

Evaluating the internal efficiency of general and special short term training centers of Universities and providing related Model

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Abstract. This study aims to investigate the assessment of internal efficiency of general and special short term training centers of universities by ranking the stages of in-service education (needs assessment, planning, implementation and evaluation) in the universities and ranking the universities based on the adequacy of in-service education centers. The methodology of this study is of descriptive type and its objective is of applied type with methodology of surveying- descriptive. Results indicated that there is significant difference between mean points of adequacy for observing the validation principles in different universities and implementation stage has most rate of adequacy. In this article has been presented the model for evaluation of internal sufficiency of in-service education centers of universities that it has attended to 5 basic factors that those are processes, participants, customers, plans and strategy and performance

Keywords: in-service education, needs assessment, planning, implementation, evaluation

1. Introduction

By complicating the businesses, there has been added to the importance of employees' training. When businesses were simple, they could be easily learnt with technical deformations had slightly influenced on them; therefore, it was not necessary to increase or change their skills. But accelerated deformations, specially occurred during last decades in different communities increasingly pressurized on the organizations to adapt the types of products and services produced, how they produced and supplied, type of jobs required and type of skills needed for conducting such businesses. In a fast deforming community, training the employees not only is proper but also an activity by which any organization must consider some sources for it to be provided always with efficient and informed human resources [5].

It is noteworthy two main points: first, one needs to differentiate between two concepts of in-service training and development or nurturing the employees. This is because developing the employees is a concept more extended and comprehensive than in-service training, on one side and that is any activity or systematic attempt aiming to develop the personnel; while in-service training is a more limited concept and comprising those trainings provided for improvement of personnel performance and consequently increased organizational performance [10]. Therefore, employees' development plans include in-service training plans, but in-service training is only a subset of employees' development plans [10]. Occasionally, managers select among contrary objectives encountered by organization, one or several cases and employ organizational possibilities to achieve those objectives. What helps to managers to select special objectives among contrary objectives is the approach of their efficiency [16]. While defining the efficiency as the rate of achieving the goals in short term and long term, the organizational performance reflecting the efficient approaches of managers [18]. Managers' approaches are the same as their view to the organization and their efficiency approaches also indicates their view to the organizational efficiency [21]. They direct the organization towards where they think approaching to that destination may increase the organizational efficiency [21]. The approaches of managers influence on determining the goals, human resources of organization and how

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to select and direct them, methods, processes, mechanisms and how conducting them, financial resources and how to determine and using them [14].

Assessment is one the most important mechanisms of performance management in producing and developing the quality in the organization. Quality improvement indeed requires quality assessment and this can be seen in all organizations, whether industrial, commercial and training organizations [6].

According to above mentioned, and based on studies, this question can be asked by researchers that: have in-service training centers of Islamic Azad University qualified for holding the in-service courses? So, this study aims to answer this question.

When entering to the organization employees become familiar with priorities and strategies of organization by explanatory and social acceptance plans by which while reducing the stress when entering to the new environment and accepting the new responsibilities, they can fast adapt themselves with objectives of organization as well as internal processes and methods of performance evaluation and generally expectations of management and organization [15].

Organizationally, in-service training is considered that kind of training that can be conducted after employing the employee in the organization. According to this fact, there provided different definitions for in-service training of employees that will be defined later. In-service training aims to make more production, increased efficiency in the current job and attaining better conditions for achieving higher positions [1]. By above mentioned, one can conclude that in-service training is indeed defined as below:

- 1- It is conducted after employing the employee in the institute or organization
- 2- Such kind of training aims to prepare people to optimally executing their job commitments.
- 3- Such trainings mainly provided in three main factors including knowledge, skills and attitudes (KSAs).
- 4- Main direction of such trainings is jobs or occupied duties [10].

The process of training is based on stages (needs assessment, planning, conduction and evaluation) might be influenced by factors such as support and commitment of superior management, technological progresses, environmental complications, learning styles and other functions of human resources and it albeit might influence on them [19]. To achieve their training goals, organizations use methods such as case study, behavioral modeling, playing roles, managerial plays, workshop training,... [7]. such methods are conducted by the programs of organization itself or by universities and faculties performed in one's presence or not.

Training planning includes regularly applying the analysis methods for any component of mentioned training system and aiming to establish an efficient training system [11]. Training planning process in different organizations includes: (1) recognizing the training needs; (2) preparing the objectives of training plans; (3) determining the sources needed for training plan; (4) conducting the training plan (5) evaluating the training plan [10].

After the stage of needs assessment and preparing the training plans, the next stage is in-service training plan. Conducting this plan means the process of performing a determined plan or design [17]. Some specialists believe that the way of conducting the plan is more important than preparing it; because until a plan has not been implemented, it may not provide the organization and employees with a given result, on one side, and best plans can make improper results by faulty implementations, on the other side, while a defective plan might be more efficient if implemented properly [11].

The most important question in the field of in-service training is that: what is the situation of evaluating the in-service courses in the planning process and in which stage it can be conducted? For answering this fundamental question, there have been discussed various models and views and they can generally classified into two following models.

Traditional perception from the situation of evaluation in the planning for training courses: in traditional perception, now has been abolished, the evaluation is conducted at the end of in-service training, i.e. after preparing and implementing the training courses [22]. In such situation, the main objective of evaluation included recognizing the effect of training courses after the end of training process and to attain such result, it was more used poling and reviewing the views of participants.

New perception from situation of evaluation in the planning for training courses: evaluation in new perception is conducted during any different stage of in-service training process. Evaluation in the stage of needs assessment indicates the recognition and determination of training priorities based on real problems. Evaluation in the stage of preparing and conducting the program indicates recognizing the deviations and assessment of proper movement in the predefined route (formative evaluation) and finally evaluation at the end of course indicates explaining and judgment for efficiency and rate of training courses success (final evaluation) and following-up evaluation is conducted times after the end of course for assessing the real results of plan.

Have in-service training centers of universities related to Islamic Azad University qualified for needs assessment, planning, implementation and evaluation of in-service training courses.

2. Methodology

This study objectively is of applied type and based on collecting the information is of descriptive-surveying type. Population includes all employees, members of faculty and managers of units in district 10 of Islamic Azad University comprising 2600 people.

There was used cluster sampling to select statistical sample classified according to three groups (participants in the course, executive managers of the courses and teachers of the training courses). But for choosing the number of people for receiving the surveys, there was used accidental sampling. The number of sample for participants includes 209 for teachers include 70 and for executive managers include 10 people.

Questionnaire was considered as a data collection tool, and in this study there was used three types of questionnaire for three groups (participants, course teachers and executive managements) prepared by Likert spectrum. The validity of this questionnaire was verified by apparent validity and using the view of experts and researchers and its reliability verified by calculating the Krunbach alpha in 0.87. Krunbach alpha also was obtained about 0.75 for training needs assessment, 0.77 for planning, 0.78 for implementation and 0.80 for training evaluation. Descriptive statistics used for grouping the groups of tests and inferential statistics.

The main objective of this study is investigating the internal adequacy of general and special short term training centers of Islamic Azad University by which the training courses can be validated and training stages can be ranked.

3. Results

Question: Have in-service training centers of universities related to Islamic Azad University qualified for needs assessment, planning, implementation and evaluation of in-service training courses?

Table 1- Variance Analysis (ANOVA) for studying the situation of training stages between universities a subsidiary of Islamic Azad University.

Training stages	Resources for change	Sum of squares	Freedom degree	Mean of squares	F	Significant level
Needs assessment	Inter-group	178.847	9	19.872	2.770	0.004
	Intra-group	1420.264	198	7.173		
	Total	1599.111	207			
Planning	Inter-group	269.891	9	29.988	2.771	0.005
	Intra-group	20445.386	189			
	Total	2315.276	198			
Implementation	Inter-group	452.438	9	50.271	2.659	0.006
	Intra-group	554.653	188	18.908		
	Total	4007.091	197			
Evaluation	Inter-group	308.359	9	34.262	2.642	0.007
	Intra-group	2528.890	195	12.969		
	Total	2837.249	204			

Table 1 indicates variance analysis (ANOVA) for studying the situation of training stages (needs assessment, planning, implementation and evaluation) among universities, a subsidiary of Islamic Azad University and briefly described as below.

According to calculated F- 2.77 for needs assessment, 2.771, for planning, 2.659 for implementation, 2.642 for evaluation- and significant level- 0.004 for needs assessment, 0.005 for planning, 0.006 for implementation, 0.007 for evaluation-, one can conclude that there is significant difference between mean score of training stages separated based on different universities.

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For collecting the information needed for data analysis in the questionnaire, in the needs assessment stage there has been tried to: training courses are related to new duties assigned to employees, courses provide the job requirements of employees; courses held based on the content of job description and conditions for job obtaining of employees; the scientific level of participants is proportional with the level of training course; the views of training managers will be considered when preparing the training courses. In the planning stage, for training planning there has been attempted to consider followings: presence of welfare possibilities for trainers and participants, prepared lesson schedule, information sharing for booklet of lesson plan and contents as well as its context before holding the course, adaptation of lesson plan with workshop objectives, relation of workshop context with employees duties, presence of full databank from trainers and participants as well as data sharing system for calendar of annual training courses and in the implementation stage there has been tried to: holding the courses according to time schedule, presence of proper light and temperature in the place of holding the workshop, giving the book and booklets to the participants and accessing to the internet, issuing the certificate for participants, presence of educational aid instruments in the workshop, orderly presence of course management in the workshop, documenting the training courses and accessing to the annual calendar of courses and in the evaluation stage it has been tried to: accessing to the predefined objectives in the lesson plan, effect of training plans for improving the employees performance, participants satisfaction of presence in the workshop, how training plan could percept the employees of their duties, improving the view of employees to their job as well as assessing the participants at the end of the course.

According to the calculated F (2.906) and significant level (0.003), one can judge that there is significant difference between the mean of adequacy score for observing the four fold principles separated in universities, subsidiary of Islamic Azad University.

Therefore, based on the adequacy score for observing the four fold principles of training, Shahrood University has the first score, Gorgan and Minoodash universities have the second and third scores respectively.

Table 2- Variance Analysis (ANOVA) for adequacy in observing the four fold principles separated based on universities for their ranking

Training stages	Resources for change	Sum of squares	Freedom degree	Mean of squares	F	Significant level
Adequacy situation	Inter-group	3531.894	9	392.433	2.906	0.003
	Intra-group	24307.059	180	135.039		
	Total	27838.953	189			

4. Discussion and Conclusion

This study aims to evaluate the internal adequacy of general and special short term training centers of Islamic Azad University. Therefore, after studying the theoretical basic and in-service training stages as recognized in four stages and discussed in four micro scales, they were investigated in the framework of a question. By such study, the adequacy in observing the four fold principles of training stages (needs

assessment, planning, implementation and evaluation) have been verified, i.e. in-service training centers of universities enjoy needed adequacy for holding the courses.

In the field of validating the universities and higher education centers through the world, there was conducted various studies by which it has been provided a ranking system for global universities with a published list comprising 500 prominent universities through the world. Countries such as USA, France, Germany, England,

Australia, Japan and South Korea,... studied in this field and resulted in making validation and ranking systems in such countries and now, in order for increasing the level of training services in the universities of these countries there are used different techniques and tools. In our country, Iran, continuous evaluation of higher education programs is in its infancy stage but during two recent decades, there are conducted several researching works with subjects related to validation and through the organizations related to higher education of the country one may not access to the researching activities in this field except a few activity about assessing the performance. It Results of this study are adapted with the results of other internal researchers such as Baghaei, Mirza Mohamadi, Sheykh Al-Eslami [8] [12] [2].

As mentioned above, it can be concluded that the results of this study indicate that in-service training centers of universities, subsidiary of Islamic Azad University enjoy the needed adequacy and validity for managing the in-service training courses and there is significant difference between the validity of in-service training centers of universities based on the stages of training (needs assessment, planning, implementation and evaluation). When comparing the training stages also, the implementation and needs assessment stage allocated the highest and lowest ranks among universities, respectively.

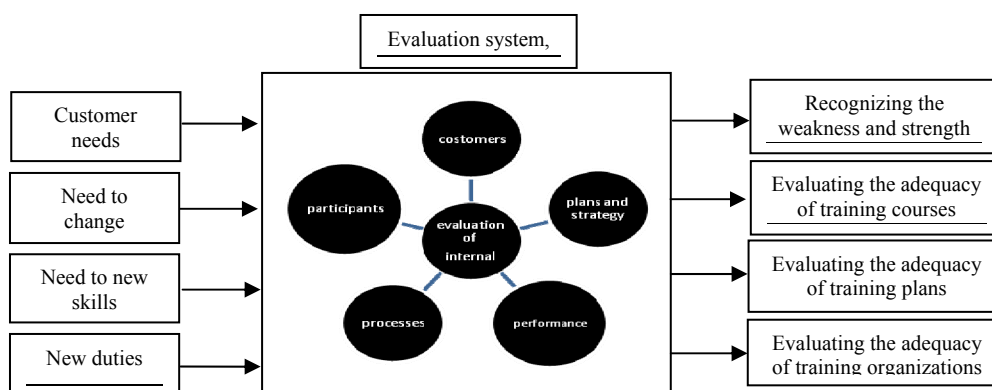
Providing the internal adequacy model for in-service training centers

It is proposed that: in-service training system must be adapted to organizational systems and evaluation must be conducted according to following factors:

Internal adequacy: in the internal adequacy there has been dealt with evaluating four stages of in-service training including: needs assessment, planning, implementation and evaluation.

If there is attended to the evaluation of internal adequacy of training center by systemic approach, there will be considered several main criteria in the evaluation.

Model for internal adequacy of in-service training centers



Such adequacy evaluation system of course influenced by its inputs including: customer's need, need to change, need to new skills, and new duties. Naturally, such system can has effects such as: recognizing the weaknesses and strengths, evaluating the adequacy of training courses, evaluating the adequacy of training plans, evaluating the adequacy of training organizations.

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