



In- service teacher training as an important factor of improving Iranian human capital

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ABSTRACT

Based on the increasing demand of in-service training today and the importance of induction, preparation, and professional development of teachers, this article draws the meaning of this kind of education in the field of human capital development. In recent years, policy makers have come to this conclusion that increasing the capacity of teachers by pre-service or in-service training is the only hope for developing the human capital potentiality. Then it refers to one of developing countries, Iran, to modify the application of this branch of education and training in the target educational system.

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Introduction

Figuring out the importance and value of human capital is an important issue that should be taken in to grant as an influential capital. In looking to human capital efficiency and productivity then we come to this idea that there should be a great investment on that, especially for organizational purposes. The conception of managing human capital was introduced in the 80's decade and its purpose was to give some directions to manage employees and increase of organization operation. Therefore human capital management has got an important role in societies.

According to Richard Blundel, et al (1999) the human capital has three main component for being effective ,one of them is the primary innate or required knowledge ,the second is the knowledge achieved by formal education and the last one is the experience which is resulted from in-service training .all these investments provide in order to return in future. Because human capital investment has figured out to increase knowledge base economic progress, today all countries specifically developing countries do their best to develop their human capitals by applying many ways such as in-service training. In-service training as a part of everyday education doesn't date back to many years ago . Indeed, it was so remarkable like an advised programme that many teachers concluded that the kind of change in plan and language results in the actual process, so did their best to be up to date in subject matters and methods of teaching. Iran also as a developing country today tries to develop its human capital efficiency specially by improving in service training, and on a higher degree in-service teacher training which today is in a significant point.

The Importance of Human Capital

The human capital management for organizations is a crucial factor, because human being is the main factor of each organization. Today human capital looks like the most important source and capital or in other words the most important productivity source for each organization. Human capital management is a procedure through which organizations can

improve their outputs in a competitive field, so identifying the related field and approaches and considering the special characteristics of human capital resources, analyzing and interpreting it seems very significant for all organizations in order to improve their conditions. According to Jesri (2011) the correct use of human capital as the most valuable and great wealth of every society, as one of the most important matters has been considered very important by governments, in other word it can be claimed that human being is the goal and also the main factor of development and to a considerable extent the fulfillment of development objectives which actually relates to the management process of this wealth and vital source.

"Developing human capital in organization is the major challenge for the leaders for formulating future competitive strategies" (Aslam Memo et al, 2009, p.4182). " the strategic human resources management or human capital is mean of gaining competitive advantage through one of the most important asset :its people"(Richard W.O.2001). It is believed that human capital can determine the profitability of the organization by implying the direct influence on the quality of the productivity .Grant (1996) believes that "the human element grown in importance because knowledge has become a critical ingredient to gain a competitive advantage, particularly in the new economy landscape". According to Aslam Memo et al(2009) the proper management of human capital in the case of returns can develop the firm's values and increase the quality of the products and decrease the costs. So any change in human capital proficiency can influence on the performance of organization.

In-service Training as a Human Capital Improvement

Human capital programming and updating happens due to two main ways. One is the training before entering the work and the other is the in-service training. Here we should mention that every organization's success also depends on the in-service training, and today the importance of in-service training reveals more by the development of technology and knowledge, so there is no more expectation that the older workforce do their best

with this evolution of knowledge . On the other hand applying the new methods and technologies are also vital for those organizations. In this case the only proper way of improving the human resource is in-service training which is turning point of firms.

"The term in-service education, as it is now generally used, refers to the entire process of curriculum review and any consequent modification of practice ." (Brand and Whitbread 1975, p.11). In-service trainings are those organized educations which improve and empower of the organizations. According to James (1973) there is a gap between advancing information and practice which is necessary to be bridged by in-service education and training, this would fill in the gap in statement that aims to develop in our educational system.

The in-service training can be really profitable if it meets the needs of organizations and also societies. "The problem is that although everybody is in favour of in-service training we should not assume that it is automatically valuable, we shall not get values for money unless the kinds of in-service training provided meet needs and improve educational practice " Hewett (1973,p.41) .It is believed based upon Hewett (1973,p.42) that any kind of organization which emerges with an instruction to meet an prolonged condition of in-service training should be able to recognize and meet the needs of education service and must be capable in applying such resources in a reasonable approach .

In-service training needs lots of requirements such as length of training, testing accessories, qualified tutors and instructors, course curriculum. There are many other influential factors in the process of in-service training, but, the most important one is the content suitability with the trainees, it means that for the progress of this kind of training ,the content should be prepared according to what trainees need in fact. As Watkins (1973,p.82) points out that from the oversimplified explanation above of the scale of in-service training course it is so obvious that in-service education is certainly attached with individual change and with course modernization and innovation.

Organized purposes are arranged for the training procedure specially, in-service training. According to Saeedi (2000) the most important purposes of in-service education are promoting the employees' level of knowledge and occupational skills, Providing specialized skills in accordance with the related occupation, motivating staffs to do more studies, researches and innovations, and updating the staffs' knowledge and information.

In-Service Training in Iran

Education and training has a very long history in Iran. In-service training programmes were established in Iran when the elementary and high schools were improved in a new fashion and the teachers needed educational knowledge and information such as psychology of teaching, educational science and methodology of teaching. In-service training programmes started in 1931 in Iran haphazardly. In 1966, the in-service training programmes found a fixed and special framework and became consistent. From 1973 till later on in-service training programmes were held under the supervision of a specialized center named as In-service Training Programmes Bureau more systematically. This bureau programmed and planed for the in-service training programmes.

This bureau continued his carrier in the same way until 1982. By this time, this bureau besides holding retraining and justifying courses for the staffs and educational boards,

developed the teachers' educational courses due to the change of educational text books. In 1984, the Iranian Organization of Office and Employment categorized the educational system for government employees into four main categorizations a 1. public education 2. vocational trainings 3. management improvement trainings 4. Islamic teachings trainings.

Afterwards, Saeedi (2000) declared that Iranian educational decision makers viewed the in-service-training issue more scientifically and improved the scientific and scholarly majors of education and training to the 18 ones. From 1991, by the increase of long term and university courses applicants in the field of education, and the development of academic majors in the field of education, the Iranian Ministry of Education and Training held the academic B.A programmes in different fields of education by establishing specialized centres for training teachers. After 1991, the significance of in-service training became more sensible and Iranian universities by holding M.A programmes of educational studies and even Human Resource Management and Education Major shed new lights on the issue of in-service training matters more scientifically. The Iranian Ministry of Education and Training then tried to hold different in-service training programmes, seminars, conferences and workshops to highlight the prominence of in-service training programmes. In-service training programmes development led to the establishment of one higher educational centre of in-service training programmes in every province of Iran, aiming at long-term planning and programming for in-service activates.

In recent years, considering in-service training has enormously increased in many countries all over the world. In these countries, besides the foundation of central departments of in-service training in the capitals, special centers for in-service training have been established in other big cities to develop in-service training programmes. It is through such educations that teachers are subject to educational innovations. Principals' and teachers' tendencies to the development and enhancement of knowledge and skills in the educational arena caused on-going developments of in-service training. In-service training has many branches and it is specified for different organizations .in-service teacher training is the one that has got an extra attentions today. Contrasting today activities in this field Brand & Withbread (1975) proposed "In the absence of in-service activity on an organized basis, the communication of new ideas and approaches by means of the written word was a significant feature of teacher's in-service education."

In-Service Teacher Training

"Like other workers, teachers in a world of rapid change will be faced with the problem that their own skills will periodically become obsolete. As a result they will have to be willing to accept change in their own lives , and to up-date themselves as the need arises" Cropley and Dave (1978,p.35) . Teachers have an important role in societies as they actually have a direct relation with children growth, and student's different capabilities, skills and intelligences force teachers to have training on their job period. Point out to Henderson(1978) view ,more general in-service training may refers to everything that teacher would face from the first day he takes up his duty up to his retirement which assists directly or indirectly, to the way in which he do his professional duties.

According to Brearley et al,(1972) in-service education has the main task which is to provide great support with determined problems that come up in the classroom. This is on teacher's demands and also there is another major task which is providing

the chance for teachers to learn in the modern and really new way. Considering the world evolution towards new technology and advanced knowledge and teachers proportion in transmitting these new changes to the little society of school, encouraged all related organizations to make a fundamental decision for teacher's in-service training, through which all teachers can make their knowledge up to date. "The further training of teachers in service works like, a tonic, like an injection that helps to protect the body from different diseases and the commonest disease teachers suffer from is arteriosclerosis that is long set habits that become a second nature forcing them to act always in the old well established way, independently of the transformed world around them" Levin(1962).

Considering Chiangmai (1985) point of view we come to this idea that there are lots of general objectives in using school-based in-service training some of which are :developed strategies that allow teachers to find ways in order to solve problems faced in and out of school, recognize and meet the teachers' teaching and learning needs ,evaluate and examine the present condition of school -based in- service education programs, prepare, develop and realize school based in-service education programs ,analyze and combine definite and applicable school-based in-service education experiences ,study and evaluate the inside characteristics methods and techniques of conducting in-service training. Since the methods and related strategies used have main influence on the efficiency of school -based in service training, they are of great concern to all countries. Other effective ideas also exist in the field of in-service training efficiency such as Thelen (1971) who claims that the dynamic in-service teacher training in the position of difference between community and school experiences of teacher. He continues that in-service training involves major occurrence in the larger society, considering the classroom as a micro society, incorporation of staff members in helping cases, and formal staff's organization as a purposive trained group.

Therefore, it is the efficiency and proficiency of schools which are centers for education and scientific progress through education, are highly affected by capabilities, and efficiencies of teachers. Education is related to teachers' knowledge specialties and experiences. Teachers' skills and knowledge are partly updated through in-service training. It is one of the most acceptable methods in developing teachers' and managers' expertise and knowledge. The source and situations (time and place)of in-service education induce important "aversion" in teachers. If the effect of in-service training is directly on student's education, then it seems really necessary to be attached to special schools, some criteria also need to be progressed if it is on purpose to show that teacher training at in-service levels have a great influence on improving the proficient capability of teachers. As there are some "unsuspected" perceptions of in-service training there should be flexibility and differentiation to open new ways on those cases, because flexibility in construction paves the way for much more thoughts in "improving" in-service training based on school's efficiency.Allen(1971,pp.113;120;126). Applying the best curriculum for teacher education either can improve the expected outcomes or affect the unexpected assumptions regarding this issue.

In-Service Teacher Training in Iran

Henderson (1978) stated "In -service training in developing countries are substantially different from those in Europe and north America.....the three most important objectives are as

upgrading the competence of teachers, extending their general education and enhancing their qualifications"(p.20).

Teachers are encouraged to learn new stuffs, are acquainted with new scientific programs and needs to update their knowledge regularly and based upon evaluated programs, so that it makes an special aspect for continuous training through in-service training.

In Iran the need of society to more literate and skillful students to enhance the proficiency level of society and to compete with other countries causes that the decision makers of the society look for more prominent and outstanding teachers. So that, by escalating the teachers' proficiencies, they can achieve their goals. To do so, the decision makers of a society need to train teachers and update their knowledge. Therefore, based on the need of society in every moment, they have to hold updated in-service training programmes continuously. It is believed that holding such programmes can be a factor in reinforcing and refreshing the teachers and consequently results to a system proficiency.

The main source of providing such knowledge is the education and training system in a society, and to claim that it has taken a step toward solving the society's problems, the education and training system should equip its teachers with the latest technologies and knowledge regarding their field of specializations. Then it can be said that a society can be dynamic and proficient enough.

Saeedi (2000) argued that according to the recent protocol of training centers in March 2001 ratified by the Council of Higher Education Development of Iran, the administration of long term and short term in-service training programs is of the duties of teacher training and it was assigned that besides long term in-service training courses, the short term ones are administered in teacher training centers. Based on the contents of the third plan of development according to the promotion of one level for the teachers from the associate level to the bachelor one, all the arrangements for the establishment of long-term in-service teacher training programmes were settled by the ministry of Science, Research and Technology.

It is obvious that teachers' in-service education is a key factor in the development of their knowledge and vocational skills and getting them to have related specialties, whereas each couple of years the educational policies may change and this evolution actually have a direct influence on the applied curriculum and the used texts. In this matter the compulsory education also discussed for those who are the performers of these new changes in order to get the required adaptation.

Conclusion

In the past, it was believed that there was no common time between learning and living or working so that there was a special training for people which was pre-service training .based on this idea in a special period of time all people should be engaged in learning and then they can go to the profitable workforce, and when the living and working period is started then there is no specific position for teaching and training. Today this belief is out of use because teaching and training are in everyday life nowadays and it's necessary for people to be in learning process all the time so they can refresh their knowledge and live much more profitable.

"The goal is clear enough: all teachers training, initial and in-service, is ultimately seeking to improve the quality of education provided for the children in the schools. The casual chain linking in-service training provision with this fundamental

objective is, however, not at all clear.” Henedrson (1978,p.42) Education and training have to do with human and human is a creative and developing creature. The mission of education necessitates that managers and authorities who are decision makers for other people in organizations can be more effective and efficient since they have enough information on the field of their works and studies. Consequently, the function of managers in educational centres can have a deep and an important effect on that organization per se and then on the society. According to Brearly et al.(1972) all good teachers try to be better ones, so they greet any kind of aid in this procedure .The most significant mission facing us in the following years will be to be in touch with , and even one stage in advance of , the necessitate for help of all kinds.

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