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**EFFECT OF EVALUATION OF IN-SERVICE PROGRAMS' ON IMPROVING
PROFESSIONAL DEVELOPMENT OF PRIMARY TEACHERS IN KERMAN**

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ABSTRACT

The study aimed to assess taking service courses to improve vocational growth for teachers in primary grade of Kerman. The purpose of the study is practical and it is descriptive by method and nature. Population consists of all primary school students in Kerman. A sample of 211 participants were selected through a multi-level cluster sampling and finally they were specified randomly from the population (N: 492). Tools to collect data have been an incontestable questionnaire. The data were analyzed through a single sampling T-tests and multivariable regression. Findings show that taking service courses affect teachers' vocational growth in Kerman. Also the courses have been impressive to improve teaching skills, class management and curriculum development for primary schools teachers in Kerman. Based on the results of the study it can be concluded that to improve vocational growth in primary schools teachers, it is necessary to consider skills such as teaching skills, class management and curriculum development and regarding such variables can play an effective role to this improving process.

Keywords: Assessment, Vocational Growth, Teachers, Primary Grade

INTRODUCTION

By entering the third millennium with profound and accelerated technological advances and changes in the workplace, one

of the principal's concerns of the century is education and human resource development (Desi & Loman, 2002). Employees, through

this training, obtain the necessary ability, and develop their capabilities and skills needed to learn (Daneshfard, 1387). Training and development, continuing education and planned by management to improve the competency levels of the performance of organizations. Employees also have to overcome the problems and difficulties caused by the rapid changes of the environment so they should be trained, so they can better take advantage of their talents and help the organization to achieve its goals (Rymrz, 2003). One of the factors in creating and improving productivity, of organizations, is manpower training. Education is called as a process of planned change of attitude, knowledge and behavior skills through learning experiences to achieve effective performance in an activity or activities, and aimed at the development of individual abilities to satisfy current and future needs of the organization (Bluzy, 2007). Therefore, these days we can see fewer organization or institution that has a special section entitled "in-service training"(Fathi and Ajargah, 1389). Service training in the traditional sense means transfer of a set of skills and techniques in the form of master – disciple, which has a long history. What draw attention to the new basic of in service training was the

extent of change and transformation that yielded significant gains, especially in the realm of technology (Vudhal, 2001).there is a belief In Foundation of in-service training That this type of training can increase participants' knowledge and skills. This type of training would be useful when users want to learn and supervisors want to teach (Asluman, 2003). By Looking at the development of indicators, the relationship between development and human resources is clearly discovered. Apart from a few indicators that are directly relevant to humans. The rest of them refer directly to investing in human resources (Naciri, 1388). Because by having developed human, we have developed a community. The society which has literate people has higher income. Each of the indicators of development shows with the level of education and literacy rates. Just as the human resources have grown stronger and more (Shafizadeh et al., 1392). The general education goals following in-service training courses for teachers. 1-Upgrade and update the knowledge and skills of teachers; 2- Acquaint teachers with new and effective teaching methods that have been developed by colleagues in other schools3- Acquaint teachers with new and more effective transition to the new principles of

psychological and pedagogical of Education
4- Transfer of knowledge, learning and skills acquired by teachers in schools, For quality of learning and ultimately better and more proficient students (Farhadi, 1387).

Major changes in the structure, curriculum and student population, in teachers' professional identity have created a crisis. Lacks of competence to deal with the new situation which cause many of the teachers see their professional identity in a pinch, so professional identity of teachers is an urgent need to restore (Moreno, 2007). Specialized resources of Education have many comments about being teacher center. Ideals of professionalism as a teacher are the center of concerns in educational system. In educational system we cannot be tied to any innovation in education, unless proper qualitative change in teachers already have occurred (Rauf, 1379). In Charter reform of the education system, damage and inhibition in relation to the selection and recruitment of teachers, teacher status and responsibilities are mentioned. Including: lack of consistent policies for preserve, protect and improve the quality of teachers in education, Selection and recruiting the poor level of knowledge and expertise, lack of teachers' professional skills and teaching methods Low level of academic

and professional leadership in classroom, the lack of the necessary training. Teacher qualifications refer to teachers skills to meet the needs and demands of the teaching profession and with plenty of action and reflection in teacher manifest (Safi, 1385). Maleki (1384), teacher knows qualifications set of knowledge, attitudes and skills that Teachers by learning them develop their physical, intellectual, emotional, social and spiritual of learners. And classifies these competencies in three areas of cognitive, affective and skill. Hantly (2008) has been classified teachers' competence in the field of professional knowledge, professional practice and professional commitment. Professionalism includes content knowledge, understanding and knowledge of teaching and student learning. Professional practice of designing learning, is made

Learning environment and learning evaluation, and are included professional commitment, professional learning, participation, leadership, values, communication and ethics. Custer (2005), divided qualified teachers into five main categories includes: Specialized knowledge, communication, organization, education and behavioral competence. Karimi (1384), reported in reviewing the performance of

students in the fourth grade in a comparative study, the relative weakness of the educational system and low ability students in reading, and in his analysis of the need for revision of teaching noted teaching methods and professional skills of teachers. Gage (1978), states that, no doubt, no person other than a teacher can have a greater impact on what in school is going to be. Teacher training process can be combined with the joy and prosperity, become useless (confusing, translated Mehrmohmady, 1379). So the key to the success of any military depends on knowledge and professional skills of the teacher. The most important element in teaching is the teacher, and the principal architect of the education system is the teacher. The world is changing rapidly and teachers as well as other professional groups, faced with the fact that their initial training in the world today will not be useful. They need update their knowledge throughout life (Delors, 1380). Formal training is provided to meet the individual needs In all life And to meet the needs of an individual's whole life is not enough and change the amount of information and knowledge development, should be continued (since 1384). Heidarinejad, Bahrami and Azmsha (1391), reported that from the standpoint of physical

education teachers in-service courses leading Capacity, accountability, consistency, competition, learning, councilor, creativity and ability to be fair. Orangi, Qaltash, Shahamat and Useliani (1390), reported significantly effectiveness of improves in-service training, on professional practice of teachers of Shiraz. Hosseiniyan and Tabatabai (1388) reported that in-service training has effect on teachers' professional knowledge and abilities. Itan (2000), in a study of in-service training concludes that by arranging in-service training courses with high and favorable quality, we can change employee attitudes. Afzal Khani and Nejabat (1392), evaluate the quality of the solutions of in-service training courses for teachers and Education system engaged in Semnan city. The results showed that in terms of respondents, the process of education, quality teachers, quality of facilities, comprehensive quality training courses Consecutive and distance learning, teachers' participation In planning and goal setting and performance management courses Play a role In improving the quality of in-service training courses And in terms of teachers and staff, Holding courses virtually has no role In improving the quality of in-service training courses.

Ahanchian and Zohur Parvande (1391), in reviewing strategies for improving the effectiveness of training in organizations, concluded that among the main elements, method of education and implementation respectively are more effective than Needs assessment, learning, mentoring and evaluation. Niknami and Karimi (1388), examines the professional competence of general education teachers and provide appropriate conceptual framework .Their findings suggest that, there is a difference between the current and desired qualifications of teachers And In all major components were significantly different. The existing powers of the general education teachers show that in ethical dimensions of personality, they are higher than average, but in the training, cognitive behavioral and middle-level management and technology components, Professional development, and teaching thought were weak. Recognizing the importance of effective teaching in contemporary society, People need to learn the skills and knowledge to survive and fulfill the standards have risen over the past. Education has a key role in the success of individuals and nations, and among training resources, ability of teachers in learning has a key role (Hewitt, 2006). Teachers as pillars of

education in schools are important capable students who know their talents and use them properly are Knowledgeable and qualified teachers, so these teachers are required to have certain characteristics Which distinguishes them from other teachers, including Differences in the characteristics of their professional Such as: effective classroom management, planning commensurate with talents and abilities of the students, students' knowledge and ability to plan and teach the correct expression, that should be learned and updated , continuously Based on new developments in science. One of the lessons that can be done to that end is in-service training for teachers. Therefore, by these descriptions and to identify and assess skills curricula, Classroom management and teaching skills of teachers, or the professional development component will be evaluate in primary school teachers in Kerman.

METHODOLOGY

This research sought to determine the effectiveness of in-service training in improving teachers' professional development in the city of Kerman. The present study is a descriptive survey and in terms of target it is an applied research, Professional growth by three variables, teaching skills, classroom management and lesson planning skills were

measured. The population of the city of Kerman, which included all primary school teachers, was trained in-service training courses and their number in 94-1393 academic years is equal to 492. The final sample was calculated by the formula Cochran and it is equal to 215, which were selected by cluster sampling. Finally, 211 questionnaires were returned were analyzed and exploited. In this research, teacher made questionnaire was used. To prepare a questionnaire after reviewing the literature, the original questionnaire was developed. This questionnaire consisted of 21 questions and question composed of three parts, each of them has 7 questions. 7 first questions measures (questions 1-7) classroom management skills, (Questions 7-14) teaching skills and (Questions 21-14) the skills curricula. Method of scoring this questionnaire is scored in 5 degree Likert that this score is from very high (5) to very low (1). Its reliability by 30 participants, using Cronbach's alpha coefficient was calculated, and respectively it equals 4/89, 7/91, 5/92 and 1/95 in total. Its validity was confirmed through some of the professors of Islamic Azad University, Anar branch. The methods used for statistical analysis included descriptive test and one-sample t-test.

RESULTS

To evaluate the items related to each component, the results showed that seven items related to the evaluation of teachers' professional development component of the one-sample t-test was used. As seen in **Table 1**, it is observed that the mean observed in all 3 items obtained from the statistical average, and as regards the level of significance ($p = 0/01$) the level of significance ($p \leq 0.05$) is smaller. As a result, the null hypothesis is rejected, so it can be concluded that the average observed teaching skills is assessed in a desirable level. Finally mean observed classroom management is assessed in a desirable level.

Data Analysis Based on the results showed that the mean and standard deviation variables according to professional growth ($M=80.15$, $SD=13.04$, $T=84.46$, $p < .0001$) because P (significance level) obtained is less than $05/0$. The null hypothesis is rejected and one is confirmed. In conclusion we can say that in-service professional development programs impact on teachers in the city of Kerman. Data Analysis Based on the results showed that according to the mean and standard deviation, variables of teaching skill ($M=26.92$, $SD=4.77$, $T=82.13$,) $p < .0001$, because P (significance level) obtained is less

than 05/0. The null hypothesis is rejected and one is confirmed. In conclusion we can say that in-service courses have impact in improving teaching skills of elementary teachers of Kerman. Data analysis showed that According to the mean and standard deviation, class management variables ((M = 26.77, SD = 4.61, T = 84.46, p <.0001 because P (significance level) obtained is less than 05/0. The null hypothesis is rejected and one is confirmed. In conclusion we can say that in-service courses have impact in

improving management of the class by elementary teachers of Kerman. Data Analysis showed that With respect to the mean and standard deviation curricula variables ((M = 26.45, SD = 4.68, T = 82.12, p <.0001) because P (significance level) obtained is less than 05/0. The null hypothesis is rejected and one is confirmed. In conclusion we can say that in-service courses have impact in improving curricula variables of elementary teachers of Kerman.

Table 1: one-sample T-test to check the relevant items to measure the components of professional development

P	Degrees of freedom	Amount of T	Standard deviation	mean	items	variable
0/01	210	73/79	0/768	3/90	first	Teaching skills
0/01	210	69/66	0/785	3/76	second	
0/01	210	63/76	0/859	3/77	third	
0/01	210	57/77	0/938	3/73	forth	
0/01	210	69/24	0/820	3/91	fifth	
0/01	210	62/70	0/835	3/82	sixth	
0/01	210	66/51	0/778	3/91	seventh	
0/01	210	72/95	0/840	3/83	first	Classroom Management
0/01	210	66/30	0/823	3/77	second	
0/01	210	67/23	0/831	3/84	third	
0/01	210	65/96	0/858	3/90	forth	
0/01	210	66/16	0/848	3/86	fifth	
0/01	210	62/94	0/872	3/78	sixth	
0/01	210	62/94	0/809	3/78	seventh	
0/01	210	68/19	0/817	3/80	first	Planning skills
0/01	210	66/56	0/795	3/74	second	
0/01	210	69/25	0/802	3/79	third	
0/01	210	69/25	0/795	3/81	forth	
0/01	210	69/16	0/802	3/81	fifth	
0/01	210	71/42	0/764	3/75	sixth	
0/01	210	68/25	0/797	3/74	seventh	

Table 2: one-sample T-test for evaluate the research hypotheses

P	Degree of freedom	T Amount of	Standard deviation	mean	number	variable
0/0001	210	89/46	13/04	80/15	211	Professional development
0/0001	210	82/13	4/77	26/92	211	Teaching skills

0/0001	210	84/46	4/61	26/77	211	Class management
0/0001	210	82/12	4/68	26/45	211	curricula

DISCUSSION AND CONCLUSION

Hypotheses of the research also showed that in-service programs impact on professional development of teachers in the city of Kerman. These finding is consistent with research from J Heidarinejad, Bahrami and Azmsha (1391), a study entitled: "determine the effectiveness of in-service training courses on physical education teachers 'empowerment'. Orangi, Gheltash, Shahamat, and useliani (130) in a research entitled: "determine the effectiveness of in-service training on the performance of professional teachers in Shiraz." and Bahrami Khoshkhou (1385), in a study entitled "Effect of in-service training courses for managers in the quality of their performance from the perspective of high school teachers in Eslamshahr 83-84 » are consistent that indicated the effectiveness of in-service training programs are On different variables. Universities and centers of higher education in the education system through in-service Efforts in providing qualitative personnel and qualified teachers. Because schools are huge organizations, where the future of a people and a nation marked by employees including teachers and administrators. So in order to

increase the efficiency of the education system, particularly in primary school, attention to the characteristics and qualifications of teachers is essential. Other findings showed that in-service training impact on improving skills of teachers in the city of Kerman. Research, including Carl and Melinda (2011), was entitled "Effects of Three in-service training on Preschool class professionals" is consistent with Hong et al (2008), inconsistencies between pre-service teacher training qualifications and competencies required in-service teachers. In explanation this finding it could be argued that teaching of a teacher will be effective who believe that all students can be successful and consider high expectations for them, form Learning communities in class and communicate with family of the student, believe the student's skills, and use their skills in teaching, Monitor his actions and beliefs and have avoided the biases and prejudices. Subsequent research has shown that, in-service courses impact on primary teachers in improving classroom management in Kerman. Ahanchian and Zohur Parvande(1391) That "evaluate the ways to enhance the effectiveness of training in organizations" The

findings showed that among main elements of a course respectively implementation and methods of teaching and assessment are more effective than learning content, and evaluation of the coach. Orangi (1389), "examine the impact of in-service teaching on professional performance of 1 training in Shiraz" Islam and Hatami (1388), "evaluate the effectiveness of in-service training of human resources office in improving the performance of managers. Sayadi Sea Sakht (1386) in a study "assesses the effectiveness of management education and research in-service training of Kohgiluyeh Boyer Ahmad, from the perspective of the participants'. In explanation this finding it could be argued that what the teacher is doing in the teaching process not what he can do. Teacher performance depends on the conditions of his employment, Moreover; the competence of that teacher is in relation with the environment that a teacher works in it, also it depends With his ability to employ his capabilities in various time and all these things are important For improve the management of In class and according to them is essential. Finally results showed that in-service courses impact on improving the elementary teachers' skills in curricula. Research including Hosseinpoor and colleagues (1386) examine Basic education

programs in the field of Higher Education of Iran. Daneshpazhooh and Farzad (1385), evaluate the professional skills of elementary school teachers that indicates teachers under the study, face with important items in teaching while they are good at teaching totally. In explanation this finding it could be argued that the importance of the teachers' lesson planning skills is because lack of planning skills programs in terms of content, teaching methods and assessment of learning And foster creative thinking, logical thinking and ability to focus on applied aspects Lead to complications In teaching and prevents the maximum use of their abilities, so Appropriate public education programs to strengthen skills, good listening skills and understanding expressed his opinion to others Research skills, teamwork skills, ability to analyze problems and to enable students to use technology.

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