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CHECK STRATEGIC NEEDS IN THE DEVELOPMENT OF VIRTUAL TRAINING IN ACCORDANCE WITH THE STANDARD OF EDUCATION IN THIS CITY ISOO10015

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Abstract:

Today, all over the world, who are looking to develop and reform of education begin. The study was descriptive survey research domain. To determine the needs of the development strategy in accordance with ISO 10015 virtual training in education was designed. The population in this study were all teachers of District 2 this city were randomly selected 202 people questionnaire designed to gather information using the questionnaire according to ISO 10015, with 9 educational needs of the question 6 of question Education, training and 8 Question 9 Question implementation of educational evaluation. Cronbach's alpha for the educational needs of questions 78/0 = a, instructional design questions 75/0 = a, questions the educational performance of 76/0 = a, and Educational Evaluation Questions 91/0 = a, respectively. Data using SPSS software and descriptive and inferential statistics (Friedman test, ANOVA, t-test samples) were analyzed. The results showed that men and 7/34 3/65% of the participants were women, the mean and standard deviation component of training needs, training design, implementation and evaluation of training to the $68/0 \pm 5/2$, $66/0 \pm 51/2$, $60/0 \pm 40/2$ and $92/0 \pm 48/2$ one-sample t-test showed that the average score in all 4 components are significantly higher than average and only in component

Keywords: Strategic needs, Virtual Training, ISO10015, Education

Introduction

Increasing development of science and technology led to the formation of different organizational structures of the past, and every organization to keep pace with the rapid changes and growing channel of communication within the organization to fit with these changes has changed.

In such circumstances, successful organization, an organization that is according to your knowledge and advanced technology to guide progress. To maximize the effectiveness and efficiency of the organization and justify to familiarize the staff with the appropriate training courses according to the needs, should be developed for them.

The different factors such as lack of proper identification of staff training needs, lack of jobs, the training needs assessment to determine needs and identify needs, lack of goals and strategies of education, lack of proper assessment of the determinants of training, the lack of training results and Many other factors led to the original draft of ISO 10015 as a guide for the design and organization of educational activities included in the standard guidelines for training. The output of each stage as input to the next stage.

ISO10015 utilizes to evaluate the effectiveness of training teachers can be useful. While it is proposed that in recent decades with the development of science and technology, new approaches in the education system there. Virtual education is one of these new educational approaches. The use of information and communication technology in education has led to the virtual learning environment today being increasingly shifted and increased communication between people with common interests to be.

Learning that takes place through electronic communication as possible to support the education system can be effective in geographical expansion and training content. Nearly 3 years in education this city, some in-service training of teachers held a virtual. Considering the cases described in scientific advancement and its special sensitivity of this study was to determine the needs in accordance with ISO10015 development of virtual training in education is designed.

2-Litreature Review

In-service training but the process by which employees acquire knowledge, skills and motivation can improve performance. Some powerment is a process that extends from the top management of the organization to the lowest category (Fathy, 1383).

Organizers for the revitalization and innovation to these developments and to empower its staff to implement programs that enhance the capabilities, capacities and capabilities of them. One of these measures, planning, implementation and evaluation of training programs serve. Service training organization in terms of the kind of employment after the divorce, which generally occurs in organizations.

Including its in-service training to improve staff performance and thus enhance that delivers the performance organizations to define the term refers to three points:

1. The person in an organization or institution Azastkhdam done.

2. The purpose of this type of training to prepare people for optimum performance of job duties and responsibilities.
3. The training mainly on three fundamental elements: the development of knowledge, skills and attitude can be created or changed (rare, Jamshidian 1386).

Education and human resources when it becomes apparent that attention to the fact that we need to foster development of quality human resources and competencies and develop without people educated and civilized, is impossible.

In addition to training programs, update the information, knowledge and Tvanmndhay staff working in different organizations as one of the fundamental pillars for the development and emancipation from the bondage of backwardness. (Fathi Vajargahi 2005).

Evidence suggests, one of the major challenges facing today's education system development is the quality of teachers and other stakeholders of the educational system educational systems in developing countries are still preoccupied with some services their training, while in developed countries, qualitative considerations a higher priority (Mahmud, 1392).

ISO is a network of national standards institutes of 147 countries, is based on a center in each country and a major center in Geneva, Switzerland, which has the task of coordinating the various centers. ISO is an on governmental organization that is nationally representative of each of the members are not national but an important role between the public and private ISO plays because its members or the public institutions of the state or state representative and others as well as private organizations have also interact with the government and ISO acts as a bridge (Haidar, 1391).

ISO 10015 emphasizes the importance of human resource management and stressed the need for proper education on the basis of these principles, clients probably on both sides, namely the organization's commitment to its human resources in addition to the ability of the organization to the strategy of their used to improve the competence of employees and honors them it offers guidance when dealing with educational issues (Bagheri, 1390).

Various factors, such as lack of proper identification of staff training needs, lack of jobs, the training needs assessment to determine needs and identify needs, lack of educational goals and strategies, lack of proper assessment of the determinants of training, the lack of training results and many factors The representatives of 22 countries in December 1999 led to the original draft of ISO 10015 as a guide for the design and organization of educational activities provide standard guidelines for training. Its role in providing guidance to assist organizations to 4 phases: 1.

Training Needs Assessment, 2. educational planning, (3) and (4) evaluate the effectiveness of training is a training run (Heidari, 1391).

Literature Review: Faramarzian study with the aim of developing the field of virtual education in the education system have been made, And success in the development of virtual education, subject to the principles of the educational system and according to the latest technical and practical training known And considering investment in online education for the development of the necessary. The main reasons for the need for the development of virtual education for the country to solve four main problems of education today, namely the problem of the inefficiency of graduates in the field of production, cultural problems and unhealthy culture and comfortable work desk, social problems and to accept social responsibility for the youth as well as economic problems and high costs are understood (Faramarzian, 1383).

Dr. Mohammed Fathi M. cooperation with the New Year 1383 in a study entitled "Study of the optimal model of computer literacy for secondary teachers in Iran" sought to evaluate the rating model for training teachers in ICT skills and computer literacy teachers propose middle. First, to study computer literacy teachers and in a survey - a comparison between the skills that they have learned so far with what they think they need to do. Results showed that the needs of the teachers about what information technology is different from the pattern ICDL. Introduction to the Internet, searching on the Internet and work with educational software of the most basic needs of teachers were diagnosed in other words pattern. ICDL covers only a percentage of the skills required (Fathy, 1383).

Sohrabi in the study to determine the barriers to the use of e-learning in teaching - learning process of high school teachers in Tehran - restrictions arising from human factors were identified in the implementation of virtual education Results showed that teachers do not have much skill in working with educational software. 40% of the schools did not have a computer technician and this reflects the lack of suitable conditions for the use of virtual education. The researcher concluded that the use of teachers' unfamiliarity with computers and software makes their resistance in the use of computers in education and training is becoming increasingly virtual and As with the experience of some countries, compulsory courses familiarity with computers and educational software for teachers considered (Sohrabi, 1383).

Draygvs history in research and academic courses via the Internet at Nova University, the United States from 1980 to 2000 were examined And the difficulties and impediments to doing this and explains how to solve them, and about the requirements and facilities required for these courses has been discussed. In the article, the expression systems

and technologies needed for distance learning university Nova, programs, facilities and capabilities of these systems and different levels of the relationship between students and teachers covered by the scheme and images and software used

In teaching and resources are remote and conferences (Draygvs, 2003). Bayls in his doctoral thesis entitled "non-academic needs of remote students is" the number of students for a four-year period of US regional remote Polytechnic University in 2000 enrolled in relation to the needs non-academic asked to determine what the needs are faced with students from remote and what services should be provided to them.

As a result of similarities between their needs and regular students and has identified 34 essential. Such as access to resources, governance, education, skill development, academic counseling, interpersonal communication, practical implementation skills and theoretical knowledge and ...As a result of this research proposals as a strategy for managers and practitioners of distance education courses to better meet the needs of students offered remote (Bayls, 2002).

Yossi Pvyryar, the MA thesis entitled: "Evaluation of internet software web-based student admission to a university course" at the University of San Jose to investigate the application of technological Comments (technical) examination of new university. This method was used for the study of continuous web-based test solutions (Web-based), has provided for the assessment of student learning.is an effective technique to measure their learning (Pyvryar, 1999).

Research Methodology

The method of research in the field of research is descriptive survey. The population in this study, all teachers of District 2 this city at least 2 times a virtual training courses attended.

The sample size was necessary in accordance with the formula questionnaires completed by 200 teachers in District 2 this city because of the probability of complete response to all the questions and pour samples of 220 patients were randomly selected.

Data are collected using a questionnaire. The questionnaire consists of 5 sections, the first section, demographic and 4 of the questions related to the strategic needs of the development of virtual training in education was a 5-point Likert scale according to the ISO 10015 standard that focuses on designing appropriate training 9 questions the educational needs of the questionnaire, 6 questions instructional design, training and 8 Question 9 Question implementation of educational evaluation, to examine the strategic needs of the development of virtual training.

To evaluate the reliability of the questionnaire using Cronbach's alpha reliability coefficient for each of the components of the questionnaires. And alpha for questions the educational needs of a = 0.78, questions instructional design a = 0.75, a = 0.76 and Ask Questions education educational evaluation was a = 0.91. The validity of research for validity was confirmed.

Analysis:

3/65% of participants were men and women 7/34 percent. (5/3%) of people in the age group 20 to 30 years and a higher percentage (3/70%) in the age group 40 to 50 years old. (9/8%) of individuals with a master's degree and a higher percentage (9/59%) had a bachelor's degree. 6/39 percent of teachers and 30.7 percent of teachers and a smaller percentage (5/4%) were consulting.

Check first research question: the main component of the educational needs of virtual training is education?

And a statistical null hypothesis defined as follows:

And a statistical null hypothesis is defined as follows:

Ho: $\mu = 2$

H1: $\mu \neq 2$

Where μ is the average of the components of the educational needs of virtual one-sample t-test was used to check the hypotheses used. Because the probability is less than 05/0 05/0 null hypothesis is rejected at significant levels and the average age 2 and is therefore safe to assume that the role of the educational needs of 95/0 can be a virtual training more than average.

Comparing the average scores of educational needs, with an average hypothetical-2

| (df) | Stddev | (T) | (sig) | Component need training |
|------|----------|--------|-------|-------------------------|
| 201 | 2/5±0/68 | 10/564 | 0/000 | |

Check the second question: the main component in the planning and design of virtual training is education?

And a statistical null hypothesis is defined as follows:

Ho: $\mu = 2$

H1: $\mu \neq 2$

Where μ averages core given to the role of education in virtual training is designed to examine the hypotheses is of one-sample t-test is used.

Compare the average scores of instructional design with the hypothetical average

| (df) | Stddev | (T) | (sig) | Componentinstruc |
|------------|------------------|---------------|--------------|------------------|
| 201 | 2/51±0/66 | 11/174 | 0/000 | tional design |

Because the probability is less than 0.05 null hypothesis is rejected at significant levels and the average age 2 and is therefore to assume that the role of the instructional design can be used95/0in the virtual training more than average.

Examine the third question: the main component of education in virtual training is education?

And a statistical null hypothesis is defined as follows:

Ho: $\mu = 2$

H1: $\mu \neq 2$

Where μ is the average of the component of education in virtual training is one-sample t-test to check the hypotheses used the test results are presented. Compare the average scores of education in virtual training with the hypothetical average-2

| (df) | Stddev | (T) | (sig) | Component of |
|------------|------------------|--------------|--------------|--------------|
| 201 | 2/40±0/60 | 9/456 | 0/000 | education |

Because the probability is less than 0.05 null hypothesis is rejected at significant levels and the average above 295/0 can be accepted with confidence, so that the role of the education in virtual training over average.

Check fourth question: the main component of educational evaluation in virtual training is education?

And a statistical null hypothesis is defined as follows:

Ho: $\mu = 2$

H1: $\mu \neq 2$

Where μ is the average of the component ratings of virtual training is one-samplet-test to check the hypotheses used. The results presented.

Compare the average scores of educational evaluation in virtual training with the hypothetical average-2

| (df) | Stddev | (T) | (sig) | Educational |
|------------|------------------|--------------|--------------|-------------------------|
| 201 | 2/48±0/92 | 7/426 | 0/000 | Evaluation component |

Because the probability is less than 0.05 null hypothesis is rejected at significant levels and the average above 295/0 can be accepted with confidence, so that the evaluation of the role of education in virtual training over average.

Check Fifth question: strategic needs in the development of virtual training, and what solutions can be offered?

To achieve the five research questions and to provide appropriate solutions, in addition to data from previous research questions, the Fried man test was used. Fried man test showed that the priority terms related field of study with 4 components with significantly different or not.

A statistical null hypothesis and Friedman test was as follows:

Ho: the items are the same priority

H1:at leastPriority2differentitems

Priority review statements of educational needs

Fried man test result for the similarity among the priority items related to components of learning needs.

The same survey items related to the components of the educational needs Fried man

| (sig) | df | Chi-squared |
|--------------|----------|---------------|
| 0/000 | 8 | 76/682 |

Since the obtained probability value of less than 0.05 so similar claim of priority items will not be accepted and the importance of different items. In the table below, the average number of items associated with each component of the training needs are and what the average rank of an item is greater than its importance more items.

Ranking items related to component training needs based on their importance

| Rank Mean | Statements of educational needs | Priority |
|-----------|---|----------|
| 6/04 | How much training saves time and increases cost? | 1 |
| 5/31 | How much virtual training courses tailored to the needs of the organization? | 2 |
| 5/29 | How much virtual training courses in accordance with the requirements of the job? | 3 |
| 5/08 | How much content will fit with your previous information? | 4 |
| 4/90 | The headlines of course how good you know? | 5 |
| 4/76 | Extent desirable method of identifying training needs, you know? | 6 |

| | | |
|------|--|---|
| 4/70 | How is training teachers in virtual learning motivation? | 7 |
| 4/48 | How much virtual training in the equitable distribution of effective training, you know? | 8 |
| 4/43 | How much training is tailored to the needs of non-working? | 9 |

According to the results of Friedman test to rank items associated with the components of the educational need scan be deduced. Which should be responsible for distribution of virtual training and other fitness courses needs more work.

Discussion:

To the first question, 9 items in the questionnaire had the highest mean score (2.87) related to items 7 and the lowest average score (2.35) was related to item 9. The overall result for the views of respondents about the components of the educational needs of average total score was obtained on 9 items. The mean overall score of educational needs in virtual training components 2.5 ± 0.68 and as the number 2 on Likert scale according to the average option can be concluded that the average is higher than 2 because the probability less than 0.05 so it can be safely assumed that the role of the educational needs of virtual training more than average.

To the second question, there was a 6-item questionnaire highest (2.59) related to items 6 and the lowest average (2.34) related to items 1 and 3.

To achieve the overall result of the respondents' views on the educational component of the total average score was achieved in 6 items and the results showed that the mean and standard deviation of the components of instructional design in virtual training 2.51 ± 0.66 and You know more than the average.

To achieve the third research question, there was a 9-item questionnaire and the highest (2.58) related to items 1 and the lowest (1.95) is related to item 4. To achieve the overall result of the implementation of the views of respondents about the role of education in the development of virtual training obtained an average score of 9 items. The results showed that mean overall score component of education in virtual training 2.40 ± 0.68 and as the number 2 on Likert scale according to the average option can be concluded that the probability value of less than 0.05, and the average over 2.59 can be accepted with confidence, so that the role of the education in virtual training more than average. For the fourth research question, there were 8 items in the questionnaire and the highest (2.62) related to items 1 and 8 and the lowest average (2.38) is related to item 5.

To reach the general views of respondent son the outcome of the evaluation component of the total average score of 8 items were found and the results showed that the mean and standard deviation of educational evaluation components in virtual training 2.48 ± 0.82 and since the number 2 on Likert scale according to the average option 95/0 can be inferred with certainty that respondents to evaluate the role of education in virtual training are more than average. To achieve the five research questions and to provide appropriate solutions, in addition to data from previous research questions, the Friedman test was used. Since the obtained probability value of less than 05/0 is therefore identical claim of priority items will not be accepted and the importance of different items. Concluded that it should be responsible for distribution of virtual training and other fitness courses needs more work.

Conclusion:

According to the results of the ranking items related to the component can be concluded that training needs should be responsible for distribution of virtual training and appropriateness of the course to the needs of non-task whichever is greater.

And according to the results of the ranking items related to instructional design component can be deduced. The importance of timing and location of courses for the test should be virtualin-service training.

Also according to the results of ranking items related to the implementation of the educational component can be inferred that the technology to be more responsible and ready for large-scale infrastructure of technology, paying attention to work with the computer, skills of teachers and internet and create conditions favorable environment for access to technology should be According to the results of the ranking items related to educational evaluation component can be inferred.

The results of these courses does not affect the quality of education and of teachers and designers of this period should pay more attention to this point further. According to the overall results obtained in the research questions that indicated that most items were higher than average. And only items related to the presence of colleagues in cafes to answer test questions, the average score was lower than average, it can be concluded. The most important thing interventions necessary to provide infrastructure technology is huge.

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