The study of the accordance of the quality of in-service educational courses content with educational needs of teachers

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Abstract

The research aims to study the accordance of the quality of in-service educational courses content with educational needs of teachers of Tehran city. The statistical population consisted of 59100 teachers of the Department of Education of Tehran city who were serving in the school year 2012-2013 in schools. For this research, the researcher-made questionnaire including four main components with 48 items was compiled. The compiled questionnaire was studied by five competent people in terms of the content and validity and confirmed by guiding professor and advisor in 30 items after applying modifications and its reliability after trial execution among 30 employees by Cronbach's alpha, number 0.815 was calculated and confirmed. The questionnaires selected with probability of 10% drop in the number of participants, were copied and distributed 421 items of which 382 completed questionnaires were collected. The results showed: for the teachers of Tehran city, the in-service educational courses and quality of in-service educational courses content to a large degree comply with teachers educational needs in the field of their knowledge, attitudes and skills.

Keywords: accordance, in-service educational courses, teacher’s needs, education.
Introduction
The Organization of Education is one of the largest and most complex social organizations in each country. The organization has a substantial and constructive role in the survival and persistence of human culture and civilization, and today it is the basic of cultural, social and economic development of any community (Jahanian, 2001). Obviously, this development should be done by humans, so people who are going to realize this; they must be developed and updated. Because the manpower employed in organizations should be constantly updated, they should receive constant education. Education of employees is one of the most important factors improving the structure and activities of any organization. Since the in-service education of employees has a key role on the quality of employees performance and thus more efficiency of the an organization, it would be better to have a look at it seriously and take a step to improve the educational quality of employees by investigating shortages and crises governing the in-service education system of the country and develop comprehensively the country by enhancing the scientific level of the people (Fathi Vajargah, 1997). In-service education of teachers is a key and important element for the implementation of the educational system of the country that seek to achieve goals such as: improving the level of job knowledge and skill, creating the necessary expertise appropriate to the educational field, improving teaching methods, creating a spirit of study, research and innovation, updating the knowledge and information, creating opportunities for career growth and creating the appropriate fields for the adaptability of employees appropriate to changes to be able to access the benefits of vocational education. Also in-service education is an education that is generally done after employment in the organization. John F. Mee defined in-service education as follows: In-service education is systematic and continuous improvement of employees in terms of knowledge, skills and behaviors that contribute to well-being. The purpose of in-service education is to enable greater production, enhancing efficiency in its present form and achieving better conditions for gaining higher ranks (Fathi Vajargah, 2006, p. 13). The basis of wealth creation in today's economy is knowledge and expertise. The future informs a revolution that its momentum stems from humane thoughts. Undoubtedly the present century is the age of organizations and administrators of these organizations are men. People who by virtue of having the greatest source of thinking power, can empower the movement and bring about the growth of organizations. In the context of rapid and full of change and challenge in today's world, what is led to competitive advantage is high-quality, creative and dynamic manpower. Therefore, in the present age, knowledge-based human resources are considered as the most important the ability of the organization to gain competitive advantage and the most important intangible assets and employees must be considered as a golden key to improve the quality and efficiency of all organizational processes (Pardakhtchi, 2003). Because efficient human resources is considered as the most valuable resource of any organization, the bulk of investments will be focused on human resources. The most important tool that is used for this purpose is education that is used for the purpose of quality improvement of the level of skills, knowledge and attitude leads to empowerment of people in the fulfillment of their duties and success of the organization (Dastani Hoseinabadi, 2006). Identification and analysis of educational needs in educational programs of employees are actually the first cause to crate and ensure the effectiveness of education and improvement of human resources that if done correctly, will provide a more objective basis for planning and the possibility of compliance with the needs of the organization, scope of work and employees and ultimately its effectiveness will be increased. Educational activities that are
designed and implemented without considering the circumstances are considered to be a waste of valuable resources. Finally, it should be noted that their educational needs are the starting point for any educational activity and according to their role and effect on effectiveness and providing a basis for evaluation and decision making in different educational fields, thus, there is no task more important than doing detailed assessment and analysis of educational needs in the educational process and improvement of human resources in organizations (Mazaheri Rad, 2011). So the life of an organization is largely dependent on the skills and knowledge of employees. As these fields are updated and optimized, they are more adaptable to a changing environment and in this regard, education and human resources development play an important role not only for creating knowledge and special skills, but also they lead people to involve in improving the efficiency and effectiveness of the organization and adapt themselves to the environment variable pressures (Jazayeri, 2000, page 107). Today, more accurate evaluation of the actual educational needs of employees is important, otherwise, huge investments of financial, human and material capital will be wasted on holding and participating in other educational courses. The main purpose of analysis and evaluation of educational needs of employees is to improve the effectiveness of processes and activities, as well as the effectiveness of teachers through the results of training and development. Alkhayat (1998) believes that educational needs are skills required by employees to do effectively their job. It should be noted that the educational needs are different to the employees’ demand for education. The educational demands are knowledge and skills that employees think they need and may not necessarily associated with their jobs, but educational needs are knowledge and skills that employees need to do tasks or modify the activities and job processes well, otherwise their performance will not have the necessary quality. The analysis of employees’ needs evaluation for education is the first and most important step to accomplish goals that educational programs are based on them. Undoubtedly, all large and small organizations need to educate employees for various reasons that the most important are as follows: improvement of performance or changing the organizational process, updating employees’ skills, readiness to improve, orientation of newly employed employees, reducing learning time of employees, enhancing labor quality, reducing manpower transfer, reducing unexpected events in workplace, solving problems, staying competitive (Yoksel, 1999). According to the above mentioned, for consistency with political and economic developments of the community, new needs and expectations of clients and earning the right attitude, readiness for change in organizations and reducing costs and wastes, human resources in any organization should receive constantly education and compliance of the courses with their educational needs is important, because if the education of human resources is in accordance with their needs, it is important in terms of individual, organizational and social dimensions. For example, education in organizational aspects helps a person to lead to profitability or makes at least more positive attitudes about profitability, and helps them adapt to changes and to solve problems effectively (Babaei et al, 1999, page 46). The educational needs refer to the needs that are resolved through education. These needs are discussed only in areas of knowledge, skills and attitudes. Most experts define educational needs of employees as the gap between the ideal situation and in terms of performance and other job requirements and some of them have defined it to mean failure. According to the definition, the identification of the educational needs is as knowledge of lack, shortcomings or fields of knowledge development, skills and attitudes related to job satisfaction performance (Soltani, 2005). Some research has been done in this field: Haji Aliakbari (2012)
conducted a research title the relationship of educational courses of employees and the performance in Islamic Azad University and concluded that: Welcoming the in-service virtual educational courses is of utmost importance and the role of new teaching techniques such as discussions on strengthening human skills needed for the job is of the least important. Also the highest average among the components is the role of the establishment of in-service virtual education on job performance and the lowest is the component of the use of new techniques of teaching in in-service educational courses. Masani and Ramezanzadeh (2008) conducted a research titled the study of the effectiveness of in-service educational courses on performance of Sary Branch of Islamic Azad University and found that in-service education affects the efficiency, job satisfaction, job stability and readiness for performing responsibility. Yuen Fok et al (2011) conducted a research titled the pre-service and in-service educations in the field of ICT in Malaysia and showed that information and communication technology has an important role at learning-teaching process and in-service education in this field can increase the performance of teachers. Peterson and Eteto (2011) carried out a research titled the creation of in-service education successful programs at the University of Montano and found that in-service education can lead to changes in the level of success that are planned for them. Shahbazi (2011) conducted a research titled the effects of in-service education for school counselors to deal with disabled students and found that in-service education for school counselors have a significant impact on the performance of disabled students. The results of the research showed that when in-service education is done as different methods and new techniques, the counselors voluntarily participate in the courses and perform easily in working methods theoretical concepts. Hardman and Estra (2012) conducted a research titled the reform of teachers’ education in Tanzania and found that the most important element of teacher education is to improve the quality of education in developing countries and their training is dynamically of particular importance. Loron and Rezaei (2011) conducted a research titled pre-service and in-service education and found with new methods that Pre-service and in-service education have a huge impact on the performance of teachers and their efficiency. Davis and Bets (2008) in a research titled the objectives of in-service education concluded that the identification of objectives is effective for participants in a course and the use of technical terms is effective in motivation for participation in courses. Deking (2008) in a study titled the importance of in-service education concluded that such an education enhance the quality of teaching and educational skills of teachers and it is important and useful to update the knowledge of teachers, job skills, improvement of labor methods and assessment of students. Colman (2007) studied the relationship between education of teachers and their years of service and in-service education and educational achievement of students among 126 teachers (84 women and 452 men). The results of the research showed that there is not any relationship between in-service education, experience and education of teachers with educational achievement of students (Teymouri, 2005). Dankin (2006) in his studies on in-service education concluded that short-term courses of in-service education increase the knowledge and professional skills of teachers. Also it enhances the awareness of teachers to create better and modern methods of teaching and so they will do their duties in a good manner. Rimon (2006) believes that that needs assessment is the first step in any research to obtain detailed information. He in a research titled the needs evaluation done in the Ohio University concluded that a
considerable amount of time and money will be saved for organizations in the long term by needs assessment and prioritization of needs. Ford (2005) believes that in-service education prepares people to perform optimally job duties and responsibilities. He summarizes such the education in three basic axes of knowledge development, skills improvement and creating motivation. Sabar (2004) in his studies on the needs of employees and teachers of schools concluded that schools employees specially teachers are faced with problem in the activities of assessment and education achievement of students, class management and carrying out research and other research in teaching and in-service educational system helps the teachers. Jeng Chei Kai (2002) studied the efficiency of Life Insurance Company and effectiveness of in-service education. In his opinion changing life insurance description may reduce the stability rate, increase cost of sales, widen the gap between services, customer complaints, and increase the cost of education, wastes corporate resources and social resources. Therefore, he focused his study on the relationship between effectiveness of life insurance education and stressed on the solution of efficiency issue and concluded that there is a significant relationship between efficiency and effectiveness and education. It also enhances awareness of teachers in creating modern teaching methods and they can do so better their duties. The main hypothesis of the research is to evaluate the accordance of the quality of the in-service educational courses with educational needs of Department of Education of Tehran city.

The Question of the Research
To what extent the accordance of the quality of the in-service educational courses is in compliance with their educational needs?

Methodology
The method of the present research is descriptive and of survey type. It is descriptive because of non-interference of researcher in research results, that is the researcher describes what is happening and what is present and it is survey because of surveying the teachers about the accordance of the educational courses with their educational needs.

The Statistical Population
The statistical population consisted of 59100 teachers of the Department of Education of Tehran city who were serving in the school year 2012-2013 in schools. The statistical sample of the present research was 382 people based on Krejcie and Morgan table and they were selected by simple random and single-phase cluster method so that they were selected among 19 districts of Tehran as southern, eastern, western and central directions (one district from each direction, 1, 4, 5, 10, 11 and 19) by simple random method and three schools from each district (elementary, guidance and secondary courses) and two or three teachers from each school in simple random method. The compiled questionnaires were given to them to be completed.

The Research Tool
The library and field methods were used to collect data. In the library method, the researchers referred to different websites and the libraries of authentic universities and collected documents and scientific works related to the subject and used them to compile the first and second chapters and a section of other chapters. In the field method, the researcher attended in the field and area
of the statistical community (the schools of Tehran city) and distributed the measurement tool and collected data. The tool to collect the present research based on its objectives (the accordance of in-service educational courses with the educational needs of teachers in the fields of knowledge, attitudes and skills), was a researchers-made questionnaire that after accurate study of theoretical fundamentals and the studied background, 42 items were extracted and after survey with experts (5 people) and counseling with guiding and counseling professors, it was compiled in 30 items.

The Finding

The Findings from Descriptive Statistics

According to the statistical sample, 302 people of statistical population of all teachers of Department of Education of Tehran city including 59100 people and according to data in the study of genders frequency of teachers in which the highest frequency includes 211 people equals to 55.2% related to male teachers and the frequency 171 people equals to 44.8% related to female teachers and in the study of the frequency of teachers education, the highest frequency is the teachers’ education with 171 people equal to 44.8% to the teachers bearing Bachelor’s Degree and the lowest frequency with 105 people equal to 27.5% to the teachers bearing Associate Degree and less. Also total 106 teachers equal to 27.7 hold Master’s Degree and upper and in the study of the frequency of years of service of the teachers, the highest frequency is with 164 people equal to 42.9% to the teachers with 10 to 19 years of service and the lowest frequency is with 26 people equal to 6.8% to the teachers with 30 years of service. Also total 77 people equal to 20.2% of teachers had 1 to 9 years of service and total 115 people equal to 30.1% held 20 to 29 years of service. Also in the study of the frequency of the teachers’ age, the highest frequency is with 154 people equal to 40.3% to the teachers aged between 30 to 39 and the lowest frequency with 30 people equal to 7.9% to the teachers aged between 20 to 29. Total 128 people equal to 33.5% of teachers are aged between 40 to 49 and 70 teachers equal to 18.3% are more than 50 years old. According to the study of frequency of passing in-service educational courses, the highest frequency is the response of the teachers with 336 people equal to 88.0% to the teachers who have passed in-service educational courses and the lowest frequency with 46 people equal to 12.0% to the teachers who have not passed the courses. With regards to the educational degree of the teachers in terms sex, the highest frequency of educational degree among female teachers with 80 people belongs to the teachers bearing Bachelor’s Degree and the lowest frequency with 44 people to the teachers bearing Associate Degree and less. Also the highest frequency of educational degree among male teachers with 91 people belongs to the teachers bearing Bachelor’s Degree and the lowest frequency with 59 people to the teachers bearing Master’s Degree and upper. According to the data, the highest frequency of the years of service among female teachers with 61 people belongs to the teachers with 10 to 19 years of service and the lowest frequency with 12 people to the teachers with more than 30 years of service. The highest frequency of years of service among male teachers with 103 people belongs to the teachers with 10 to 19 years of service and the lowest frequency with 14 people to the teachers with more than 30 years of service. With regards to the age of the teachers in terms sex, the highest frequency among female teachers with 60 people belong to the teachers aged 30 to 39 and the lowest frequency with 14 people to the teachers aged 20 to 29. The highest frequency of age among
male teachers with 94 people belongs to the teachers aged 30 to 39 and the lowest frequency with 16 to the teachers aged 20 to 29.
In data analysis, inferential statistics, correlation coefficient and regression of t test were used. The results are as follows.

Table 1: The study of central indicators distribution and dispersion of in-service education indicators and its components

<table>
<thead>
<tr>
<th>Statistical Indicators</th>
<th>Elongation coefficient</th>
<th>Tilt factor</th>
<th>Standard deviation</th>
<th>Variance</th>
<th>Average</th>
<th>Mean</th>
<th>Index</th>
<th>Variation range</th>
<th>The lowest frequency</th>
<th>The highest frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service education</td>
<td>0.62</td>
<td>0.94-</td>
<td>12.61</td>
<td>159.09</td>
<td>136.29</td>
<td>137</td>
<td>136</td>
<td>65</td>
<td>92</td>
<td>157</td>
</tr>
<tr>
<td>In-service education establishment</td>
<td>0.41</td>
<td>0.86-</td>
<td>4.21</td>
<td>17.78</td>
<td>44.38</td>
<td>45</td>
<td>46</td>
<td>20</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>The quality of educational courses contents</td>
<td>1.98</td>
<td>1.10-</td>
<td>4.55</td>
<td>20.74</td>
<td>43.45</td>
<td>44</td>
<td>43</td>
<td>27</td>
<td>23</td>
<td>50</td>
</tr>
<tr>
<td>New technique of teaching</td>
<td>-0.35</td>
<td>0.85-</td>
<td>5.23</td>
<td>27.41</td>
<td>42.43</td>
<td>43</td>
<td>42</td>
<td>24</td>
<td>26</td>
<td>50</td>
</tr>
<tr>
<td>The role of suitable time and place</td>
<td>-0.53</td>
<td>-0.19</td>
<td>1.92</td>
<td>3.70</td>
<td>6.75</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

According to the data in Table 1 it can be argued that central indicators of index, mean and average indicate a tendency to normal distribution for the score of conformity of in-service education of teachers with their educational needs due to their proximity of their numeric value with each other. The minimum score is 92 and maximum 157. Thus, the distribution of scores is equal to 65 score. It should be noted that four components also tend to have a normal distribution. The highest average among the components with 44.38 belongs to the compliance component of in-service education establishment with the knowledge of teachers and the lowest one with 6.75 to the component of compliance of suitable time and place for the implementation of the courses. We will study the main question of the research.

How is the accordance of the quality of the in-service educational courses content with the educational needs in the field of knowledge, attitude and skills?
To study the said question, the single-sample t test was used:

Table 2: The single-sample t test

<table>
<thead>
<tr>
<th>Average</th>
<th>Reliability distance</th>
<th>Averages</th>
<th>Significance</th>
<th>Degree</th>
<th>t</th>
<th>The accordance of the quality of the courses</th>
</tr>
</thead>
</table>

http://www.ijhcs.com/index.php/ijhcs/index Page 963
According to the data in Table 2 and the significance level of the test (p < 0.000) and its small size (less than p < 0.05), it can be concluded that the test is significant, i.e. there is a significant difference between the calculated average and average of the community (30) and it can be argued that the response to the teachers of Tehran city on the accordance of the quality of in-service education courses content differs statistically the educational needs of the teachers in the field of their knowledge, attitude and skills with the average of the community. According to the calculated average (43.455) and its large size (larger than the average of the community) (30), it can be concluded that for teachers of Tehran city, the quality of in-service educational courses content is accorded to the educational needs of the teachers in terms of their knowledge, attitude and skills.

Discussion and Conclusion

Given the current state of the world due to acceleration of changes, knowledge and skills quickly become obsolete, because continuous in-service education for managers and employees of an organization is of the utmost necessity. Today, more than ever accurate evaluation of the actual needs of the employees to education is important, because otherwise huge investments of financial and human capitals will be wasted by wasting time, energy and incentives that should be spent on improvement of individual and organizational performance quality and by holding and participating in other educational courses. The main purpose of analysis and evaluation of employees’ educational needs is to improve the effectiveness of processes and activities, as well as the effectiveness of teachers through the results from education and development. The researchers believe the educational needs are the skills required by employees to do their job effectiveness. It should be noted that the educational needs differ to the employees’ demands for education. The educational needs are the knowledge and skills on which the employees think they need them and it may not be related to their job, but the educational needs are the knowledge and skills that the employees need to do better or changing and reforming activities and job processes, otherwise, their performance will not have the necessary performance. The analysis of employees’ needs evaluation for education is the first and most important step to accomplish goals that educational programs are based on them. Undoubtedly, all large and small organizations need to educate employees for various reasons that the most important are as follows: improvement of performance or changing the organizational process, updating employees’ skills, readiness to improve, orientation of newly employed employees, reducing learning time of employees, enhancing labor quality, reducing manpower transfer, reducing unexpected events in workplace, solving problems, staying competitive. According to the above mentioned, it should be noted that for consistency with political and economic developments of the community, new needs and expectations of clients and earning the right attitude, readiness for change in organizations and reducing costs and wastes, human resources in any organization should receive constantly education and compliance of the courses with their educational needs is important, because if the education of human resources is in accordance with their needs, it is important in terms of individual, organizational
and social dimensions. For example, education in organizational aspects helps a person to lead to profitability or makes at least more positive attitudes about profitability, and helps them adapt to changes and to solve problems effectively that are in line with the results of the researches conducted by Haj Aliakbari (2012), Masani (2008), Teymouri (2005), Yofen et al (2011), Shahbaz (2011), Preterson (2011), Hardman and Estra (2012), Loren and Rezaei (2011), Davis and Betman (2008), Deking (2008), Colman (2007), Danklin (2006), Ford (2005), Sabar (2004), and Chi Kai (2002).

Based on research findings the following suggestions are offered to the principals and authorities and directors of human resources of Department of Education of Tehran city:

Because it seems to the teachers of Tehran that in-service educational courses to a large extent comply with their needs in terms of knowledge, attitudes and skills, but the accordance in the component of educational courses contents and using new teaching techniques with their needs is less, it is suggested to advise the teachers of in-service educational courses to use the contents as the needs of the teachers.

New teaching techniques are used in such a way that they have an incentive to participate in courses, because without motivation it is not possible to do anything in a right way. Also according to the findings of the present research, because updating the knowledge of teachers is important, it is suggested to revise in-service educational courses and try to compile new educational programs according to the educational needs, so that passing the courses can update the knowledge, attitude and skills.
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