model design and development of middle managers, are: Petroleum Industry Research, Journal of Research in Educational Systems, Summer, pp. 69 to 85.
- Ansari, M. (2010), untimely and its impact on the profession, Proceedings of the First Seminar on the job training in Iran.
- Imani, J. (2012). Participative management and organizational relationship with the city of Bandar Abbas middle school principals' effectiveness. Journal of Education, Issue 14, pp. 45-47.
- Jazayeri, A. (2009). The effect of in-service training on employee performance Ahvaz Steel Industry martyr Beheshti University college education.
- Poorshafei, A; Pardakhtchi, MH; Arasteh, HR and Ghahramani, M. (2010) develop a model for decision-making faculty members of universities, psychology and educational studies; 8 (2): 5-26.
- Hassanpour, Akbar and Eskandari, M. (2012). Assessing the barriers to the Personnel recommendation system for government organizations, development management magazine, Issue 6, S31-38.
- Khedivi, A.; Daneshfar, Z.; Mirzaee, N. (2010) The relationship managers with the motivation of teachers participation in decision-making city of Urmia high schools in the academic year 89-88Fslnamh second year of Educational Sciences (5): pp: 83-155.
- Rasekh, N. (2009). The relationship between participative management and entrepreneurship at the University of Physical Education Tehran, Tehran University senior thesis.
- Sam Khani, M (2009). Human resource planning (principles and processes. Tehran.; Assad (2004). Evaluation of in-service training of extension staff in view of farmers between 2004-2005. Master's thesis agricultural extension and education at Tarbiat Modarres University.
- Shafi'i, Sh., (2009) participatory orientation and its role in the activity of economic enterprises, devise Magazine, Issue 7, 2009.
- Tehrani, M. (2010), the relationship between emotional intelligence and decision making broadcasting company managers petroleum products, MSc thesis, Tehran, Shahid Beheshti University.
- Mehr Alizadeh, M. (2006) A comparative study of high school participation in decision-making positions in government and non-profit theoretical high schools Journal of Psychology 13 (4): pp. 31-55 third round.
- Aithen, R.L. (2008). Learning to Teach (5th Ed). McGraw Hill, Higher Education.
- Bella. (2006). "Effective Elementary science Inservice Education: The Teacher Perspective" Dissertation Abstracts International, Vol, 57, No, 8, P.3447.
- Bogardus. (2007). "An Assessment of Inservice Training on the Applications in Biology/Chemistry Curriculum From the Center of Occational Reasearch and Development" Dissertation Abstracts International, Vol, 58, No, 12, P.3324.
- Brown, D. (2009). "Effects of a Teacher Inservice Training Model on Student Perception of Elementary Science". Dissertation Abstracts. International, Vol. 56, No.5, P.1724.
- Buzzard. (2008). "Assessment in the Cooperative Classroom". Eric No:ED 430934.
- Cole. (2002). "Training in the Use of Guidance Counseling Strategies the Classroom and its Impact on Elementary School Teachers".



- Dissertation Abstracts International. Vol. 58. No, 8 P, 3026.
19. Ford. (2008). Learning to Teach (5th Ed). McGraw Hill, Higher Education.
  20. Goldestin, H. R. the Inadequacy of performance Indicators for Higher Education. The need for 4 more comprehensive and development construct. Jossy Bass publishers, 1990.
  21. Hamitl. (2008). "An Assessment of Inservice Traning on the Applications in Biology/Chemistry Curriculum From the Center of Occational Reasearch and Development" Dissertation Abstracts International, Vol, 58, No, 12, P.3324.
  22. Haupt, R.M. (2005). Beyond Inservice Education: Towards Staff Renewal. Journal of Teacher Education, 28,2,31,34.
  23. Holton .E.F, Bates .R.A & Rona, Wendy .E.A; the development of a generalized learning transfer system inventory, USA: Human Resource Development Quarterly, 2000, vol 8, No 4, p333.
  24. Klein, E.B. (2006). "Effective Elementary sience Inservice Education: The Teacher Perspective" Dissertation Abstracts International, Vol, 57, No, 8, P.3447.
  25. Madhavan. (2001). "The Effectiveness of Teacher Education Programs in Improving the Communication, Management and Socializational Skill of New Teachers" Dissertation Abstracts International, Vol, 58, No, 10, P.3822.
  26. Oberman, H.B. (1999). "Peer Teacher inservice Traning in Developing Countries". International Education, 18,2, 55-56.
  27. Richardson, H.B. (1999). "Peer Teacher inservice Traning in Developing Countries". International Education, 18,2, 55.
  28. Sloman, M. (2003). Professional Education Strategies, Translated by Zeai Big deli, Mohammad, Tehran: SARGOL. P 250. (in Persian).
  29. Terman, L. (1991). "What we Think We Know About Inservice Education". Journal of Teacher Education, 30,2.
  30. Weinz, Heinz, & Koontz, Harold (1993), "Management: A Global Perspective", Inter national Edition, Tenth Edition, New York, p. 199.
  31. William james, Company-Based Determinants Of Training And The Impact Of Training On Company Performance: Result From An International HRM, Survey, Vocational Education And Training Conference, Tessaloniki, 1995.

4/13/2016