Needs assessment, design, implementation and evaluation of Khuzestan Education Organization staff training system

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ARTICLE INFORMATION	ABSTRACT
	Background and Aim: Education is a large organization that deals with transient human forces, which needs to evaluate its employees for its dynamics. Therefore, the present research has been conducted with the aim of the pathology of needs assessment, design, implementation and evaluation in the education system of young education workers of Khuzestan using a descriptive survey research method. **Methods:** The current research was conducted with the aim of pathology needs assessment, design, implementation and evaluation in Khuzestan education staff training system using a descriptive survey research method. The statistical population in the present study included all education workers in Khuzestan in 2022, numbering 16,671. The sample size was determined using the cluster random sampling method and Cochran's formula, 384 people, of which 354 people returned and were usable. In order to measure the variables used in the research, a researcher-made questionnaire was used. The content validity of the questionnaire has been confirmed by experts. The reliability of the questionnaire was confirmed by calculating Cronbach's alpha coefficient. Descriptive statistics and inferential statistics (structural equation model) were used for analysis. In the quantitative part of the research, confirmatory factor analysis and structural model were performed using Smart PLS 3 software. **Results:** The average score of implementation and evaluation is higher than the average level, and needs assessment and design are 2.76 and 2.85, respectively, lower than the average level, which is statistically significant. The results also showed that the average score of injuries and complications of the current education system of Khuzestan education staff (goals, educational needs, teaching-learning process, teachers' qualifications, motivation and interest, planning, facilities and equipment, evaluation) is more It is of medium level which is statistically significant. **Conclusion:** The results also showed that the average score of the solutions to the injuries and complications of the current education system of Khuzestan education staff (attention to needs assessment, planning and planning, qualified and capable teachers, facilities and equipment, motivation to teachers, course feedback) is more than the average level, which is statistically significant.

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Introduction

As the basic pillar of any educational system, the education staff always play a key role and the goals of the system are achieved by him. In the education system, the development of the qualifications of the education and training staff and their professional development is important, and the staff as the basic pillar should have sufficient knowledge, skills and insight (Mousoinejad and Abolhassannejad, 2017). Today, rapid political, social, and economic changes have transformed the role of governments from direct management to guiding and guiding roles, and have caused government organizations to look at their internal and external environment with a completely different perspective than yesterday. Now, organizations have realized that in order to achieve organizational excellence and realize their goals, they have no choice but to systematically measure their performance and compare it with short-term plans and make the necessary reforms based on feedback from the internal and external environment. The role of effective evaluation and monitoring systems in the improvement and excellence of organizations is well known. The conducted studies show that in many large organizations (especially in the public sector), after planning and transformation systems, the need to improve employee efficiency is the next priority. The role of evaluation systems in organizational excellence and improvement becomes more apparent when the organization's forces are determined to carry out the planned transformation (Beikzadeh, Alaei and Eskandari, 2017). Therefore, reviewing the results of professional development is considered an important strategic process. The quality and effectiveness of employees and its job efficiency is the determining and vital factor for the realization of development plans and society (Rahimi, 2016).

Undoubtedly, the most important goal of organizational training is to change the performance of employees in a way that improves the quality and quantity of the organization's products and services. Despite the increase in investment and increasing attention to this area in relation to training programs and improving human resources, a kind of doubt and hesitancy among investors of organizations regarding the effectiveness of training programs also shows their desire to increase training investments (Zwar, 2019). When the results of the organization's training are measured based on the mentioned goal, the training effectiveness is taken into consideration. In other words, the question facing the institutions is to what extent the challenges and activities aimed at developing human resources through education lead to the improvement of individual and organizational performance (Mohammadi, 2020). On the one hand, between training that focuses on planned learning actions to identify and develop key competencies and enable employees to perform their current jobs, with workplace learning that focuses on the integrated use of learning and other actions aimed at improving individual and organizational performance. There is a difference. According to the research of creative leadership consultants, 22% of senior managers in industrial organizations are dissatisfied with the training and human resources development department, and 26% said that the activities of the training and human resources development department have nothing to do with business results (Artes and Catalogo, 2016).). Many organizations train their employees for hours while the person does not know where to use these trainings, without a doubt these trainings will not have the necessary effectiveness (Baldwin, Gasik and Chandran, 2017).

Khuzestan's education system is also dealing with challenges and problems. In fact, this organization considers different training courses every year in order to acquire more capabilities for its employees, and huge costs are spent on it every year, and according to these costs, it is expected that these programs will be effective in upgrading and improving human resources. Unfortunately, in education and training in Khuzestan, because the trainings are not based on the real needs of the employees, and the training courses held are not as they should be in order to achieve the goals and do not have the necessary quality and efficiency. The conducted research has not investigated the scenarios of the stages and processes of in-service training. Therefore, considering the importance and position of education in education and education, especially in Khuzestan province, as well as the effort and willingness to invest in the past and future plans, it is logical to provide these educations when they have the necessary quality and influence factors, both positive and negative. Both the negative and the scenarios of attention training stages and the necessary measures to improve it.

The first and most basic step in formulating and implementing an educational program is the correct and reality-based implementation of the needs assessment process. In fact, needs assessment is an inseparable part and the foundation stone of the building of educational planning and human resource improvement system, and the more this foundation stone is worthy, the stronger and more invulnerable the foundation will be. In the field of education, needs assessment is considered as one of the basic and necessary components of the planning process, and wherever the issue of formulating plans and adopting a set of educational measures is raised, needs assessment is mentioned repeatedly, and the logical basis of any plan is the existence of a need. or a set of needs. Needs assessment, if planned and carried out correctly, will be an important and essential measure for the effectiveness of the organization's functioning and improvement and survival. After the needs assessment and training course design, the next step is the implementation of training programs. The meaning of educational program implementation is the process of implementing a certain plan or program. According to some experts, the way the program is implemented is more important than the process of preparing and compiling the program. Therefore, it is necessary to train employees and develop them professionally. Based on this, the main goal of the current research is to assess the needs, design, implement and evaluate the education system of Khuzestan education staff.

Method

The current research was descriptive from correlation type. The research population were the managers and employees of female' high schools of secondary high school of Tehran city in 2020-21 academic years with number 2934 people, which based on Cochran's formula the sample size was estimated to be 196 people, which this number were selected by purposive sampling method. The research tools were included a demographic information form and a researcher-made questionnaire of value system of high schools (60 questions), which the content validity of the questionnaire was confirmed by the opinion of experts, and its total reliability was calculated with using the Cronbach's alpha method 0.94. After collecting the data with the above tools, they were analyzed by exploratory factor analysis in SPSS and Smart PLS software.

Results

To check the reliability of the model, two criteria of composite reliability and Cronbach's alpha were used. The amount of these two criteria should be higher than 0.70. The combined reliability (pDelvin-Goldstein)

and Cronbach's alpha of all the components related to the research variables are above 0.70, therefore, the reliability of the measurement model is confirmed. Also, the Average Variance Extracted Index (AVE) was used to check the convergent validity. The value of this index should be higher than 0.50. The AVE index for the research variables is more than 0.50, which is the proof of the appropriate convergent validity of the research variables measurement model. The results showed that the mentioned indicators are useful.

Conclusion

The aim of the current research was to assess the needs, design, implement and evaluate the education system of Khuzestan education staff. The results showed that the damage of the current education system of Khuzestan education staff included the following: Objectives, educational needs, teaching-learning process, teachers' qualifications, motivation and interest, planning, evaluation facilities and equipment. The average score of injuries and complications of the current education system of Khuzestan education staff (goals, educational needs, teaching-learning process, teachers' qualifications, motivation and interest, planning, facilities and equipment, evaluation) is higher than the average level, which is statistically significant. In designing an educational program, writing educational objectives is essential and vital. Well-written educational objectives define and clarify the curriculum. These goals provide the possibility for its producers to guide the program, choose educational strategies and evaluation methods. Also, content and educational materials are very important in the process of designing an education program. The content and training materials in an in-service training program are subject to special goals that have been developed for that course. Therefore, if the objectives have the necessary comprehensiveness, it becomes easy to specify the basic outlines of the topics discussed in the training course. Unfortunately, one of the factors that strongly affects the quality of educational courses is the lack of appropriateness or little appropriateness of educational resources with the proposed topics. This issue causes the participants to lose their motivation to continue attending the course by understanding the inadequacy of educational resources and materials with job and work needs, and the quality of training is severely overshadowed.

The main problems of in-service training courses for teachers are that these courses do not have the necessary quality and are not selected based on a

specific framework. In fact, there is a kind of inconsistency and discontinuity between the types of in-service training. Even rarely, the effectiveness of these courses is examined to determine the issues and problems and even their effectiveness. There are no suitable educational facilities and space for the proper holding of these courses and it is not suitable for the courses and educational content and learners. The evaluation at the end of the training course is usually formal and not real, and these formal evaluations are not even paid attention to. In other words, the only tool to find out about the materials and content taught to the evaluation staff. Today, in many organizations, in-service training is not effective due to the lack of evaluation indicators and checking the amount of content received. Evaluation is the center of education and a tool for distinguishing learning from non-learning. In order to make in-service training courses more effective, the time of the classes should be such that the teacher participates in the working days of the week and in exchange for the hours spent, an equivalent degree is granted, which has an effective and positive effect on salaries and benefits. This makes teachers participate in these training courses and add to their abilities.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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