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Designing a Policy-Making Model in order to Teachers' Professionalism Empowering and Promoting by Relying on In-Service Training

Maryam Sotoudeh Moghadam¹, Moslem Cherabin^{2*}, Ahmad Akbari³, Ahmad Zendehelel⁴

1. PhD student, Department of Educational Management, Neyshabur Branch, Islamic Azad University, Neyshabur, Iran.
2. Assistant Professor, Department of Management, Neyshabur branch of Islamic Azad University, Neyshabur, Iran. (Corresponding Author)
3. Assistant Professor, Department of Educational Sciences, Mashhad Branch, Islamic Azad University, Mashhad, Iran.
4. Assistant Professor, Department of Mathematics and Statistics, Neyshabur Branch, Islamic Azad University, Neyshabur, Iran.

❖ Corresponding Author Email: moslemch2015@gmail.com

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Abstract

Purpose: The teachers' professionalism empowerment and promoting through in-service training can play an effective role in improving the quality of their education. Therefore, the purpose of this study was to design a policy-making model in order to teachers' professionalism empowerment and promoting by relying on in-service training.

Methodology: In an applied study from type of qualitative, the present research was conducted on 10 professors and experts in the fields of education management and in-service training and empowerment who were selected according to the principle of theoretical saturation and with a purposive sampling method. The tool of the current research was a semi-structured interview that was conducted in the seasons of Farvardin to Shahrivar of 1401 year and its validity was confirmed by the triangulation method and its reliability was obtained by the agreement coefficient method between two coders at 0.92. The data obtained from the semi-structured interview were analyzed with using the content analysis method according to the grounded theory in MAXQDA software.

Findings: The findings showed that the policy-making model in order to teachers' professionalism empowerment and promoting by relying on in-service training had 174 indicators, 31 components in six fields of causal conditions, central phenomenon, background conditions, intervention conditions, strategies and consequences. In this research, the causal conditions were includes 13 indicators and 3 components of the social needs, changes in educational needs and creation of individual needs in teachers, the central phenomenon were includes 11 indicators and 3 components of the scientific and practical education, solving problems and creating value, background conditions were includes 18 indicators and 5 components of the correct implementation of courses, richness of the content of courses, competent environment, correct planning and teachers' mentality, intervention conditions were includes 59 indicators and 6 components of the non-committed and non-specialist managers, incorrect performance evaluation, incorrect needs assessment, lack of quality of course teaching, non-traditional teaching methods and weak motivational system, strategies were includes 46 indicators and 10 components of the successful modeling, improving the content of courses, region-oriented planning, accurate and scientific needs assessment of courses, removing teachers' individual obstacles, changing in educational systems, improving the physical conditions, employing experienced and expert teachers, providing motivational platforms and appropriate evaluation system and consequences were includes 27 indicators and 4 components of social consequences, improving teachers' educational performance, occupational well-being of teachers and psychological consequences of teachers. Finally, the policy-making model in order to teachers' professionalism empowerment and promoting by relying on in-service training was designed.

Conclusion: The designed grounded theory policy-making model in order to teachers' professionalism empowerment and promoting by relying on in-service training can be used by education specialists and planners to design programs to teachers' professionalism improvement and empowerment through in-service trainings.



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Detailed abstract

Purpose: In knowledge-based societies, the basic and main pillar of development is educated and wise human resources, which at the head are teachers. The need for continuous improvement in the teaching profession calls for "teacher professional development". In the process of developing teachers with complete preparation, well-designed pre-service and in-service training courses are very important. The means of professional empowerment is a systematic and coordinated effort in the educational environment to increase the intrinsic motivation of teachers, in the way that it is desired to achieve in the best case, empowerment as a process creates the internal motivation of teachers to give the best ability and it is of vital importance in today's developed and modern world. The empowering of employees is expressed as a process of sharing, training, helping and teamwork, and also ensuring their participation in decision-making processes and personal development. The empowering of teachers is a strategic issue and this component directly effect on the quality of students. One of the methods of empowerment is in-service training, which is mainly used to acquire specific knowledge and skills for better job performance and helps employees to be skilled and proficient in their jobs. The public and private sectors organized several programs, including in-service training in various fields related to teaching resource and management skills to improve the professional level of teachers. Schools and institutions of higher education should establish good communication and cooperation to solve these issues. This connection and understanding can provide opportunities to create solid platforms for participation in various educational programs and experiments. The in-service training were includes a set of measures to improve the ability and competence of employees to better perform their duties, thus helping the organization to achieve its goals. One of the main features of in-service training is applicability. Previous research has shown that job characteristics and professional factors can contribute to employee participation in in-service training. The in-service training is a process to providing updated information, skills and attitudes for employees to improve their skills and enable them to effectively perform their responsibilities. The basic aim of in-service teacher training programs is to create an environment that leads to effective classroom teaching. The in-service training is a key factor in influencing teachers' professional development, and therefore, if teachers are actively involved in the process, it will contribute to their knowledge development. The trained teachers are more effective and capable in planning good strategies to support students in different aspects of learning. According to the social exchange perspective, when the organization takes care of its workers through training and development, employees are more engaged in their jobs and significantly improve their performance. Employees are likely to see the investment in training as evidence of the organization's commitment to their long-term career development, and they may feel reciprocated through better job performance. The teachers' professionalism empowerment and promoting through in-service training can play an effective role in improving the quality of their education. Therefore, the purpose of this study was to design a policy-making model in order to teachers' professionalism empowerment and promoting by relying on in-service training.

Methodology: In an applied study from type of qualitative, the present research was conducted on 10 professors and experts in the fields of education management and in-service training and empowerment who were selected according to the principle of theoretical saturation and with a purposive sampling method. In this research, although repetition was observed in the received information after interview number 8, but in order to be more sure 10 interviews were conducted. The sampling method according to the research method used was purposive, and since the aim was to collect quality and reliable information, therefore, the samples were selected that are full of information and can provide a reliable picture of the phenomenon under investigation. The tool of the current research was a semi-structured interview that was conducted in the seasons of Farvardin to Shahrivar of 1401 year and its validity was confirmed by the triangulation method and its reliability was obtained by the agreement

coefficient method between two coders at 0.92. The data obtained from the semi-structured interview were analyzed with using the content analysis method according to the grounded theory in MAXQDA software.

Findings: The findings showed that the policy-making model in order to teachers' professionalism empowerment and promoting by relying on in-service training had 174 indicators, 31 components in six fields of causal conditions, central phenomenon, background conditions, intervention conditions, strategies and consequences. In this research, the causal conditions were includes 13 indicators and 3 components of the social needs, changes in educational needs and creation of individual needs in teachers, the central phenomenon were includes 11 indicators and 3 components of the scientific and practical education, solving problems and creating value, background conditions were includes 18 indicators and 5 components of the correct implementation of courses, richness of the content of courses, competent environment, correct planning and teachers' mentality, intervention conditions were includes 59 indicators and 6 components of the non-committed and non-specialist managers, incorrect performance evaluation, incorrect needs assessment, lack of quality of course teaching, non-traditional teaching methods and weak motivational system, strategies were includes 46 indicators and 10 components of the successful modeling, improving the content of courses, region-oriented planning, accurate and scientific needs assessment of courses, removing teachers' individual obstacles, changing in educational systems, improving the physical conditions, employing experienced and expert teachers, providing motivational platforms and appropriate evaluation system and consequences were includes 27 indicators and 4 components of social consequences, improving teachers' educational performance, occupational well-being of teachers and psychological consequences of teachers. Finally, the policy-making model in order to teachers' professionalism empowerment and promoting by relying on in-service training was designed.

Conclusion: The designed grounded theory policy-making model in order to teachers' professionalism empowerment and promoting by relying on in-service training can be used by education specialists and planners to design programs to teachers' professionalism improvement and empowerment through in-service trainings.