



The Relationship between In-Service Training of Physical Education Teachers and Job Empowerment

Yaser Samkhaniani*, Javad Aghazadeh*, Shahriar Parikhani*, Akbar Aran Ardabili*, Saeed Zareh* and Sohrab Isazadeh*

*Department of Physical Education, College of Physical Education, Islam Shahr Branch, Islamic Azad University, Islam Shahr, IRAN

(Corresponding author: Yaser Samkhaniani)

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ABSTRACT: The present study was conducted in order to investigate the relationship between in-service training of physical education teachers in Ardabil Province and their professional skills. For this purpose, in-service training in the Islamic Republic of Iran was classified considering the four components of induction-, public, job- and management improvement training. Based on the study of documents, relevant literatures, and the obtained expert's opinions was defined indicators for each one of the in-service training components and then according to the defined indicators, a questionnaire with 30 questions was formulated and evaluated its validity and reliability. The statistical population was included 187 physical education teachers who had been selected using convenience sampling. The obtained data were analyzed by using statistical and inferential statistics (Pearson correlation coefficient). The results suggest that there is a significant relationship between the four components of in-service trainings and the job empowerment of physical education (PE) teachers. And among the components, induction training, public training, job training, and management improvement training have the most and the least relationship with job empowerment of PE teachers, respectively. In spite of the significant relationship between in-service training of Education System with job competencies, there was no strong correlation. This means that the relevant authorities should pay more attention to the method and content of in-service training courses.

Keywords: empowerment, in-service training, induction training, job training, public training, management development training.

INTRODUCTION

The Ministry of Education is one of the largest and most complex social systems in each society. This organization has the essential and fundamental role in the survival and continuity of human culture and civilization (Sadri, 2002).

On the other hand, human resources and personnel are the basic and core element in each organization (Toosi, 2000). Today, enjoying the educated human resources is one of the development indices in the world. The role of the efficient human resources in Education System which is known as the center to enhancing the knowledge and evolution of human science is stronger. Success of schools and achieving educational goals depends on the performance of the specialized and updated teachers and of course, efficient and effective management. Among the various teachers, effectiveness of PE teachers is of the utmost importance, because they are dealing with physical in addition to mental growth. In short, physical education in schools provides a good opportunity for children to

participate in physical activities and development of healthy behaviors (Sullivan, 2002).

Achieving the goals of public education through physical activities and health maintenance of students is a difficult task of PE teachers. Obviously, to achieve these goals PE teachers should be in a desired level of fitness, athletic skills and scientific information (Qayoumi, 1982). In other words, teachers who are lacking the desired fitness level never be able to encourage students to participate in sport activities (Shiyar, 1992). According to Sullivan (2002) students who have PE teacher are physically much more active than students who have been trained by teachers with less job readiness. So in this regard, increasing scientific and practical knowledge of PE teachers as a key element of physical and sport education in schools is of great importance.

Different methods and approaches are employed to train and strengthen of PE teachers. One of these methods is in-service training. In-service training of teachers improves their skills and competencies quantitatively and qualitatively and prepares them for better training of students.

The concept of in-service training and its importance is not only the renewal of awareness and coordination of training and technical skills of personnel with the advances made in the field of administrative sciences, but also in-service training is generally associated with job empowerment.

Career empowerment is a significant issue in the success or failure of people, especially teachers which has a significant effect on their teaching performance, because teachers with a high degree of professional ability in teaching create more opportunities for successful performance of students. According to Knight and York (2002), job empowerment is a combination of synergies between personal qualities and competencies, technical and process skills, and key skills and competencies. Mikamali (1993) is also believed that empowerment is individual potential or actual capabilities to afford a mental of physical activity. Lin, Sweet and Anisef (2003) have been summarized the required labor market competencies in the three groups (academic skills, personal management skills and teamwork skills).

Recent studies confirm that there is relationship between in-service training and job capabilities and training leads to increase the ability of employees (Damavandi, E. and Elzami, 2013; Naderi, Jamshidian and Salimi, 2007). But the main concern is that results of some studies suggest that the performance of in-service training to develop the capabilities of staffs is not at an acceptable level, because the provided contents are not in conformity with employees' needs (Safari, 1996; Boyd, 2003; Gautman, 2004; Zareyi, Elyasi and Sanati, 2007). Considering the targets and the duration of the course, there are various kinds of in-service trainings. In the Islamic Republic of Iran, in-service training has been classified in the four categories of induction-, public-, job-, and management improvement trainings.

These types of short-term training programs are among the effective programs that because of their appropriate flexibility can cover a wide range of teachers and school principals. The main objective of this course is to meet the relatively immediate and short term participant's needs and considering the quick and early returns, these courses can improve the existing situation. In general, due to the characteristics of the present age and rapid advances in information and knowledge in various discipline and academic courses cannot meet the requirements of environmental issues, in-service training seems necessary.

Considering the worrying results of current studies and different categories (induction-, public-, job-, management improvement training) on in-service

training in Iran's Education System, the researcher aims to investigate the relationship each on the mentioned trainings with job empowerment of PE teachers and finally to prioritize in-service trainings (induction-, public-, job-, management improvement training) for physical education teachers.

METHODOLOGY

The present study is a descriptive correlation method and field based data collection was performed. The statistical population of the study includes all PE teachers in boy and girl public and non-profit high schools which 187 of them were selected using convenience sampling from different cities of Ardabil Province. The research survey tool included self-made individual characteristics questionnaire and in-service and job capabilities questionnaires. Dimensions of in-service training was determined according to the Cabinet approved policies and the letter No. 31337 T 1379 of Management and Planning Organization of Iran. In this study, for each of the components of the in-service training (induction-, public-, job-, management improvement training) and job capabilities of the teachers was determined indicators based on the study of documents, relevant literatures, and the obtained expert's opinions and then according to the determined indicators was developed a 30 questions questionnaire, 20 questions on the in-service training components and 10 questions on job-related abilities. In order to determine the initial validity, the research questionnaire has been distributed among 10 university professors and experts and their suggestions have been included in the final version. To determine the reliability of questionnaires, a pilot study was conducted on a 30 samples. The obtained Cronbach's alpha coefficients were 0/91 for induction training, 0/87 for public-training, 0/89 for job training, and 0/87 for job capabilities, which was approved the internal consistency of the questionnaires. Considering the nature of the research was used descriptive statistics to describe, classify and adjust the raw scores and for inferential statistics was used KS Test (Kolmogrov-Smirnov Test) to normalize data and Pearson correlation coefficient to test the hypotheses. For data analysis was used SPSS statistical software package, version 21. Significant level for all hypotheses was considered $\alpha = 0/05$.

RESULTS

Table 1 shows the demographic characteristics of the participants.

Table 1: Demographic characteristics of the study participants.

	Characteristic	Frequency	Percentage
Gender	Male		
	Female		
Age	under 30 years		
	Between 30 and 40 years		
	Over 40 years		
Education	BA		
	MA		
Teaching Experience	Less than 5 years		
	6-10 years		
	11-15 years		
	Over 15 years		

KS test was used to investigate data normalization which it was confirmed data normality assumption. So the researcher was used parametric statistical test of Pearson correlation coefficient to evaluate the relationship between variables.

The results of Pearson correlation test showed that the relationship between induction-training and job empowerment of PE teachers is significant (Pearson correlation coefficient for the relationship was obtained 0/53) and ($p < 0/05$), the relationship between job-training and job empowerment of PE teachers is significant (Pearson correlation coefficient for the relationship was obtained 0/43) and ($p < 0/05$), the relationship between public-training and job empowerment of PE teachers is significant (Pearson correlation coefficient for the relationship was obtained 0/52) and ($p < 0/05$), the relationship between management improvement-training and job empowerment of PE teachers is significant (Pearson correlation coefficient for the relationship was obtained 0/39) and ($p < 0/05$), and ultimately, the relationship between in-service training and job empowerment of physical education teachers was significant (Pearson correlation coefficient for the relationship was obtained 0/67) and ($p < 0/05$).

Then in order to determine the intensity of the relationship between variables was used the coefficient of determination (r^2). Results showed that 28/94% of the variance of the job empowerment in PE teachers is common and justifiable with induction-training, 27/14% of the variance of the job empowerment in PE teachers is common and justifiable with public-training, 18/85% of the variance of the job empowerment in PE teachers is common and justifiable with job-training, and 15/37% of the variance of the job empowerment in PE teachers is common and justifiable with management improvement training.

DISCUSSION AND CONCLUSION

The present study aimed to investigate the relationship of different courses of in-service training with job empowerment in physical education teachers in the schools of Ardabil Province. Based on the obtained results, there is a significant relationship between in-service training and job empowerment. Considering the obtained coefficient of determination, in general, in-service training courses determine 46/10% of variances in job empowerment of PE teachers in Ardabil Province. Prioritization of the influenced components of in-service training on Job empowerment of PE teachers showed that induction-, public-, job-, and management improvement- training determined the most to the least amount of variance of job empowerment in PE teachers, respectively.

The obtained findings of the research are in contradiction with the findings of Safari (1996), Boyd (2003), Gautman (2004), Zareyi, Elyasi and Sanati (2007). The reason for this contradiction could be in the fact that physical education teachers play an active role in in-service training provided to them and using their comments and also new and exciting activities and games are involved in the process of solving problems. This would also increase their confidences and job empowerment of PE teachers.

Pool (1994) also concluded that in-service trainings will improve the performance of PE teachers only if they are based on the reflective process. It means that empowering teachers could encourage them to provide their professional ideas which have a positive influence on teaching. Fausette *et al.*, (2002) also concluded that in-service training program which include topics such as grouping, teamwork, and the process of problem solving will be effective on the PE teachers' self-esteem and their planning for teaching physical education.

On the other hand, the findings of this study are consistent with the findings of Damavandi E. & Elzami (2013), Naderi *et al.*, (2007) and Banville (2004). According to the obtained results, induction-training is the most effective than other in-service training components to empower PE teachers. Assessing the coefficient of determination of job empowerment was determined that only 28% of the variance of job empowerment is justifiable by induction in-service training. This leads to the fact that high level officials and managers of Education System are requiring to providing induction-training's pamphlets based on real needs and prevailing culture in Education System to meet part of the information needs of PE teachers.

According to Banville (2004), three groups of factors are necessary for an effective in-service training. The first group includes educational planning, management and giving motivation, the second group includes the standard evaluation and obtained feedback, and the third group includes communicating, growth and development. Considering the dominant culture in Ardabil Province, religious beliefs and adherence to ethical principles, public-training courses are also associated with job empowerment of PE teachers. However, reviewing coefficient of determination of public-training with job empowerment revealed that only 27% of the job empowerment variance is justifiable with public in-service training.

Therefore, it seems necessary that Education Department through its cultural deputies implement various programs to strengthen moral and religious principles of PE teachers. And by taking part teachers in regional-based cultural planning provide opportunities for improvement and reflection of their opinions. Job-training courses compared to induction- and public training courses justify less amount of job empowerment variance (18 percent), therefore, it is recommended that Education Department considering in-service training indicators take the necessary actions in order to strengthen the full implementation of these in-service training courses and to reach the productivity of human resources in Education Department. In this study, management improvement training courses have the least correlation with job empowerment of PE teachers, which is probably due to the factors such as lack of interest in management skills, lack of enough motivation to participate in such classes, lack of job commitment or sense of inability to manage class. It is recommended that Education Department provide necessary conditions for PE teachers to be familiar with the principles and techniques of the management to strengthen their technical, educational and information skills.

Finally, it should be noted that despite the significant relationship between in-service training and job empowerment, there is no strong relationship in Iran Education Department which requires the need for more attention of authorities to the methods and contents of in-service courses. In other words, the relevant authorities should change the attitudes and using frequent revisions design these course so that be most effective in increasing the ability of teachers. Thus PE education teachers create more opportunities to realize the potential talents of school students.

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