

**Validation of the assessment model of management of in-service training of employees in universities**

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**Abstract**

Implementation of in-service training programs requires having a suitable model. Due to the lack of a native model of in-service training in the university, in line with and appropriate to the society's culture, the main goal of the research is to design and validate the in-service training management measurement model among Urmia University employees. In this research, qualitative method and targeted and snowball sampling were used. At first, semi-structured interviews were conducted with the experts, which continued until reaching theoretical saturation (8 people). Then, the data obtained from the interviews were analyzed using the theme analysis method and using En Vivo 10 software. Fuzzy Delphi technique was used for qualitative validation and consensus among experts regarding the authenticity of identified components and indicators. After the fuzzy Delphi phase, the list of identified dimensions, components and indicators was placed at the disposal of several university professors and doctoral students who specialized in the field of in-service training, who made corrections of the correctness and appropriateness of the equivalents and selected terms. It was ensured for the naming of dimensions, components and indicators. Based on this, the final evaluation model of in-service training management in the university was designed, which included 3 dimensions including individual training, collective training and extracurricular activities, 8 components and 53 indicators.

**Keywords:** In-service training, measurement, modeling, university.

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## **Introduction**

According to what happened, we can understand the importance and necessity of research on the measurement model of in-service training among NAJA employees. In this research, the target community is Naja employees of Ardabil province. The reason for choosing this statistical population is because, firstly, NAJA employees have usually received less attention in research, and secondly, NAJA organization is the only one among the organizations that people with more trust refer to them for cooperation. Therefore, the main problem of the current research is the design and validation of the in-service training measurement model among the NAJA employees. Therefore, the current research seeks to answer the following questions:

In order to measure in-service training, it is necessary to have a suitable model. Considering the lack of model of in-service training in line with Iranian-Islamic values, local education, the mission and missions of Naja, the main problem of the research is to show the appropriate model for identifying and measuring in-service training. What is the service and what dimensions and components have an effect on the desired model?

## **Methodology**

The method used in this research was mixed-exploratory. The population and statistical sample of the research include Naja employees. The research has been done in two stages. In the first stage, targeted sampling and the strategy of maximum changes, which is a non-probability sampling method, have been used. In the beginning, consciously, the work started with people who were experts in this field and knew in-service training well, and seemed to have different experiences, knowledge and views about in-service training, and asked them during the interview. to introduce other experts who have opinions in this field, which refers to snowball sampling in qualitative research. In this way, sampling continued until the discovery and analysis process reached the point of theoretical data saturation. There were 8 samples.

The data collection tool is semi-structured interviews. According to the theoretical foundations of the research and the reviewed documents, 14 open-ended questions were prepared for the interview. The ambiguities of some questions were resolved and corrected during the initial interviews. Also, 11 other questions were formed during the interviews, and these questions were asked to the next people, and finally the interview questions reached 25 questions. The fuzzy Delphi questionnaire was used for the qualitative validation of the components and indicators of the model. After the fuzzy Delphi phase, the list of identified dimensions, components and indicators was placed at the disposal of several university professors and senior managers of Naja who had expertise in the field of non-service

education, who were selected from the correctness and appropriateness of the equivalents and terms. It was ensured to name dimensions, components and indicators.

The data obtained from the interview using the theme analysis method, which includes coding, identifying themes or meaning patterns, classifying data based on themes and finally interpreting the resulting thematic structures based on similarities, relationships, pervasive patterns, theoretical structures or descriptive principles. It was analyzed (Abdullahzadeh, 2018). Finally, according to the identified themes, dimensions, components and indicators of the initial research model were drawn.

## Results

The main research question was what is the appropriate model for identifying and measuring in-service training and what are the dimensions and components that affect the research model? In order to answer this research question, after conducting each interview, the collected data were entered into the En Vivo 10 software in a word file format and coded for analysis. After conducting 8 interviews, the codes reached theoretical saturation and the interviews were stopped. 84 codes were made in the text obtained from 8 interviews. The process of identifying the codes was back and forth. In the text of the interviews, some identified codes had several frequencies; In other words, among the 85 codings, 53 codings were unique and conclusive. A summary of the interview sources is given in Table (1).

The next step after coding the texts is to analyze, combine and combine the codes in the form of concepts. In this step, the identified codes were classified and combined based on the degree of conceptual similarity, and 53 concepts were extracted, which are identified in the software in the form of free nodes. Finally, the concepts identified based on the researcher's intuition and understanding of the subject under investigation and according to the commonality of the concepts, were categorized in the form of themes or, as needed, in the form of sub-themes and then the main themes. This process continued until all the concepts were assigned to the relevant themes. In the current research, after allocating all the concepts to sub-themes and then categorizing the sub-themes in the form of main themes, the said process was revised several times. In fact, sub-themes and main themes were refined many times and were separated, combined, deleted and added in some cases. Finally, a satisfactory thematic map of the data was obtained. This thematic map includes 53 concepts, 8 sub-themes and 5 main themes.

## Discussion and conclusion

In order to answer the research questions, it was used to explore the minds of the managers and employees of Naja and its subsidiary centers and analyze the themes of the interviews

conducted with them. After reviewing the research literature, according to the mentioned reasons, the model of in-service training was chosen as a researcher's guide and a conceptual model. By analyzing the interviews, 53 themes were extracted, and these themes were classified in the form of 8 sub-themes, and finally the components were placed in a more general category. In this way, 3 main dimensions including individual trainings, collective trainings and extracurricular activities were identified for the measurement model of in-service trainings of NAJA employees. The components of each dimension can be seen in table (4). Special attention to in-service training and specialized management of educational centers of this group in the society is one of the characteristics of developed societies, therefore, today advanced human societies are not limited to the implementation of work program and have paid attention to the in-service training program, which is a part of work method training. The researches indicate a huge difference between in-service and pre-service learning methods. In addition, since in the learning process, the behavior of the employees during the service is not the same as before the service, the techniques used in the pre-service training cannot be used in the in-service training, and it is necessary to focus more on the practical model instead of the content and theory models. We pay (Bastrick, 2012).

Naja should keep in mind the contextual, environmental and causal factors resulting from the current research and pay attention to the mentioned factors in their planning when re-reviewing the upcoming plans. The noteworthy point is that the Naja organization, at the micro and macro level, faces the contextual, environmental and causal factors mentioned in the current research, and on the other hand, it has not been seriously considered in its current programs, and even the strategies mentioned in the current research will also be affected by these factors.

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