

## **Study the Effect of Educational Groups' Activities on Knowledge and Continuous Development of Competencies and Empowerment of Professional teachers in Parsian Department of Education**

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### **Abstract**

The main purpose of this study is to investigate the effect of educational groups' activities on Knowledge and Continuous Development of Competencies and Empowerment of Professional teachers in Parsian department of education. This research is applied and descriptive-analytical one. The population of the study consists of 1,845 from all teachers and staffs under the supervision of Parsian Department of Education. In this research, simple random sampling was used to determine the sample. Based on the Morgan's table and Cochran's formula, 317 people were selected as the statistical sample. The classes of this statistical sample included 150 first-year high school students and 167 from secondary high school students. Research instruments were three researcher-made educational questionnaires, knowledge and continuous development questionnaire, and standard questionnaire for professional empowerment of teachers (Mollaeenejad, 2012). To evaluate the validity of the variables, the method of cluster analysis was used. Cronbach's alpha was used to measure its reliability and it was 0.88. The linear and multivariate regression analysis methods were used to analyze the hypotheses test. SPSS software was used for analysis. In general, based on the test conducted and the results obtained from knowledge and continuous development of the competencies of the professional empowerment of teachers in Parsian department of education, it shows that the activities of the educational groups and their components, knowledge and continuous development have positive effects on the continuing competencies of the professional empowerment of teachers in Parsian department of education.

**Key words: activities of educational groups, knowledge development, continuous development of competencies, professional empowerment of teachers**

### **1.Introduction**

In the period in which we live, the necessity of futurism, coupled with accurate planning and rising from having aristocrats from the issues of education, is posed obviously more than any other field. Because in every society, education is the foundation of economic, social, political and cultural development, and the study of effective factors in the development and development of developed societies shows that all of these countries have enjoyed effective education. Looking at the history

of peoples and nations, the fact that their flourishing and brilliance has been accompanied by the growth and dynamism of educational systems has been revealed (Mehramohammadi, 1992).

Education has long played a significant role in the continuity and survival of the human community. Rituals, beliefs and values, attitudes and behaviors, knowledge and skills of society through transferable education and training are durable. Today, the process of raising children begins in the family, but soon, a dedicated organization, the school, officially assumes responsibility for this task (Mehrmohammadi, 1371).

In order to achieve a desirable and targeted education, it must be based on a thorough understanding of comprehensive studies, with complete professional qualifications and directional activities and with different aspects of planning. For this planning, we need to have a huge backing of philosophy, culture, knowledge, skills, and the new achievements of science and technology, with the use of new tools and techniques, while responding to the needs, problems and demands of the present, to achieve better results.

The activities of the departments are important issues in education, and the importance of this issue will lead to continuous development of applied knowledge and competencies of staff and teachers and increase their professional capabilities. The main issue of the research was described and the necessity of this research was emphasized. Also, the main and special objectives of the research, which examined the impact of the activities of the educational groups on the knowledge and continuous development of competencies and professional qualifications of teachers, were developed and questions and hypotheses were also presented.

## **2.Theoretical Foundations of Research**

Paying attention to the quality of educational activities is one of the most important issues in the educational system, and this is important is done with the coordination of all elements of the educational system, and one of the channels is paying attention to this critical issue of educational groups.

Teachers, especially in the developing world, have not been able to keep pace with the advancement of knowledge, as many Basij educators and teachers like other members of the community study less, thus, they are not well-equipped in terms of knowledge and awareness. A number of teachers only teach the content of textbooks and never go beyond it, and if the student questions them outside the textbook, they do not pay much attention to it. Of course, this situation is directly related to the situation of the community in which teachers live, but the teacher's duty requires teachers to educate learners as much as possible. Because the habit of studying should be started in the family environment and then consolidated with the help of teachers in the school environment. As with its evolution, society has new expectations of education every day. Today's teacher cannot just be given a diploma or a bachelor's degree without having seen the information before entering the classroom. In the teacher's profession, the entire teacher's personality is important, and the teacher's vision and philosophy he believes strongly influence his work. It

removes him from a person who only knows the technique and gives him a human mind that is responsible for the great training of human beings. It is not easy to enumerate the characteristics of the teacher because different societies have different expectations from different philosophies, but in general it can be said that a competent teacher is someone who knows who he is teaching, why he learns and how to learn.

The contemporary world has clearly recognized the role and value of education and its particular place in advancing human goals and the growth of society and has made the most of its efforts in this way. Therefore, it must be emphasized that school as the social institution is the main focus and source of advances or backwardness in a society. In fact, the causes of the advancement and stagnation of any society must be rooted in the wisdom of the education of that society.

Our education needs to break the traditional fence, according to which teachers should spend their full time in classrooms, and professional development does not require anything more than that. If schools are to be places for the development and recognition of the capabilities of students, there must also be places for the development and recognition of the powers and capabilities of the teachers (Seyyed Mohammadi, 1371). Educational groups, as members of the community of teachers, have a formal position and as a specialized organization from the community of teachers, they try to find part of the needs and expectations of the educational community. In addition to the above responsibilities, this collection is intended to examine, control and evaluate the scientific, technological foundations of educational systems. By designing, organizing, planning and implementing the guidance principle and the educational leadership to support other teachers and students who are key partners in education, if they can carry out these tasks well, they will improve the quantities.

The activities of the educational groups are of research necessity and of the issues discussed in education is the importance of this issue that will lead to continuous and increasing development of applied knowledge and competencies of staff and teachers and increasing their professional capabilities. Improving teachers' professional abilities also improves the quality and productivity of the education system. Therefore, in this research, the effect of these variables is of particular importance and it is important to study this issue in this regard.

### **3.Hypotheses**

#### **3.1 Main hypothesis**

The activities of the educational groups, knowledge and continuous development of competencies have significant effect on the professional empowerment of teachers in Parsian department of education.

### 3.2 Sub-hypotheses

- Correct and suitable selection of the set goals has significant effect on the professional empowerment of teachers in Parsian department of education.
- Correct and targeted selection of members and heads is important for the professional empowerment of teachers in Parsian department of education.
- The availability of facilities has significant effect on the professional empowerment of teachers in Parsian department of education.
- Increasing responsibilities and knowledge has significant effect on the professional empowerment of teachers in Parsian department of education.
- Increasing the powers and knowledge has significant effect on the professional empowerment of teachers in Parsian department of education.
- Establishing the optimal human relations in increasing the effectiveness of the group activities has significant effect on the professional empowerment of teachers in Parsian department of education.

### 4. Research Methodology

The main purpose of this study is to investigate the effect of educational groups' activities on Knowledge and Continuous Development of Competencies and Empowerment of Professional teachers in Parsian Department of education. This research is applied and descriptive-analytical one. The research community consists of 1845 people from all teachers under the supervision of Parsian department of education. Based on the Morgan's table and Cochran's formula, 317 people were selected as the statistical sample. The classes of this statistical sample included 150 first-year high school students and 167 from secondary high school students. Research instruments were three researcher-made educational questionnaires, knowledge and continuous development questionnaire, and standard questionnaire for professional empowerment of teachers (Mollaenejad, 2012).

### 5-Data Collection Procedure

The most important method for collecting data in this study are as follows:

#### 1) Library studies

In this section, library materials, articles, and also the World Wide Web have been used to collect information on the theoretical foundations and research literature of the subject.

#### 2) Interview with experts and advisers

3) Field research: In this section, a questionnaire was used to collect data and information for analysis.

In this research, three questionnaires were used to measure the variables of the research, as follows:

1-Questionnaire for the activities of the training groups: In this research, the variable of the activities of the training groups is measured by a researcher-made questionnaire of 24 questions. The questionnaire includes the following elements: a) the correct and appropriate selection of the objectives set forth in questions (1 to 4); b) the correct and targeted selection of members and heads; questions (5 to 8); c) providing facilities for questions (9 to 12); d: Increasing the authority for questions (16 to 19), e: Establishing the optimal human relationships for questions (20 to 24).

2- -Substantial knowledge and developmental competence questionnaire: In this research, the knowledge development variable and the continuous development of competencies are measured by a researcher-made questionnaire of 63 management competency questions.

3- Teachers' professional empowerment: In this research, the variables of professional empowerment of teachers are measured by a questionnaire of the 39 questions of Mullaie Nejad (2012). In this section, the purpose is data collection by questionnaire and the need for the respondent's cooperation in providing the required data. For this purpose, the value of the data from the questionnaire has been emphasized so that the respondent can properly answer the questions. In the design of this section, the questionnaire has been tried to be as short as possible and easy to understand, and to avoid giving negative answers. To design this section, the five-choice Likert range has been used, which is one of the most commonly used measurement scales. The overall shape and scoring of this spectrum is as follows:

General shape: very low - low - medium - high - very high, scoring: 1 \* 2 \* 3 \* 4 \* 5

After the initial design of the questionnaire, we tried to determine the validity and reliability of the questionnaire. The data obtained from the questionnaire were analyzed using SPSS software in two levels of descriptive and inferential statistics. In the first level, descriptive statistics (frequency, mean and standard deviation) are used to analyze demographic data including gender, age, level of education and work experience. Before examining the research hypotheses, using the Kolmogorov-Smirnov non-parametric test, we assume the normal distribution of the data obtained for each of the variables and then in the second level, using inferential statistics methods (Kolmogorov-Smirnov test, linear and multivariate regression analysis, and Friedman test), the data obtained from the questionnaire are analyzed and the research hypotheses are examined.

## 6- Research Results

**6.1 testing the main hypothesis:** The activities of the educational groups, knowledge and continuous development of competencies have significant effect on the professional empowerment of teachers in Parsian department of education.



Table 1: Regression analysis results of the main hypothesis

Significance test of regression		R <sup>2</sup>	R	p-value	t	B Standardized	β	
p-value	F							
.000	10.658	.599	.774	.000 .000	19.267 1.288	.774	73.991 0.066	Constant ) (coefficient Activities of educational groups
.000	13.593	.298	.546	.000 .000	11.834 2.125	.546	45.528 0.014	Knowledge and continuous development of competencies

Regarding the significance level, it is concluded that the regression is significant. Also, the coefficient of determination is equal to 0.599, which indicates that 59.9% of the changes related to the professional empowerment of teachers in Parsian department of education can be explained by the activities of the educational groups. Also, the coefficient of determination and knowledge and continuous development of competencies is 0.298, which indicates that 59.9% of the changes related to the professional empowerment of teachers in Parsian department of education can be explained by knowledge and continuous development of competencies.

**6.2 Tests of special hypotheses:** The dimensions of the activities of educational groups and knowledge and the continuous development of competencies have a significant effect on the professional empowerment of teachers in the Parsian department of education.

Table 2: Results of regression analysis of the hypotheses

Significance test of regression		R <sup>2</sup>	R	p-value	T	β standardized	β	
p-value	F							
.002	.898	0.319	.565	.000 0.002	28.250 1.125	.565	75.959 .152	Correct and suitable selection of the set goals
.002	.898	.535	.732	.000 .002	28.250 1.125	.732	75.959 .152	Correct and targeted selection of members and heads
.002	.898	.232	.482	0.000 .002	28.250 1.125	.482	75.959 0.152	The availability of facilities
.002	.898	.408	.639	0.000 .002	28.250 1.125	.639	75.959 0.152	Increasing responsibilities
.002	.898	.331	.576	0.000 .002	28.250 1.125	.576	75.959 0.152	Increasing the powers

Regarding the significance level obtained, it is concluded that the regression test is meaningful for all dimensions of the main variables. Also, the coefficient of determination obtained for the correct and suitable selection component of the set goals is 0.319 Which indicates that 31.9% of the changes regarding the professional empowerment of teachers in Parsian department of education can be explained by the component of correct and suitable selection of the set goals of the educational groups' activities.

Also, the coefficient of determination obtained for correct and targeted selection of members and heads is 0.535 which indicates that 53.5% of the changes regarding the professional empowerment of teachers in Parsian department of education can be explained by the component of Correct and targeted selection of members and heads.

Also, the coefficient of determination obtained for the availability of facilities is 0.232 which indicates that 23.2% of the changes regarding the professional empowerment of teachers in Parsian department of education can be explained by the component of availability of facilities.

Also, the coefficient of determination obtained for the increasing responsibilities is 0.408 which indicates that 40.8% of the changes regarding the professional empowerment of teachers in Parsian department of education can be explained by the component of increasing responsibilities.

Also, the coefficient of determination obtained for the increasing the powers are 0.331 which indicates that 33.1% of the changes regarding the professional empowerment of teachers in Parsian department of education can be explained by the component of increasing powers.

**6.3 A special sixth hypothesis:** Establishing the optimal human relations in increasing the effectiveness of the group activities has significant effect on the professional empowerment of teachers in Parsian department of education.

Table 3- Results of regression analysis of sixth hypothesis

Significance test of regression		R <sup>2</sup>	R	p-value	T	$\beta$ (standardized)	$\beta$	
p-value	F							
.002	.898	.529	.728	0.000 .002	28.250 1.125	.728	75.959 0.152	(Constant coefficient) optimal human relations

The coefficient of determination obtained for the optimal human relations are 0.529 which indicates that 52.9% of the changes regarding the professional empowerment of teachers in Parsian department of education can be explained by the component of optimal human relations.

**7- Comparison of mean rank of variables using Friedman test:** Friedman test was used to ensure the above ranking and prioritization of the variables in the research. Using the Friedman

test, we can compare the rank of variables. The assumption of zero and the opposite assumption in this test are written as follows:

H0 (zero assumption): There is no significant difference between the mean scores of the activities of the training groups.

H1 (contrario): There is a significant difference between the mean scores of the activities of the training groups.

Table 4: The results of the test for comparing the mean rank of variables using Friedman test

Significance level	amount	Freedman	N	Average rating	The dimensions of the activities of the training groups
.000	118.810	5	300	4.81	Correct and suitable selection of the set goals
				2.18	Correct and targeted selection of members and heads
				3.11	The availability of facilities
				2.34	Increasing responsibilities
				2.63	Increasing the powers
				2.95	optimal human relations

Since the value of p-value is less than 0.05, we reject the null hypothesis. Therefore, it can be concluded that there is a significant difference between the mean scores of different dimensions of the activities of the educational groups. From the Friedman test output, it can be seen that the correct and proper selection of the set goals set has a greater and more effective effect, after which the availability of facilities, the establishment of optimal human relationships, increased powers, increased responsibilities, and correct and targeted selection.

## 8- Discussion and conclusion

Training and empowering of employees is one of the goals of the organization. And it is always believed and based on this propaganda that productivity is dependent on educated and capable employees, and expense on this important, in-service courses, short-term and long-term periods, or in other ways, individual and collective capabilities in line with organizational goals. After years of world experience, it has come to the conclusion that if an organization wants to lead its economy and not be left behind in competition, it must have a highly professional, creative and motivated human resource. Human resources form the basis of an organization, in other words, the empowerment of an organizational development strategy.

For the growth of employees investment is needed. If our employees are not prepared for higher jobs and responsibilities, promotion inside the organization is catastrophe. Organizations with



loyal workers invest in education, training and continuous improvement. Undoubtedly, the training and growth of the employees is expensive, but if we think that education is expensive, and consider the cost of ignorance, sooner or later an organization Sooner or later, an organization faces training costs through employees' mistakes by paying higher salaries to attract those who are trained or spend time on staff members. The latter way leads to employees' competence and loyalty.

In an effective educational system, improving the level of individual and work skills leads to the efficiency of the workforce. If the education system is not efficient and does not fit into the needs of the time and business, the organization's efforts to empower the workforce will not be comparable to those with better conditions. Environmental conditions and incentive systems are other factors that affect the empowerment of manpower and its methods.

One of the factors that greatly affect productivity can play an important role in improving it is human resource training. New techniques and new productivity improvement initiatives cannot be effectively created or applied without trained human resources at all levels of the organization. Some studies have shown that there is a strong positive correlation between education and productivity. Even comparative studies of economic progress between different countries have shown that any country with trained human resources has had higher productivity and economic growth.

In defining the strategy of education movement, we should look for ways to create democratic executive structures and engage in public participation and use all the capabilities and resources of the community and increase the capacity to provide the ground that all the intellectual elites and thinkers and scholars share their cultural and political issues in education and in the educational system of the country. In such a system, all of the influential elements in the community work to create an enabling and vibrant environment for the achievement of educational goals and programs, and have a strong partnership for better and better and better quality of education services.

The educational system is paying too much attention to the quantity of education and to bring authentication to the content and the program. This, in turn, has been great mistake, and maybe there has been a shift in purpose and means, meaning that quantitative criteria and statistical percentages are a means to demonstrate qualitative growth in various studies, which thus provide ways to remedy methods or comparing them or modifying methods to achieve the transcendental goal of education and improving the quality of learning, that in reality, the emphasis on quality is forgotten and traditionally, more emphasis is placed on accepting statistics as a qualitative educational challenge in the community.

Therefore, with full vigilance and unity, with solid support from the government and the continuous efforts of all those involved in education and all those who are proud of their future, the roots of weakness and defect in the educational system will be eradicated. Once again, the

buds of hope for the old seedlings of the linked educational system will continue to spill over into the future. Not so long ago, we will continue to grow the talents of our offspring.

For this purpose, the following suggestions are presented:

-Authorities must identify the contribution of educational groups for playing different roles through the formulation of regulations, training sessions with experts and scholars in a structured and organizational manner fits to the goals and policies of the education sector to be programmed.

- Teachers' members and educational leaders must have human traits and positive personality traits and have the power of participation in order to influence the performance of the teachers so that they can establish healthy, effective and purposeful relationships with the teachers within and outside the groups.

- It is suggested that for increasing the effectiveness of educational groups, a suitable field for their interaction with parallel situations such as academic associations or specialized positions such as universities will be provided.

- It is suggested that more attention pay to the factors that can influence the effectiveness of the educational departments on the teachers' educational performance to a large extent, such as: correct targeting for groups, proper selection of members and educational groups, provision of facilities for group activities, increase of responsibility and the duties of the educational departments' powers.

- It is suggested that educational groups with research centers, equipment headquarters, planning and in-service training at different levels of education have a continuous and close relationship in order to increase the impact of their activities on increasing the quality of education and training.

- It is suggested that with approval at higher levels, at least 2 hours of secretarial hours be considered for continuous and targeted co-operation and collaboration with educational groups or research and study centers.

-Conducting a training course for research and study methods to familiarize and encourage teachers to conduct research.

-Taking into account the research and practical application of the results of research conducted to encourage other teachers to do research rather than burying many of them in libraries.

- Recognizing and introducing successful scholars and publishing and reproducing their works and taking into account the concessions for them.

- Increasing the per capita amount of research in education in a targeted way, not just creating a revenue path for certain people.

- The expansion of teacher training centers in each region or region of the department of education and equipping research facilities and encouraging teachers to study and use their facilities.
- Performing team research with the participation of masters, PhD, and experienced teachers along with other teachers for more encouragement, as well as practical training of research methods to low-experienced teachers.
- Conducting scientific meetings with the presence of professors or regular visits from research centers that have innovations related to the specialized disciplines of teachers and educational affairs.

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