

## Study factors of quality of in-service training courses for teachers in Iran

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 purpose of this article is to study the development of the quality of service teacher training courses in Iran. The study population consisted of all teachers and all school administrators to number 228 out of 1028 people. According to the teachers and program administrators in the education system and educational projects, as the most important factor in the success or failure of educational innovations are introduced. Service teacher training to improve the knowledge, attitudes and skills and to help them learn about their strengths and be prepared for the higher occupations is important. As well as administrators and teachers as well as women and men of the factors affecting the quality of the differences are not significant.

[Farhad Rezapour. **Study factors of quality of in-service training courses for teachers in Iran.** *Researcher* 2016;8(4):53-58]. ISSN 1553-9865 (print); ISSN 2163-8950 (online). <http://www.sciencepub.net/researcher>. 8. doi:[10.7537/marsrsj08041608](https://doi.org/10.7537/marsrsj08041608).

**Keywords:** in-service training, teachers, quality

### 1. Introduction

Teacher education system is the key element in that role model, mentor and guide students and is responsible for guiding the process of education. The competence, efficiency, favorites, professional and informed him dominate the teaching-learning process is crucial. Today, science, technology and trained according to the needs of society in a state that is evolving communications revolution, has a special role in the advancement of society to the extent that they can be cited as key factors of production. Service training, teachers are considered part of educational systems that continue their pre-service training arises and it should not be considered as periods of monsoon and unrelated.

A training program can only justify their valuable and reliable and credible evidence confirming the training to improve the behavior of participants and therefore provide organizational benefits. Annual Organizations spend vast sums on specific skills and ideally be measured without their effectiveness or appropriate feedback systems exist in the organization.

In general, institutions and organizations to train manpower for the following reasons:

1. Training staff to use the equipment, processes and new policies;

To develop and improve their organizations should systematically and a steady job to become familiar with new technology and to improve and develop their action.

2. Basic skills and training procedures, tools and special processes to new employees;

3. To promote and enhance Personnel training;

4. Learning to make a difference in outlook and attitude of staff;

In total educational evaluation integral part of the education process and as part of the training process, demonstrates skill in designing a training program.

#### Detailed objectives:

1. Prioritize quality of in-service training of teachers, education administrators of Maku city.

2. Determining the difference between administrators and teachers about the quality of their in-service training of education according to the Maku city.

3. Determining the difference between administrators and teachers about the quality of their service courses in education is part of Maku city according to gender.

#### Detailed Questions:

1. Quality of in-service training of teachers, education administrators and city shuttle from what priority?

2. Do the views of managers and their in-service training of teachers to the quality of education in the city of Maku differently according to their side?

3. Do the views of administrators and teachers about the quality of their part in-service training education in the city of Maku differently according to their gender?

#### Literature review:

In-service training effort to promote the merits of teaching staff through training courses, refresher courses, meetings and study groups, visits, presentations and correction and defines poor Personnel. He also believes that regular in-service training includes all activities and continuous professional development of teachers leads (Fathi Vajargah, 2009).

Successful enterprise that identifies training needs, equipment needed to provide training, and

finally to assess their changes and this in order to understand and ensure the quality and merit of the training results will be achieved (Soltani, 2006).

Goldstien training and skills acquisition process systematic, rules, concepts and attitudes which are conducive to improving the performance of individuals in the workplace (Fathi Ajargah, 2008).

Globalization and information explosion resulting in rapid changes and increased human knowledge and human knowledge that the half-life of approximately 5.3 is listed (Khalkhali, 2000). The emergence and spread of new human needs, rapid technological change, information and communication technology, political, social and cultural development of various technologies and the need to promote the knowledge, skills and attitudes of people in their careers through short training courses (Ozone, 2008).

The results of Alipoor (2011) titled "Case study on the effectiveness of in-service training" as a survey of 120 managers has been shown that in-service training, one of the most effective ways to boost productivity and improve job performance in environment work. The results indicate that in-service training managers, have a positive effect on their creativity and lead to better achieve the goals of the organization.

Hosseini (2010) entitled "Application of Kirkpatrick Evaluation of Effectiveness in crisis management training in crisis management experts 4 lifelines for earthquake-stricken province northwest of the country (2009-2010)" The results showed that students with respect to important factors in a training course, around twenty five have shown a favorable response.

In terms of learning, the educational findings could improve teaching Karshnasanshdh In addition, the results of tests on all the components, showed that these courses lead to behavioral changes in Peer and their view on the application of skills and knowledge gained from courses for professional purposes, favorable and positive. In general, the results of the above-mentioned four indicators showed that the training of "good effects" have enjoyed.

Jazayeri (2008) in a study entitled "Evaluation of the effectiveness of training and development project to investigate and evaluate organizational training held (1997-2002) was conducted at the National Iranian Steel Company, the results show that although the training is held not enjoy the full desired. But according to the statistical calculations, it can be claimed that national Library of organizational training effectiveness significantly higher than the average assumed 60% of maximum effectiveness ratings. In terms of demographic variables were observed in this study to distinguish between the views of the organization (BA Director) the

effectiveness of training and education programs, there are significant differences.

Saeedi, Rezvani and Beynaqhi (2010) in a study entitled "Evaluation of the effectiveness of in-service training of employees Bnyadshhyd Islamic Revolution 'total of 108 persons trained and 108 untrained people from Tehran, Isfahan, Golestan, Bushehr, Ilam, and Kerman has indicated that this type of training on job attitude or a negative effect on job satisfaction, commitment and responsibility have had little positive effect.

Hamiti (2008) in their study entitled Assessing e-learning programs based on the Kirkpatrick model is equipped with e-learning environment that was published in the Journal of Computer Science. The results found that most of the Kirkpatrick model for environments classic or traditional classrooms where dominated face to face communication is appropriate and not appropriate for environments with e-learning.

In-service training in the traditional sense that is the transfer of skills and techniques in the form of master-apprentice has a very long history. With the advent of technology on society and the Industrial Revolution and after World War II to compensate for gaps created due to training was needed more than ever. After the end of the first half of the twentieth century can be said in many developed countries took on the job training Was established in the second half. The advent of the industrial revolution began in the early twentieth century and established numerous manufacturing and service centers in various countries due to the formation of a new wave of hiring labor. Therefore, the need for training of manpower due to the formation of in-service training in different countries and organizations of all sizes to below continued (Fathi Vajargah, 2008):

#### **In-service training objectives:**

In-service training objectives in different scientific sources, listed several goals atom are unique. (Saeidi, 2001) The in-service training objectives are:

- Raising the level of knowledge and job skills.
- Create the necessary expertise commensurate with the job.
- A spirit of study and research and innovation.
- To-date knowledge and information staff.
- Opportunities and areas for promotion staff jobs.
- Create opportunities for Personnel to adapt to changes.

As the definition implies training, product training and hence is not a process which can bring results. The teaching staff of educational inputs, ie activities that "any shortages and deficits in the performance of employees, or their potential performance by training is proportionate and appropriate compensation and correction" (Cole,

2002) starts with the design and training for human resources planning and its implementation will

continue to evaluate education ends.

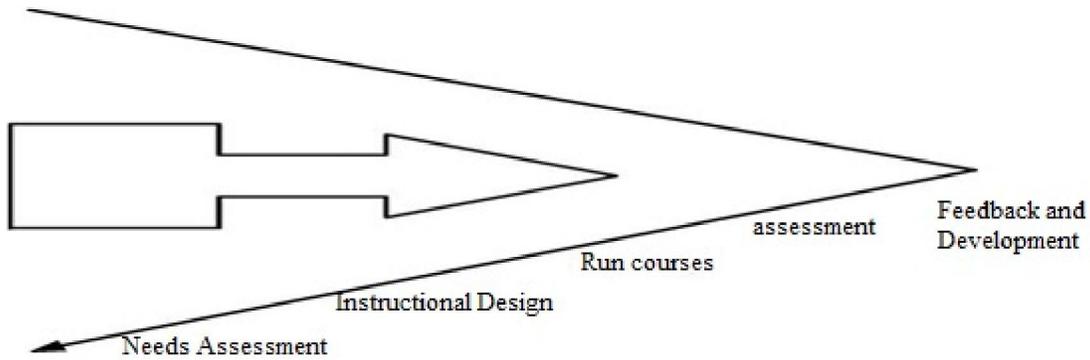


Figure 1: Organizational learning process (Sabbaghian and Akbari, 2012)

**Added effectiveness model:**

This pattern, which is the standard model - centered known, it is believed that organizational effectiveness through training of human resources is possible. To develop training standards advisory committee experts, field studies and comparative

studies of organizations are used. After setting standards, the next step is to identify the skills required staff and resources are needed, then turn the status quo is staff skills and the training program will be designed and implemented. This graph pattern is as follows:

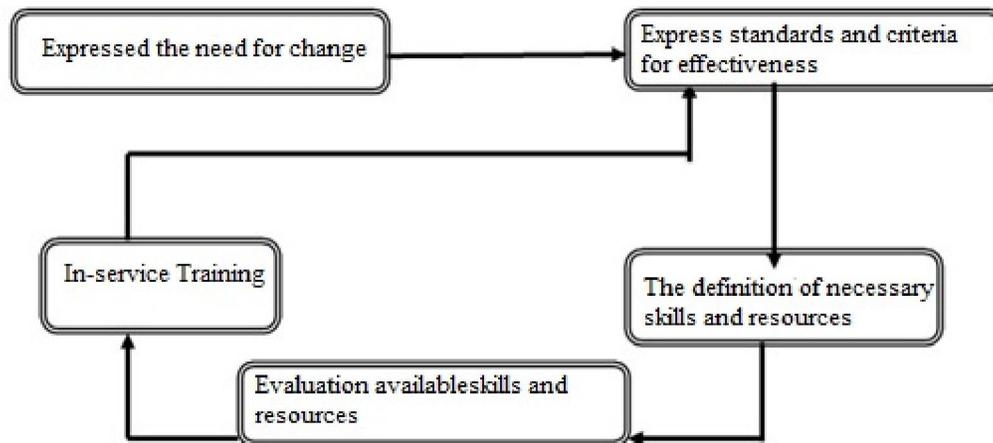


Figure 2: increasing the effectiveness of in-service training (Jabari, 2006)

**Evaluate the effectiveness of training courses**

To evaluate the effectiveness of training courses offered various definitions. The achievement of educational goals, the achievement of career goals trainees after offering training courses, thus evaluated: Determine compliance with the expectations of trainees, managers, supervisors, determine whether the work properly, determine the skills, created in the role of education to achieve goals, determine the value of education, improve quality of life indicators of business success.

In fact, due assessment to determine the effectiveness of a training program, it was important. Once the evaluation is done, we can be hopeful that

the results for the authoring applications as well as high-ranking managers based on their evaluation of the program, decision-making will them positive (Kirkpatrick, 2006). In this regard, some of the reasons for the recall measure the effectiveness of training courses in the following words:

- An educational assessment program provides an opportunity to some objective and subjective criteria to be used more specific. It is clear that the stability and reliability of objective criteria, subjective judgment is over.

- Organizational requirements for quality management systems of regulation, organizations that are bound to

educational activities and their outcomes are not ignored and the results of it are followed.

- Oriented training programs organized according to clarify the strengths and weaknesses of the evaluations.

- To minimize training costs.

- Compliance needs more knowledge, skills and behavior of employees, with training in the organization.

Despite the limitations of the inhibiting factors that limit the effectiveness of training programs. There are other reasons acceptable the implementation of educational assessment programs in organizations is necessary to mention a few of them not unpleasant.

- Training is seen as a valuable it instead of seeing it as a cost.

- Human beings are essentially continuous assessment that the phenomenon surrounding the evaluation.

- All activities in the organization are subject to evaluation or assessment is available or not. But there is an educational assessment program provides an opportunity for objective and clear of mind that some criteria are more used. Obviously, the stability and

reliability of subjective judgment is more objective criteria.

- The requirements of Regulation byelaw corporate quality management systems that allow organizations bound, to educational activities, and the results are not indifferent to the results of the follow-up day.

- Provide training oriented organization with regard to identifying the strengths and weaknesses.

- To minimize the cost of training courses.

- Implementation of further needs of knowledge, skills and behavior of employees in organizations with training courses (Abtahi and Peidaei, 2008).

**Research methodology:**

To determine the sample size used Morgan administrators and teachers. Sample size determination for the population was in 298 out of 1300 people, according to Morgan's study. A questionnaire was used to collect information that after verifying the Worshipful Master Help for preliminary performance and reliability is measured by Cronbach's alpha. Also to collect relevant information and theoretical research of library studies were used.

Table 1: Distribution of the questionnaire

Number of questions	Components
5 (from 1 to 5 questions)	Identification of training needs
7 (from 6 to 12 questions)	Goal setting and training programs
8 (from 13 to 20 question)	Implementation of training programs
5 (from 21 to 25 questions)	Evaluation of in-service training
25	Total

Table 2: the results of principal components analysis with varimax rotation (% of variance and special values of various parameters)

Initial Share			Load factor
Summative	Percent	Total	factor
59.223	59.223	2.369	1
79.042	19.819	0.793	2
90.774	11.732	0.469	3
100	9.226	0.369	4

As it's obvious in Table 2, the fourth factor is a factor with Eigen values greater than one. So the goal 25 questions (items) can build four platforms. The contribution of each factor in explaining 25 items for

descending order was considered. The first factor biggest share (59.223% with Eigen values 3.369) and the fourth lowest share of (9.226%) with Eigen values (0.369) in a variance of 25 items. All four have a 100% of the variance in total 25 items explain the scale of the questionnaire.

**Data analysis**

What are quality factors of in-service training of education for teachers 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 all the examined factors and factors their explanatory power.

Table 3. Principal components analysis test results confirmed the assumptions

Value	Assumption
0.73	Elkin Meyer value (sufficient sample size)
331.16	Bartlett's spheroid test, chi-square value
0.000	significance level

Study of correlation matrix showed higher coefficient of 0.3. Elkin Meyer was 0.82 values that this amount is more than 0.6. Bartlett's test of puerility reached the level of statistical significance that factor correlation matrix is approved and indicated that separation of variables contained in any

operating properly and has a high correlation with each other are fundamental.

Do the views of managers and their in-service training of teachers to the quality of education in the city of Maku differently according to their gender?

Table 4: statistical indicators of women's and men's views

S.D. error	S.D.	Ave.	No.	Gender	variable
1.241	15.146	90.63	149	Woman	view
0.972	11.589	89.07	149	Man	

According to the data in Table 4, Average administrators 90.63 and 89.07 are above average teachers.

Table 5: T independent test results comparing the views of men and women

T test					Levene's test		Homogeneity of variance	Variable
mean error	average difference	Sig	df	T	Sig	F		
1.576	1.55	0.32	296	0.98	0.055	3.725	Homogenous	View
1.576	1.55	0.32	279.855	0.98			Heterogeneous	

Given the significant level of Levene's test of homogeneity or non-homogeneity of variance based on the data table T test, sig observed for the variable view of the factors examined is higher than 0.05. The difference is not significant. This means that there is no significant difference between men and women.

**Research limitations**

- Limitations of the sample to administrators and teachers in the education area of Maku.
- Lack of generalizability of the results to other communities.
- Restriction of the use of questionnaires to collect data and do not use other tools such as interviews or observation.
- Some administrators and teachers Perhaps the lack of sincere cooperation and conservatism or be careless in response to the questionnaire.

**Research proposals**

According to the results, to evaluate proposals for the development of in-service training will be provided:

- Research on training compliance goals with organizational needs.
- Research on Relationships and students' knowledge before and after their participation in training courses.
- The study evaluated in terms of the quality of the training courses.
- This study evaluated the effectiveness level of expertise and training courses in comparison to other organizations.
- Needs assessment study examined the number of courses and expertise used.

**References:**

1. Beheshti, N., (2008). To evaluate the effectiveness of in-service training (short-term employment) management and planning of education and research management in Tehran province.
2. Pirastehfard, S. (2009). article: barriers to innovation in the organization, Journal of Management Development, Number 32, [www.fekreno.org](http://www.fekreno.org).
3. Jahanian, R. (2011), Approaches to the Development of cooperative management systems in educational organizations, new ideas in the Journal of Education, Issue One.
4. Hozouri, MJ (2009) investigate the relationship between participative management and employee job satisfaction and willingness to change in the PNU and the establishment of the proposed solutions, light Courier Journal, Issue One.
5. Daft, Richard, (2010), theory and organization design, translated by Ali Parsaeian, Tehran: The first edition of the Cultural Research Bureau.
6. Zohouri, Qh., Rezaei, S., Jorfi, S. (2011) Effects of participative decision making on job satisfaction (Case study: Agricultural Bank of Khuzestan province), knowledge management; 21 (80): 61-76.
7. Abbaszadegan, SA. M. (2001) basic principles of organization and leadership, Tehran, publishing corporation.
8. Fakharian, J., Shahamar, N. and Amiriyani Zadeh, M. (2014). The relationship between participatory management style and organizational commitment and mental health of teachers, Journal of New Approaches in

- Educational Management, Issue 1, Spring 1393 Islamic Azad University, Shiraz, S221-234.
9. Gholam Hossein Pour Anvari, S., Maleki, S. (2012) The relationship between teachers participation in decision-making and performance of managers of secondary school Maragheh, *Science and Research in Education*, 17 and 18; 199-211.
  10. Faizi, Kavooosi and Najafi (2013), the relationship between social capital and participatory management at the University of Medical Sciences, *Journal of Management Studies*, Issue 86.
  11. Anderson, R. (2001). *Increasing Teacher Effectiveness*. UNESCO.
  12. Bernardin Bernardin. H, J. *Human resource management*. United state: megraw hill.2003.
  13. Boord; J. (2002). *Teacher and management: National, longitudinal and comparative perspectives*. *Educ. Horiz*; 79(3): 124-29.Short PM (1994). *Defining teacher empowerment*. *Education*, 114(4): 488-492.
  14. Bunker, R.M. (2007). *Beyond Inservice Education: Towards Staff Renewal*.*Journal of Teacher Education*, 28,2,31,34.
  15. Cervone, H. Frank, "Making Decisions", (2005), *international digital library Perfectives*, Vol. 21, No 1, The current issue and full text archive of this journal is available at: <http://www.emeralainsight.com/1065-075X.htm>. p 31.
  16. Davis, D. A & ROBBINS. S.P. *Human resource management*, JOHN Wiley & sons inc, 2002.
  17. Gentry, Serge. *The use of performance Indicators in Universities: An International Survey*. Jessica Kingsley, Ltd (1994).
  18. Hamblin, O, Connell, Phillip, J, *Does Training Generally Work? The Returns to In-company Training*, Economic And Social Research Institute, Dublin, 1999.
  19. Hass, G. *Curriculum Planning*, Boston: Allyn and Bacon, 1989.
  20. Hass, G. *Performance Indicators. Revisited*. New York: Mac Millan, 1993. 21. Hogaboam, D. (2004). "Effects of a Teacher Inservice Training Model on Student Perception of Elementary Science". *Dissertation Abstracts International*, Vol. 56, No.5, P.1724.
  21. Kaufman, R. Keller, J & Watkins, R, *what work what doesn't: Evaluation beyond Kirkpatrick*. Performance and Instruction, UK: *Journal of European Industrial Training*, 1995, p23-27.
  22. Kirkpatrick, D (1996), *Techniques for Evaluation Training programs*, *Journal of American Society for Training and Development*, Vol 23.
  23. Lampers. B. (2004) *10 strategies for staff empowerment*, Reston. vol 4, Iss, G. P. 32.
  24. Mackbride. (1991). *Cost-Benefit Analysis in Education planning*. Paris: UNESCO/IIEP.
  25. Mc. Gee, C.B. (2004). "An Analysis of the In service Training Practices of The Centers for Economic Education in Alabama". *Dissertation Abstracts International*, Vol.54, No.8, P.2988.
  26. Piterz, et al. (1997). *Continuous Quality Improvement: Integration Best Practice in to Teacher Education*, the *Journal of Educational Management*, Vol.211, N.9, pp2-4.
  27. Saunders J, M. *Organizational Pathology*, 1992 ([www.centrogeo.org](http://www.centrogeo.org)).
  28. Singer, B.G. (2007). "Assessment in the Cooperative Classroom". *Eric No: ED 430934*.
  29. Siefer, R. (1999). "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.
  30. Smartrisk. (2004). "An Analysis of the In service Training Practices of The Centers for Economic Education in Alabama". *Dissertation Abstracts International*, Vol.54, No.8, P.2988.
  31. Spector. (1997). "Teacher In service Education: The Need for New perspectives". *Journal of Environmental Education*, V.27, N.2, PP.11-17.
  32. Whitsparis, D. (1986). "Effects of a Teacher Inservice Training Model on Student Perception of Elementary Science". *Dissertation Abstracts International*, Vol. 56, No.5, P.1724.

4/13/2016