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Investigation of in-service training effect on empowering educators in vocational tanning centers of Esfahan city

Behnaz Safari Azan Aakhari[1], Mohammad Safari Azan Aakhari[2]

1-MSC holder of business management, the responsible manager of culture and research golden creative thinkers institute

2- MSC holder of urban planning, the member of the broad of directors of culture & research golden creative thinkers institute

Abstract

In our society empowerment as a useful tool for improving the quality of staff and increased organizational effectiveness is accepted. For this reason, in present study has been examined the effect of in-service training on empowerment of teachers in vocational training centers of Esfahan city. The research way is a descriptive research and in which three components of skills, knowledge and attitude were evaluated. The present sample population of 70 coaches serving in vocational centers of Esfahan city in 2015 that for best results of the study sample is avoided. To analyze the data from the questionnaire and dependent of T-test was used. The results showed that in-service training on empowerment of teachers has a significant positive impact. So the results of this study indicate that the variable "skill" is the most effective and proportional "attitude" minimum impact on the criteria variable (empowerment coaches).

Keywords: In-service training, empowerment, skills, knowledge and attitudes, vocational educational center in Esfahan city

1- Introduction

1-1- Service training

According to the staff as biggest and most important assets of a phenomenon that has been much growth in the past two decades. Today, with the growing and more complex businesses, the importance of staff training has been added (Parsaian, 2013). Toffler knows the most important activity to cope with the huge changes in the next life to accept change, education. Effective training helps people to enable them to grow and achieve their professional ability and work more efficiently. It is evident that the persons having much of the knowledge and training working better on their own, learning process is better and to provide a more useful thoughts and ideas to improve their work (Al-Husseini,2000). Today, education and improvement of human resources as a key strategy for organizations to adapt to changing conditions will be considered positive. Life organizations largely depends on the skills and knowledge of staff in these areas is timely and should be more adaptable to changing environments (Sam Khanian, 2005). In-service training is to increase the efficiency of personnel and development of adaptation and consequently, an increase in services. In-service training is nothing but efforts to improve knowledge and technical skills, professional and appropriate behavior of employees of an institution or organization is they are ready to do the best job responsibilities (Chaichi, 2002).

1-2- Empowering staff

Empowering (enabling) is the process of empowering people. In this process, we help our employees improve their self-esteem and dominate their sense of powerlessness and helplessness. In the sense of empowerment leads to mobilization of internal motivation (Scott, 2006). Enabling and encouraging people to participate in making decisions that affect their activities. In this way we can provide opportunities for people to show that good ideas can be created and to realize (Blanchard, 2007). Empowerment, release the internal forces people to earn achievements and amazing technique to increase productivity through improving employee commitment to the organization and vice versa. Empowerment is a process through which managers to allow employees to gain power and find influence within the organization. To overcome complexity and accelerating challenges that we face in today's environment, the success of an organization depends on how all employees can be empowered (Irannejad Parizi, 2002).

1-3- Background research

Naderi et al (2007) is paid examining the views of managers and supervisors Esfahan Oil Refining Co. about the ability of employees through in-service training. The results showed that from perspective of top management staff capabilities through in-service training in the elements of accountability, strategy selection, adaptation, and learning to compete done and the other components of this increase were lower than average.

Shahkaramipour and Tirgar (2012) in his study, as related in-service training and empowering employees, came to the following conclusion: the mean in-service training implementation and evaluation was 17/5 ± 120/8 and average score of empowerment respectively was 77/2± 11/4. Between the implementation of in-service training courses and Empowerment (r= 0/521, P= 0/0001) and its components, there was a significant relationship directly. Input variables (t= 3/241, P= 0/001) and process (t=2/321, P= 0/021) had the greatest impact on empowerment variables. So between how the in-service training and empowerment of staff in Maskan bank of Kerman there is direct correlation directly.

Karoubi and Metani (2009) In their study as the empowerment of human resources through in-service training, showed that in-service training to improve performance, strengthen job skills, job satisfaction and ready to perform the duties of staff have been effective. The findings suggest that between efficacy achieved in both group's men and women there was a significant difference. Also, showed difference in the means obtained in the three groups with service records 5 to 10 years, 10 to 15 years and above is 15 years.

1-4- Hypothesis

In-service training on empowering educators in vocational educational center in Esfahan city.

2- Research Methodology

This study is descriptive - survey. The present sample population of 70 coaches serving in the respectively vocational centers of Esfahan city in 2015, for best results of the study sample is avoided. In this study, is used a questionnaire on the empowering role of in-service training, Mostafaei (2013). Table1 shows number of questions of the questionnaire.

Table 1. Inventory of in-service training in empowerment

Variable	count	Serial number Question
Inventory of in-service training on empowerment	25	1-25
1. knowledge	7	1-7
2. skills	10	8-17
3. attitude	8	18-25

3- Results

Vocational training centers on empowering educators in Esfahan city was influence.

Table 2. Pearson correlation test to determine the relationship between in-service training and empowerment

Variable	Abundance solidarity	Confidence	Service training level
Re-service training	0/66	70	0/05

According to the test results, we can say positive and significant relationship between in-service training and empowerment of teachers in there 0/05. A significant and positive relationship between re-service training and empowerment of teachers is showed more variable as it is to increase the capacity of educators.

Table 3. The results of the calculation of one-way ANOVA for variables the source changes

Variation source	Total square	Degree of freedom	Mean square	F	Sig.
Regression	412/19	2	9/94	120/06	0/01
Error	211/06	67	0/077		

Total	623/25	69

As shown in Table 3 can be seen from the F (120/06) at P <0/01 and this indicates that there is significant regression first and second independent variable in predicting the dependent variable Effective. To understand this, we use the t-test the results in Table 4 states.

Table 4. Standardized regression coefficients and was not variable

Predictor variables	Not standardized coefficients	standard error	Standardized coefficients	T	Sig.
Constant	13/14	0/456	-	23/42	0/05
Service training	12/56	0/411	0/354	35/78	0/05
knowledge	10/08	0/362	0/342	37/34	0/05
skill	9/78	0/423	0/390	44/09	0/05
attitude	10/71	0/302	0/312	31/31	0/05

According to Table 4, we can state that predictor variable was entered into between the model and the value of the criterion is effective and significant in 0/05. It is noteworthy that the lowest t variables related to "skill" and changing "attitudes" with this significant levels of 44/09 and 31/31 is the same as if all the variables in predicting the effect of change are the criteria?

To understand this, we see the regression coefficients B and Beta. Quantity of standardized coefficients for predictive variables into the model implies that the maximum amount of variable "skill" with the 0/390 and the lowest amount of the variable "attitude" is the value of 0/312. This result indicates that the variable "skills" the most effective and proportional "attitude" is minimum impact on the criteria variable (empowerment coaches).

4- Discussion and Conclusion

The overall goal of this study was to evaluate the effect of in-service training on empowerment of teachers in vocational and technical training centers of Ahwaz city. This aim of three components of the skills, knowledge and attitude were evaluated. The results showed that lowest t variables related to "skill" and changing "attitudes" values is 09/44 and 31/31 (Heidarinejad, 2012). This result indicates that variable "skill" the most effective and proportional "attitude" is minimum impact on the criteria variable (empowerment coaches). According to test results, can be positive and significant relationship between in-service training with empowerment of teachers in there 0/05. A significant and positive relationship between re-service training and empowerment of teachers is showed more variable as it is to increase the capacity of educators. The results Shahkarami and Tirgari (2012) and also Zarei et al (1997) confirmed the significance of relationship between the in-service training and empowerment. The results of Naderi et al research's (1997) showed that from the perspective of managers, increase staff through re-service

training only responsibility initiatives, the strategy of switching, compatibility, competition and learning done in other components the increase was less than average.

5-1- Applied Suggestions

With regard to the impact in-service training on empowerment of teachers is recommended:

1. Given the direct impact on personal knowledge of intern teachers, coaches always desirable and in-service training courses for teachers to increase.
2. In-service training courses for teachers to increase efficiency and employee empowerment, the necessary conditions for improving the organization provides.

5-2- Suggestions for future research

1. Effect of in-service training on empowerment of teachers and educators in public schools and non-profit.
2. Effect of in-service training on staff performance.
3. Effect of in-service training on job motivation and performance of companies and public and private institutions.

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