

## To Study the Factors Affecting the Performance improvement of Educational Institutes Case Study: Elementary Schools of Khorramdarreh County

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**ABSTRACT** — Given the importance of manpower training and assessment of its impact on increasing performance as well as employees empowerment, the object of current research was to study the factors affecting the performance improvement of educational institutes and the impact of in-service training on efficiency in elementary schools of Khorramdarreh County. Totally, 30 elementary school principals of Khorramdarreh County were participated in the research. It was used descriptive statistics, one sample t-test, and linear regression to analyze data. Results showed that in-service training significantly effects on the improvement of educational institutes and principals efficiency and empowerment. In addition, empowerment effects on efficiency and improvement of educational institutes. Other result of the research is that efficiency significantly effects on the performance improvement of educational institutes. A few suggestions were made, actually and theoretically.

**KEYWORDS:** In-Service Training", "Empowerment", "Efficiency", "Performance of Educational Institutes"

### Introduction

Job performance is the most critical problem in any organization and one of variable that is of great interest in many developed countries. Psychologists know job performance as a product of human behavior and they believe that motivations and needs effect on people performance and thereby on economic growth and development. In addition, training employees has a wide and extensive meaning. It not only encompasses apprenticeship, internship, and practicum in a special field, but its scope is so extensive that is started from learning a simple vocation. It will ended to completely surrounded by a highly complex sciences and technologies, proficiency in matters of administration and management in governmental, industrial, and commercial organizations, and how appropriate behavior and attitudes against human, economical, social, and cultural issues of the environment. Therefore, it is necessary to provide trainings which could be useful in efficiency and successfully doing assigned tasks in addition of changing individual attitude and insight toward positive aspects and matching individual with the organization. Training result should be required job skills to be achieved. Obtaining this goal requires efforts before, during, and after training. If it makes an arrangement that individuals become capable and empowered, they should attend in the classes with already noticed of aims to participate in the class and what they will learn. Training responsibility is to train and change. If training is not ended to learn and change, empowerment will never occur (Qasemi, 2014). Today, according to opinion of most experts in management field, human resources in every society is considered as its most important assets. Among these, skilled and trained resources is of more important position which its history goes back to the beginning of the industrial revolution in Europe which was firstly introduced in the industrial environment, then its scope was gradually extended to all management sectors of the society. Since, the nature of education is considered as the development infrastructure of each country, its human resources particularly its skilled and trained human capital is of special concern. Because education is like a master key to which all government plans is relating directly or indirectly, short term and long term. It can obtain the best goal of Islamic regime- training noble and sublime human- by education. Therefore, it must be acknowledged that training and educating obeisant human is of great important (Bazargan, 2011). Costing in education is a kind of national investment. Given this approach and by looking at the importance of trained resources, its impacts in achieving organizational goals, and particularly objectives that are as affecting factors on training human resources in the records of radical change in the education, other systems are a serious and challenging problem. On the other hand, nowadays training and development of all aspects of human resources should be set on the agenda and its cost should be considered as a capital cost. Given this view, training human resources in education has been set yearlong as its major programs where employees including administrative and educational staffs have been learning through their participation in short-term training course while they do their assigned tasks at the multiple time intervals. Amongst others, what is particularly important is how and the quality of operating these courses or, in other words, its impacts on the efficiency and effectiveness of the staffs who will participate in it (Memarzadeh & Sarfarazi, 2011).

A huge costs is annually spent in the organizations particularly for principals regarding training human resources and increasing their professional ability. On the other hand, training human resources is also impressive in many governmental agencies. Therefore, it seems necessary to carry out a research that it can assess the success of these courses due to cost spent for obtaining its goals which is to increase efficiency and effectiveness of human resources. Furthermore, this research can be submitted to the planners and experts to throw light upon systematic and proper planning in enhancing the efficiency of training courses by evaluating the success of training courses in achieving the objectives. Since in today's world, time acceleration of human societies movement has been enhanced very high toward development and progress, a little hesitance in this field and lack of proper and fast planning in training human resources can hold back a society from the progress for years. Therefore, the aim of this research is to identify barriers and weaknesses; it can affect the accuracy and speed of authorities' decision-making, so doing it is of high importance and necessity.

According to aforementioned, the main goals of the research includes: 1. To identify the factors affecting the performance improvement of educational institutes and to determine the impact of in-service training on training principals' rate of efficiency, and 2. To offer proper suggestions in order to improve the performance of educational institutes.

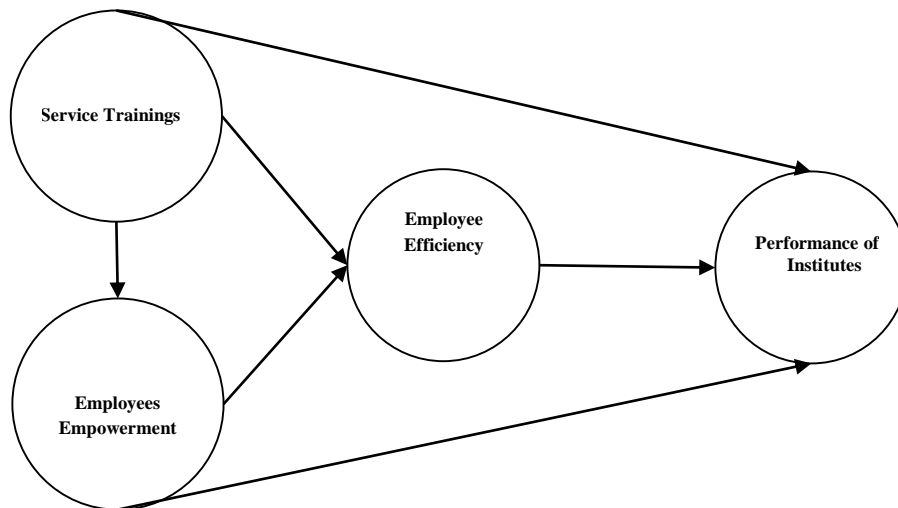
#### **Researchers conducted inside and outside the country**

- Qasemzadeh (2013) in the research entitled "to study the role of psychological empowerment on job performance and employees' individual accountability of Urumiya University in 2013-2014 academic years" which was done among 215 employees of this University, showed that psychological empowerment directly have significant and positive effect on the job performance and employees' individual accountability. Results of regression tests approved linear relationship to predict job performance and individual accountability from the factors of psychological empowerment.
- Shahkarami and Tirgar (2013) in the research entitled "A relationship between in-service training and employee empowerment", concluded that there is a significant and direct relationship between how to conduct in-service training courses and employees empowerment in Maskan Bank of Kerman Branches.
- Zarei-Matin et al. (2008) in the research entitled "to study a relationship between in-service trainings and employees empowerment (in Organization of Agriculture Jihad Qom)", showed that the assessed level of empowerment in the organization is higher than average in all aspects. However, it is not observed a correlation between the level of their capabilities and the hours spend for in-service training.
- Zarei et al. (2013) in the research entitled "to study a relationship between employees empowerment, self-efficacy, and job performance of Marvdasht and Doroodzan education department", showed that there is a positive and significant relationship between empowerment and job performance as well as between self-efficacy and job performance. There is also a positive and significant relationship between some components of these variables. Amongst demographics variables, none of them have a significant and different relationship with job performance. Totally, it can state that empowerment and self-efficacy can be predictors of job performance.
- Damavandi and Elzami (2014) in the research entitled "to study a relationship between female teachers' in-service training, years of service, and education with their job empowerment", showed that amongst three factors- in-service trainings, years of service, and education- only in-service training have significant relationship with job empowerment. There is not also a significant relationship between in-service training and each components of job empowerment. Generally, results indicate that teachers' in-service trainings effects on and enhances their job empowerment.
- Mirjafari et al. (2011) in the research entitled "to study a relationship between empowerment and communication skills with employees' job performance of Shiraz Petrochemical Industries Design and Engineering Company", showed that there is a positive and significant relationship between the components of empowerments and job performance. However, components of empowerment are able to predict job performance. It is not observed a significant relationship between communication skills and job performance; they were not a predictor of job performance. There is a significant relationship between empowerment and the components of communication skills.
- Kheirkhah Hasanabadi et al (2004) in the research entitled "to study the role of training on enhancing employees' efficiency of General Office of Standard and Industrial Research of Yazd Province", made following four research questions: to study a relationship between training and employees' efficiency, a relationship between training and male and female employees' efficiency, a relationship between training and employees' academic degree, and a relationship between trained and untrained employees' efficiency under an organized ongoing trainings of the research. Results showed that trained employees' efficiency is higher than untrained one; trained male employees have a better efficiency than the female one; employees' efficiency having associate degree to the top is higher than employees having up to associate degree; finally, employees who passed ongoing training of the organization are better than the others.
- Abnili and Shahtalebi (2014) in the research entitled "a role of training in psychological empowerment of human resources, as a view point of staffs and principals", concluded that a role of training on employees empowerment was higher than the average in each following aspects: self-efficacy, self-rule, competency, meaningful, and confidence.
- Jagero (2011) in the research entitled "a relationship between job training and employees performance of Post Company in Dar-usalam, Tanzania", found that there is a positive relationship between job training and employees performance of post company.
- Yamoah (2013) in the research entitled "training employees and empowerment: offering conceptual framework to achieve high job performance", found that training will significantly effect on employees performance when it is given properly. Because, proper training will lead to employees empowerment, thereby, it will lead to improve their job performance.

#### **Theoretical framework, model, and hypothesis of the research**

The focus of this research is to study the factors affecting the performance improvement of educational institutes and influences of in-service trainings on the efficiency of educational principals in Elementary school of Khorramdarreh County. A performance of the institutions is considered as the dependent variable; training staffs and empowerment is considered as the independent variables. Employees efficiency is considered as the mediator variable. Therefore, hypothesis of the research are as following:

- H1:** In-service trainings significantly effect on principals empowerment.
  - H2:** In-service trainings significantly effect on principals efficiency.
  - H3:** Principals empowerment significantly effects on their efficiency.
  - H4:** Principals efficiency significantly effects on the performance of educational institutes.
  - H5:** In-service trainings significantly effect on the performance of educational institutes.
  - H6:** Principals empowerment significantly effects on the performance of educational institutes.
- Intended variables have shown as a model in Figure 1.



**Figure 1.** Conceptual framework of the research

**Research Method**

Current research is an applied research in terms of goal and a descriptive-survey research in terms of gathering method. It was used field method to gather data. It was used descriptive statistics to analyze demographics data and inferential statistics- linear regression- to analyze specialized data. The population included in this research was all elementary school principals of Khorramdarreh County that their number was 30, according to authorities' reports. Due to low number of population, it was possible to test all principals. Therefore, it was used census method to test principals of these schools. Questionnaire was used to gather data. It was tried to gain required credibility in the design and the use of questionnaire in the research. Thus, after designing and codifying the research, it was submitted to the guidance professor and related exports to get formal and content validity of mentioned questionnaire. After involving their viewpoints, final questionnaire was developed and submitted to the principals of elementary schools. In addition, it was used the Cronbach's Alpha to measure stability and reliability of the questionnaire. Results of Cronbach's Alpha in each variable were obtained in table 1. As shown in table 1, questionnaire is of high and acceptable stability; because the amount of Crobakh's Alpha of each variable is more than 0.7.

**Findings**

In this part of the research, the results provided by the samples have shown the normality of population distribution according to Kolmogorov-Smirnov test. Thus, results were analyzed using linear regression test. Table 1 illustrates results of to Kolmogorov-Smirnov test. As shown in table 1, the significance level of all variables is more than 0.05. Therefore, the null hypothesis based on the normality of data distribution is confirmed.

**Table 1-** Results of Kolmogorov-Smirnov test

	<b>In-service training</b>	<b>Employee empowerment</b>	<b>Employee efficiency</b>	<b>Performance of educational institutes</b>
Number	30	30	30	30
Kolmogorov-Smirnov	0.702	0.735	0.557	0.760
Significance level	0.708	0.653	0.916	0.610

Therefore, it was used linear regression to test hypothesis due to the normality of data distribution. For using regression model, its prerequisites need to be tested. Therefore, Durbin-Watson test, linearity, and investigating the normality of errors were done. Results indicated that all prerequisites are made for using regression.

**Table 2-** Results of fitness of regression model for research hypotheses

hypothesis	Regression model	R2	Sum of squares	df.	F	Sig.
1st	The impact of in-service trainings on principals empowerment	0.67	14.473	29	56.747	0.000
2nd	The impact of in-service trainings on principals efficiency	0.73	12.690	29	75.016	0.000
3rd	The impact of principals empowerment on their efficiency	0.87	12.690	29	189.171	0.000
4th	The impact of principals efficiency on the performance of educational institutes	0.43	14.157	29	21.233	0.000
5th	The impact of in-service trainings on the performance of educational institutes	0.49	14.157	29	27.025	0.000
6th	The impact of principals empowerment on the performance of educational institutes	0.53	14.157	29	31.752	0.000

As shown in table 2, significance level for all hypotheses is less than 0.05, other than first hypothesis. Therefore, fitness of regression model is confirmed for them. Since, F level is significant, the accuracy to use regression model is confirmed for all hypotheses.

**Table 3-** Results of linear regression model for testing hypotheses

hypothesis	Regression model	Beta coefficient	Sig.	Result
1st	The impact of in-service trainings on principals empowerment	0.818	0.000	Confirmed
2nd	The impact of in-service trainings on principals efficiency	0.853	0.000	Confirmed
3rd	The impact of principals empowerment on their efficiency	0.933	0.000	Confirmed
4th	The impact of principals efficiency on the performance of educational institutes	0.657	0.000	Confirmed
5th	The impact of in-service trainings on the performance of educational institutes	0.701	0.000	Confirmed
6th	The impact of principals empowerment on the performance of educational institutes	0.729	0.000	Confirmed

As shown in table 3, significance level for all hypotheses was less than 0.05 other than first hypothesis. Thus, H0 is not supported and all research hypotheses are accepted with %99 confidence interval. According to the research, the impact of in-service trainings on principals empowerment was confirmed with 0.818 impact factor (Beta). Therefore, in-service trainings can predict and express %67 of principals empowerment. The impact of in-service trainings on principals efficiency was confirmed with 0.853 impact factor (Beta). Therefore, in-service trainings can predict and express %73 of principals efficiency. However, the impact of principals empowerment on their efficiency was confirmed with 0.933 impact factor (Beta). Thus, in-service trainings can predict and express %87 of principals efficiency. The impact of principal efficiency, in-service trainings, and principals empowerment on the performance of educational institutes was confirmed with 0.657, 0.701, 0.729 impact factor (Beta), respectively. It means that principal efficiency, in-service trainings, and principals empowerment can predict and express %43, %49, %53 of the performance of educational institutes, respectively.

**Discussion and conclusion**

The goal of current research was to study the factors affecting the performance improvement of educational institutes and the impact of in-service training on efficiency in elementary schools of Khorramdarreh County. According to the results, it can state that in-service training significantly effects on principal empowerment and efficiency. Furthermore, the impact of in-service training on the performance improvement of educational institutes was confirmed. Another finding of the research was a significant effect of empowerment on principal efficiency of elementary school and significant impact of empowerment on the performance improvement of educational institutes. Significant impact of efficiency on the performance improvement of educational institutes was confirmed. Results of hypotheses is parallel with the results of Qasemkhani (2013), Damavandi and Elzami (2014), Zarei et al. (2013), Shahkarami and Poor-Tirgar (2013), Zarei Matin et al. (2008), Mirjafari et al. (2011), Kheirkhah Hassanabadi et al. (2004), Abnili and Shahtalebi (2014), Jagero (2011), Yamoah (2013), Fox (1998), Reinhart and Short (1999), and Lipin (2011).

Therefore, following suggestions, which were obtained from hypothesis testing, are provided to improve the performance of educational institutes:

1. To hold proper and up-to-date training courses that will provide school principal with new information in connection with their job;
2. To hold proper training courses that will enhance school principal efficiency while they will be faced with unpredicted job problems;
3. To assess training needs for training school principals in various specialties to enhance their skills in related job.
4. To hold proper training courses that will improve social skills of school principals in connection with their colleagues.
5. Proper training to teach the proper use of financial and administrative tools;
6. To establish assessment system for principals such that they can promote based on their merit;
7. By strategies and actions such as providing information, authority delegation, partnership management, team making, and giving independence to school principals, educational department should provide beds and conditions for doing their tasks such that they do what they want with intrinsic willingness and motivation.
8. Planning in order to school principals empowerment and to create attractive, joyful, and productive working environment.
9. To create high quality working environment and to invest in principle improvement and development such as communication skills, self-management, self-control, learning, using feedback and score that can help school principals to be empowered.

## Resources

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