Evaluate the Effectiveness of In-Job Training in Islamic Azad University of Qeshm Based on CIPP Model

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Abstract: The purpose of this research is to evaluate the effectiveness of in-job training in Islamic Azad University of Qeshm based on CIPP model which has been one of the most comprehensive findings about evaluation of workshops. The intention of the research is applicable, its identity is descriptive and its method is survey method. In order to collect data, researcher has used researcher-made questionnaire. The statistical population of the study consisted of all 437 people including learners and administrative for above mentioned courses in Islamic Azad University of Qeshm. For the statistical sampling, the stratified sampling and the census sampling were used. The first one was calculated with the help of Cochran formula for the learners; and the second one was calculated for the administrative. 32 people among administrative and 197 people among learners were selected as sample size. To analyze data in this study, the researcher has used descriptive statistical method and inferential statistical method via SPSS software. The completely reasonable quality of the three categories, that is, context, input, and product, shows that although there have been so much attempt to provide and perform the most successful in-job training workshops, and the learners have been motivated to attend the classes, the roughly reasonable quality of the process dimension, to some extent, shows that learners are not always satisfied and the process dimension need to be more evaluated and more questions should be taken concerning learners point of view.

Keywords: Evaluation, Effectiveness, In-Job Training, CIPP Model, Islamic Azad University of

INTRODUCTION

The world today is the world of change and evolution. In such circumstances most of organizations are looking for solution to fit these conditions. The solution mentioned by most scholars is education and human resource development. People in charge of these organizations have to think about position and success of their organization and a good method for increasing the academic growth is the in-job training of staff. In-job training has been among the most effective tools for managers to deal with environmental changes and is a kind of guarantee to give services, especially in service and governmental organizations, and if in a regular and purposeful way is developed and implemented in line with the actual needs of staff, not only enhances the performance of employees and organizations, but also the skills of managers and employee satisfaction will increase. The effectiveness of
in-job training depends on several factors. The first factor is educational planning. To have effective in-job training, the educational planning process must be done correctly and completely. In this process before making the educational planning needs should be understood and goals should be specified and then according to the needs and objectives, content and teaching methods will be identified. During and after training period, the learner's understandings must be evaluated through appropriate methods and then, in the evaluation step, the whole program needs to be evaluated so that the goals are realized or not. One of the main goals of education is to ensure the effectiveness of in-job training. Training committed and responsible students depends on specialized and scientific professors, and also efficiency of universities depends on competence and performance of the staff.

In order to achieve the progressive objectives and compete with the developed world in science and technology and get immediately familiar with today's science, Islamic Azad University has been holding courses of in-job training that the office of human resources and education is responsible for the coordination and execution. Undoubtedly, these courses will be effective if they are held based on exact planning and proper content offering, and after each course the usefulness and effectiveness of it become ensured.

Although lots of researchers have worked on the effect of in-job training for teachers in education organization, few people have worked on it for universities; and more important than this is that the only way we can identify the cons and pros of these educational courses and improve them is by evaluating them.

One of the most usable models of evaluation in higher education is the CIPP model which is very comprehensive and covers four dimensions of context, input, process, and product evaluation. Since, most of other studies and models that have been worked on in Iran focused on process and product, and two other dimensions have been neglected, in this study, researcher considered all four dimensions and evaluated the effectiveness of in-job training of Islamic Azad University of Qeshm. Planning and executing in-job training for improving the knowledge level of staffs is necessary, but what is more important is the evaluation of these trainings. CIPP model is looking for tools to improve the program and prepare it for a better usage.

A. Context evaluation: is the evaluation of the environment in which evaluation program is examined. This type of evaluation consists of determination of needs for a specific educational condition.

B. Input evaluation: the main purpose of input evaluation is to help to provide the program that has been prepared in context evaluation dimension for creating educational changes and attaining the predetermined purposes.

The collected data in this dimension must help the decision makers to choose the best strategies and possible sources despite the specific limitations. The main goal of input evaluation is preparing information and data needed for curriculum development.
C. Process evaluation: the process evaluation includes collecting those data which are being performed at the time of curriculum planning. The procedure for process evaluation includes the observation of activities and the collection of data regarding the decisions made during these activities. The process evaluation outcome is used for the adjustment of the programs to be executed and also for providing a basis to interpret the future conclusions.

D. Product evaluation: the product evaluation role is to determine how much the research purposes have been achieved. In this type of evaluation, the measuring tools for achieving purposes are developed and performed. The collected data can be used in administrator's decisions to continue or revise the curriculum.

Because of the importance of in-job training for improving the staff talent and their abilities in different organizations and universities, so many studies have been done. Bazaz Jazayeri's research shows that trained staffs are more stable in their jobs and have more knowledge and skills comparing untrained staffs. Najafi believes that ‘curriculum evaluation of in-job training for Shahid Beheshti University staffs’ showed that training had positive effect on staffs’ knowledge, attitude, and skills and they wanted to continue these types of training. Moreover, in her research titled “Evaluation of Mashad Ferdowsi University Staff In-job Training in order to Enable Them Based on CIPP Model”, Mohebi Amin concluded that in the input dimension, there is financial facilities and budget for training but the method of allocating the budget has some problem. In the process dimension, classes mismatch the common principles. The product dimension shows that there is no meaningful difference between two groups of staffs, trained and untrained, about competence factors.

MATERIALS AND METHODS

The intention of this research is applicable, its identity is descriptive and its method is survey method because the researcher has used a questionnaire to examine the learners and administrators' opinions. In order to determine the statistical sample two methods of census and the proportionate stratified sampling technique were used. 197 people out of 405 learners from Islamic Azad University of Qeshm have been selected as sample for process dimension and the whole 32 administrative have been selected as sample for context, input, and product dimensions. In order to collect field data, this research has used tools such as questionnaire, interview, observation and archival records. The questionnaire was used and designed based on researcher-made and five-choice questionnaire according to Likert scale. Then, the validity and reliability of the questionnaire was ensured. In this study, the researcher-made questionnaire has been adapted from Stufflebeam's checklists which were created for the evaluation of in-job training based on CIPP model. The questionnaires were developed and then approved by the faculty members and experts according to the validity criteria. And for the reliability criteria, the questionnaires were tested and approved by the use of Cronbach's Alpha, and the calculated Alpha for learners' questionnaires was 0.85.
and for the administrative questionnaires was 0.76 which on the whole show the appropriate reliability of the questionnaires.

RESULTS

Based on the results obtained, about 7.4% of the people that answered the questionnaire were between 20-30 years old, 85.2% were between 31-40 years old, and about 7.4% between 41-50 years old. Distribution of male Participants was more than that of female ones. And about participants’ degree, the results showed that 4.8% have associate degree, 34.5% bachelor, 53.3% master, and 7.4% are holding PHD degree.

Questions of the research:

Main question: Is the effectiveness of the in-job training desirable?

To answer the above question, you need to first answer the following sub-questions:

Sub questions:

1. Is the context dimension of in-job training desirable from the administrators' viewpoint?
2. Is the input dimension of in-job training desirable from the administrators' viewpoint?
3. Is the process dimension of in-job training desirable from the learners' viewpoint?
4. Is the product dimension of in-job training desirable from the administrators' viewpoint?

In order to answer all questions, the mean for all dimensions was calculated and then was compared with 2.34 which is the standard level of desirability for Likert’s five-choice scale.

In Table 1, for the first question, the mean and standard deviation are presented:

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>32</td>
<td>4.7813</td>
<td>.42001</td>
<td>0.07425</td>
</tr>
</tbody>
</table>

Since the calculated mean in the Table 1 was greater than the standard level (2.34), it is said that the evaluation for this dimension of university in-job training is in completely desirable level. But, in order to ensure if the above finding is accidental or real, the One-Sample T-Test is shown in the following table based on statistical data.

Table 2. Results of one sample T test of context dimension

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>context</td>
<td>32.879</td>
<td>31</td>
<td>0.000</td>
<td>2.44125</td>
<td>2.2898 - 2.5927</td>
</tr>
</tbody>
</table>
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Considering that the significant level is lower than 0.05 and the Confidence Interval of the Difference is positive and the Mean Difference is also positive (2.44). With 95% confidence, it can be said that the context dimension has a significant difference. In other words, in order to plan the in-job training, the administrators have considered the predetermined needs of learners.

\[
\begin{align*}
H_0 &: \mu \leq 2.34 \\
H_1 &: \mu > 2.34
\end{align*}
\]

In addition, the \( H_0 \) is rejected and the \( H_1 \) is accepted. That is, regarding the context dimension, the in-job training has a completely desirable level. However, because this study is an evaluation research, there is no need for a hypothesis. But to answer the questions and to clarify the explanations, the word 'hypothesis' has been used in all four dimensions.

Second Question:
To answer this question, with the use of descriptive findings, the means were compared.

**Table 3.** Results of Mean and standard deviation

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
<td>32</td>
<td>3.7813</td>
<td>.42001</td>
<td>.07425</td>
</tr>
</tbody>
</table>

Since the calculated mean in the Table 3 was greater than the standard level, it is said that the evaluation for this dimension of university in-job training is in completely desirable level. But, in order to ensure if the above finding is accidental or real, the One-Sample T-Test is shown in the following table based on statistical data.

**Table 4.** Results of one sample T test of context dimension

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>INPUT</td>
<td>19.411</td>
<td>31</td>
<td>.000</td>
<td>1.44125</td>
<td>1.2898</td>
</tr>
</tbody>
</table>

Considering that the significant level is lower than 0.05 and the Confidence Interval of the Difference is positive and the Mean Difference is also positive (1.44). With 95% confidence, it can be said that the input dimension has a significant difference. Then, to answer the second question, the input dimension has completely desirable effectiveness.

\[
\begin{align*}
H_0 &: \mu \leq 2.34 \\
H_1 &: \mu > 2.34
\end{align*}
\]

In addition, the \( H_0 \) is rejected and the \( H_1 \) is accepted. That is, regarding the input dimension, the in-job training has a completely desirable level.

Third Question:
To answer the third question, the process dimension mean was calculated and compared with 2.34.

Table 5. Results of Mean and standard deviation

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>196</td>
<td>2.3214</td>
<td>.50000</td>
<td>.03571</td>
</tr>
</tbody>
</table>

According to table 5, the calculated mean was lower than the standard mean and it is said that the evaluation for this dimension of university in-job training is in moderately desirable level. But, in order to ensure if the above finding is accidental or real, the One-Sample T-Test is shown in the following table based on statistical data.

Table 6. Results of one sample T test of context dimension

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>-0.520</td>
<td>195</td>
<td>0.604</td>
<td>-0.01857</td>
<td>-0.0890 to 0.0519</td>
</tr>
</tbody>
</table>

Considering that the significant level is higher than 0.05 and the Confidence Interval of the Difference is negative and the Mean Difference is also negative (-0.18). With 95% confidence, it can be said that the process dimension has no significant difference. Then, to answer the third question, the process dimension, in the learners’ viewpoint, does not have a completely desirable effectiveness.

Fourth Question:

To answer this question, with the use of descriptive findings, the means were compared.

Table 7. Results of Mean and standard deviation

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product</td>
<td>32</td>
<td>2.7813</td>
<td>.42001</td>
<td>.07425</td>
</tr>
</tbody>
</table>

Since the calculated mean in the table 7 was greater than the standard level, it is said that the evaluation for this dimension of university in-job training is in desirable level. But, in order to ensure if the above finding is accidental or real, the One-Sample T-Test is shown in the following table based on statistical data.

Table 8. Results of one sample T test of context dimension

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product</td>
<td>9.466</td>
<td>31</td>
<td>0.000</td>
<td>0.44125</td>
<td>0.2898 to 0.5927</td>
</tr>
</tbody>
</table>

Considering that the significant level is lower than 0.05 and the Confidence Interval of the Difference is positive and the Mean Difference is also positive (0.44).
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With 95% confidence, it can be said that the product dimension has a significant difference. Then, to answer the fourth question, the product dimension has desirable effectiveness.

\[
\begin{align*}
H_0: & \quad \mu \leq 2.34 \\
H_1: & \quad \mu > 2.34
\end{align*}
\]

DISCUSSION

Answering the first question, it is understood that the administrators have considered the learners’ predetermined needs to plan the in-job training. The necessary equipment and services are to a very reasonable level available. The goals for in-job training are predetermined and are in line with the needs of the learners and participants. The administrators have regarded the participants’ problems as their goals priority. These findings are in line with Alikhani’s 11 and Najafi’s 5 ideas and are the opposite of Mohebi Amin’s 9 researches. Mohebi Amin has asserted that the context dimension is undesirable. For the second question, the research findings showed that these in-job training courses are completely desirable for the input dimension. In this part, participants answered questions about the budgets for courses and the strategies of the training period. Also, evaluation and monitoring at the end of each in-job training period are the important points in this dimension. Regarding the third question, the findings showed that the process dimension has a moderately desirable effectiveness which is under the influence of different factors such as instructional planning. In this process, before providing the instructional planning, needs assessment must be considered and then according to the determined goals and needs, the content and teaching methods should be defined. For the fourth question, findings showed that the product dimension has a desirable effectiveness. In this section, only administrators answered the questionnaires and the evaluation was about the university staffs’ and professors’ competency. They were also asked about the effect of in-job training courses on the number of their articles and research plans. The results showed that these factors affect the product dimension and each of them can be effective for the desirability of courses. The findings of the study are unlike Mohebi Amin’s 9 researches in product dimension which asserted that there were no significant differences between trained and untrained staffs. It is also the opposite of Qavami’s 12 researches because he did not get a desirable effectiveness result in product dimension.

Regarding the necessity for identifying the shortcomings of in-job training courses, and considering that the only way to identify these shortcomings is to evaluate them, in this study and with the use of CIPP model which is one of the most comprehensive evaluation models for in-job training course, the effectiveness of in-job training in Islamic Azad University of Qeshm was evaluated. The completely desirable quality of context, input, and product dimensions testifies that although there have been many attempts to provide successful in-job training courses and a great amount of funding and time is dedicated for these
courses, the moderately desirable quality of process dimension shows that not always are the participants satisfied. And there is much more room for evaluation in the process dimension. It is suggested that in the future the CIPP model will be evaluated in other governmental and non-governmental higher education institutes and the researches will be compared to arrive at a better understanding and conclusion. In addition, it is suggested that a developed mechanism to have a permanent training courses will be followed in Islamic Azad University of Qeshm and then based on this research, appropriate decisions will be taken for the promotion and development of the university.

REFERENCES