Design and validation of training courses for preschool teachers in welfare centers Qods city

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ABSTRACT

In this study, "Design and validation of in-service training of preschool teachers 'welfare centers' were discussed. The main question raised is whether the in-service course designed for pre-school teachers had a good reputation in welfare centers, or not? In this study, the research design was used to mix or blend. The study population consisted of all coaches to Qods city preschool centers, which were about 316 people. Random samplings of 120 subjects were selected. In addition, 20 experts were selected as samples. Measurement tools used in the study are interviews and questionnaires. To identify the current status of the statistical model one-group t and the gap between the current situation and the desired situation, paired t-test was used. Also used to analyze job tasks through interviews with educators and experts to determine the objectives and content of the training was paid. Finally, findings showed that factors such as "Clinical Child Psychology," "principles and techniques of cognitive abilities", "psychology of creativity", "Introduction to Psychological Tests," "Understanding the collaborative learning methods," "Psychology - knowledge of intelligence "," learning to identify and deal with problems, "" understanding discovery procedure "," used wooden toys ", "Understanding mental imagery techniques," "Identifying and classifying toys", "Understanding the psychology of happiness in children", "Principles and techniques of art therapy" and "creative storytelling techniques and principles," the empirical mean higher theoretical perspective which are average, and as educators, need training courses on the above average or expected.

Key Words: Design, Validation, Training, Welfare Centers.
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INTRODUCTION

Since human resources efficiently, the most valuable resource of any organization is considered part of investors, is focused on human power. The main tool used for this purpose is the "training", which aims to improve the quality and level of skills, knowledge and attitude of empowerment and success in the tasks of the organization are carried out [1].

Thus, the role of education and training to fill the gap caused by the low level of attention that experimental subjects a good program to prevent the waste of resources and human talent development of people working full-capacity use and Beside it is the individual's job satisfaction, training can be the best solution to remedy these deficiencies can be

used [5]. On the other hand, the programming for preschoolers, the curriculum should be considered a good model the optimal model, effects of increasing the flexibility and adaptability of the curriculum shows. When appropriate curriculum, logical, and preschoolers are designed according to the need, the more credibility it can accept and effectiveness of education increases [10]. Therefore, preschool teachers should continuously be trained to use their training to dominate more and more knowledge to work with preschool children [4]. Given the pattern of preschool curriculum simply ignore the objectives and content, experts believe that the objectives and content of curriculum, teaching methods and assessment methods on the one hand and on the other hand be considered. Preschool curriculum development, breeding, training objectives, training content, and most importantly, teaching methods and assessment methods and the importance of space and materials must be designed to conform to the needs of preschool children [9]. Lack of training, assessment and ignoring the needs and issues of human resources, it is not held up while training effectiveness and efficiency are required, professional training and optimization on the one hand and the forces of disbelief but a massive waste of resources from the search will be. This study understands this, training is considered preschool teachers To identify their needs and priorities, needs to design and accreditation to offer courses to run. It is the ability of students to progress at preschool, we would see an increase in cognitive ability. When properly designed and accreditation of teacher training, Curriculum tailored to the needs of preschool children to practice and expertise offered by the instructors, Therefore, teachers should regularly undergo training to be able to learn basic skills to increase academic preparedness [12]. In order to validate design and variety of uncertainties service training of preschool teachers are and contribution can easily design and accreditation of training courses for teachers can be determined. Today at preschool curriculum, preschool educators to identify educational programs is emphasized. Management training should serve as the foundation of the training needs assessment of staff consider: since the assessment cycle, the motion planning and implementation and evaluation process is done. However, every organization and institution, governmental, legal, regulatory and practical measures should be carried out on identified training needs [15]. Research and studies show that training institutions in many countries have been numerous problems that among the most important periods of non-communication needs of professional jobs held and intertwined with practical problems is the lack of training. While these large sums of money companies spend each year for Short-term and long-term training of staff should be hoping that the organization needs to remove the fundamental issues to improve productivity and efficiency [2]. Several studies have been done on the job training and assessment of training needs assessments, such as related studies in Qom Seminary [7], Statistics [6], National Petrochemical Company in the commercial sector [7], physical education staff [16], the ideological - political, defense industries [17], the secretariat of the drug [8] and consumer cooperatives Iran [16] emphasized that an internal investigation as they are relevant. Also, Philips & Dorten (2006) and Anderson (2008), which suggests that training needs assessment and address the educational needs of social organization must be consistent with the objectives and educational content, It can be used as background relevant external. It should be noted that research related to the design and validation, to the study [17], School-based curriculum design and assessment, and research on Accreditation [8], drawing on accreditation and school preschool curriculum pointed devotion. Although numerous studies have been conducted, yet precise manner, that is not clear and accreditation of training courses for preschool teachers how welfare centers in the Quds city. Some of the trainings fail, as the issue of the appropriateness of the training staff and extensive studies by many organizations has been as a training routine. However, unfortunately, some of the organizations and institutions, especially in preschool centers in welfare occurs, and accreditation of training courses for preschool teachers, regardless of their needs and issues [13].

 -In-service Training
- Dorten
- Anderson

Remarkably, preschool education in our country formally trained under coach hire, especially in enclosed centers, free teacher recruitment is common in most of the educational qualification, which is based on indirect learning, have access. Special education teachers were not getting on well with the centers of higher education in the relationship, they still lack the training and This complaint has often provoked preschool teachers. To foster professional and dedicated teachers, with education, with their foundations and related sciences center, preschool, health, body and mind, learn the basics of nutrition and psychosocial development of children in foster individual talents can be used. Instructor games and entertainment with a purpose to advance educational goals to be met for the child's character formation and management and planning for how to effectively make use of their knowledge. Therefore, considering the growing importance of training, especially in the present era and the role of education in the greatest improvement in welfare centers, preschool teachers, unfortunately the quality is not good for training

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and there can be no more important task of determining the needs and the optimization process does not education. Remarkably, in this way, targeted training for preschool children, are aware and committed nursing instructor is required, the train coaches to be familiar with the objectives, policies and procedures for physical growth and motor development of children at different ages and familiarity with appropriate socio - religious and moral children of different ages. Due to the importance and necessity of pre-school education, instructors need this level of information and new findings are applicable equipped with the skills to be able to deal effectively with children; While the lack of qualified and trained teachers, the problem consists of the centers in our country. On the other hand, pre-school education now more than ever need, importance and sensitivity have been entitled. Working with children, teachers and parents of pre-school level, the need for supervision, monitoring, management and training is rigorous and scientific. Pre-school education, which is obviously necessary and inevitable, much less as a privilege and as an individual right for children and even adults have a social responsibility to the community [10]. It is worth noting discuss the importance and necessity of education in pre-school now, more than ever, applicants were monitored and training courses as requirements and needs of working parents, should know that it was necessary to provide high quality programs in the period indicated. Also, the results of research conducted in recent years, spending more investment for training and quality programs, due to greater achievements in the academic years after pre-school children. Therefore, research in this direction and goal achievement requires that children be able to design and validate a model for developing curriculum for students, especially students with an inability to learn the payment necessity of study is the [4]. Considering the significant impact of preschool on children's growth and prosperity and Significant difference with the students who had attended pre-school there but unfortunately this critical period as the basis for education in the coming years due to many causes of education, compulsory and institutionalized [14]. Identified weaknesses in training pre-school teachers has led to a sparse and regular training programs do not provide and requires an accurate way to promote performance-based training can be designed coaches. Thus, the uncertainties in these centers, as well as the source of the problem becomes evident and study, "design and validation service training of preschool teachers 'welfare centers', plans to design and validate service training of pre-school teachers to the development of in-service training for preschool teachers on the courses can be accredited. Thus, the main question is thus: Is the in-service training courses designed for pre-school teachers in welfare centers have good credit or not?

In order to study the main question, the following specific questions are addressed:
- What are the main tasks of the institute teachers in preschool?
- The main objectives of the institute who is a preschool teacher in-service training?
- What is content service training of teachers in preschool centers?
- In-service training for teachers in preschool centers, what is?

MATERIALS AND METHODS

In this study, the research design was used to mix or blend. Thus, according to the experts and focus groups, depth interviews internal and external methods used and the quality of the reports was obtained. Also, according to a pre-school teacher questionnaire was used to collect empirical data and using a Likert-way, the assumption was made themes issue as one of the few practical projects.

- Finite
Since the subject of current research on the development and accreditation of pre-service training of primary school teachers in the institute, thus, the study population for the design and accreditation of all preschool teachers comprise Quds city centers are about 316 people. It is possible, since the population has access to a list of all members of society in possession, Hence, instead of being finite to the communities within the study population. Also, according to experts in the areas of preschool education specialist with the trends can be noted that as the curriculum and children in particular are exceptional. So using 120 randomly selected subjects were able to accurately identify the goals and desired content urge. In addition, 20 patients were selected as an expert. Experts were selected through purposive sampling as a method of sequentially sampling is considered. Since the best measurement tools in the context of the interview and questionnaire survey, Hence, using in-depth interview with experienced trainers and experts with experience in educational sciences and psychology on the one hand and on the other hand, strict criteria for in-service training courses for teachers of pre-school group. Then, a survey of preschool teachers were paid in welfare centers and to develop comprehensive measures in this regard ND The data collection was carried out on the basis, The survey of 10 patients experienced pre-school teacher, with experience and training in the field of higher education institutes have been discussed content validity indices courses to be determined.

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According to the measuring instrument, the objectives were considered pre-school and pre-school goals in the first section of the questionnaire From the point of view of achieving the desired objectives could be identified pre-school teachers. The second part of the questionnaire was extracted according to the content of courses and the third section of the questionnaire to identify and prioritize their training has been rigorous. It should be noted, emphasizing the tool of thought table, has been content validity as a useful tool in order to identify objectives, course content and interact with Likert type is used as the current and desired situation. Thus, the group of experts within and outside organizational exploratory interviews and questionnaires in preschool educators as tools in the study are considered.

Data analysis methods in order to be considered, since in addition to the interview questions related to the next three goals, content and training has been used, Therefore, to identify the current status and the desired status of accreditation of the t-test has been used. Thus, according to the model, the gap between the desired and the obtained means using the t-test indicators, and current and desired state averages. It should be noted, citing the discovery of more than 10 percent of the interviews and focus groups to extract the parameters of the main tasks was to pre-school teachers Complies with the assumptions of qualitative research has been to prioritize the criteria.

RESULTS

Table 1. T single group with the view to evaluate the status of pre-school teachers 'training courses

Items	Df	T	Tentative average	Theory average	Definite level
Clinical Child Psychology	119	53.66	4.83	0.001	3
Principles and techniques of cognitive abilities	119	45.56	4.76	0.001	3
Psychology of creativity	119	42.75	4.73	0.001	3
Introduction to psychological Testing	119	33.52	4.53	0.001	3
Understanding the collaborative learning approach	119	16.98	4.26	0.001	3
Psychology of Intelligence Identify and deal with learning problems	119	14.17	4.03	0.001	3
Knowledge discovery techniques	119	11.47	4.03	0.001	3
Using wooden toys Understanding mental imagery techniques	119	9.95	4	0.001	3
Identification and classification of toys	119	9.73	3.83	0.001	3
Understanding the psychology of happiness in children	119	6.09	3.66	0.001	3
Techniques and principles of art	119	3.81	3.40	0.001	3
Principles and techniques of creative storytelling	119	2.82	3.30	0.006	3
Fundamental concepts of mathematics education	119	2.82	3.30	0.006	3
Practical methods of rhythmic music	119	2.22	3.20	0.028	3
Familiarity with ductile materials (dough, clay)	119	0.72	3.06	0.468	3
Method Puppet Show	119	0.25	3.03	0.796	3
Principles and Techniques of Emotional Intelligence	119	0.25	3.03	0.796	3
Principles and techniques of play therapy	119	-0.78	2.90	0.437	3
Understanding the detailed observation.	119	-1.15	2.86	0.250	3
Introduction to Musical Instruments	119	-1.15	2.86	0.250	3
Principles and techniques of cognitive abilities	119	-2.17	2.73	0.032	3
Psychology of creativity	119	-4.33	2.53	0.001	3

Emphasizing the value of t obtained, there can be significant differences in the $01.0 = \alpha$ between theoretical and experimental averages in all areas except "Fundamental Concepts of Mathematics Education", "Practical methods of rhythmic music", "familiarity with ductile materials (dough, clay)," "method, Puppet Show," "Principles and Techniques of Emotional Intelligence" and "play therapy principles and techniques" does not exist. Therefore, since the components of "Child Psychology", "The principles and techniques of cognitive abilities", "psychology of creativity", "familiarity with psychological tests," "Understanding the collaborative learning methods," "Psychology of Intelligence", "Identification and coping with learning difficulties ", "Understanding Discovery procedure", "used wooden toys", "familiarity with mental imagery styles", "Identification and classification of toys," "Introduction Psychology of Happiness in Children," "Techniques and Principles of Art" and "principles and creative storytelling techniques, "experimental mean is higher than the theoretical mean, the title of the view that teachers need training courses on the above medium.

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Table 2. Prioritization of indicators associated with "educational purposes" And "educational content" of the experts' vie

	Index	Abundance	Priority
Learning Objectives	Strengthen the Seven Senses	17	First
	Coordination of sensory - motor	14	Second
	Muscles of fine and coarse	13	Second
	Cognitive skills	9	Third
	Increased spirit of curiosity and creativity	9	Third
	Social skills	6	Fourth
	Developing skills	4	Fifth
Educational content	Health related content	20	First
	Content-related social behavior	17	Second
	Cognitive aspects related content	14	Third
	Thinking organize related content	13	Third
	Associated with religious content	9	Fourth
	Content with life skills	6	Fifth

Table 3. T associated with two of the current state and the desired state "Training courses" from the perspective of pre-school teachers

Subscale	Surfaces	Mean	St dev	Sig	Df	T
Understanding the collaborative learning approach	Situation	4.26	0.81	0.001	119	-12.47
	Good Condition	4.83	0.52			
Identification and classification of	Situation	3.40	1.14	0.001	119	-13.53
	Good Condition	4.73	0.57			
Identify and deal with learning problems	Situation	4.03	0.98	0.001	119	-9.91
	Good Condition	4.80	0.40			
Principles and techniques of creative storytelling	Situation	3.20	0.98	0.001	119	-28.36
	Good Condition	4.13	0.76			
Method Puppet Show	Situation	2.90	1.40	0.001	119	-10.84
	Good Condition	4.53	0.67			
Practical methods of rhythmic music	Situation	3.03	1040	0.001	119	-13.48
	Good Condition	4.80	0.47			
Using wooden toys	Situation	3.83	0.93	0.756	119	-0.31
	Good Condition	3.86	0.80			
Knowledge Discovery Methods	Situation	4	1.10	0.001	119	-2.63
	Good Condition	4.63	0.70			
Psychology of Intelligence	Situation	4.03	0.79	0.001	119	-6.76
	Good Condition	4.53	0.67			
Introduction to Musical Instruments	Situation	2.53	1.18	0.001	119	-0.22
	Good Condition	3.86	0.76			
Understanding the psychology of happiness	Situation	3.30	1.16	0.014	119	-2.49
	Good Condition	3.66	0.87			
Understanding the Tests	Situation	4.53	0.50	0.001	119	-7.81
	Good Condition	4.94	0.23			
Meet the accurate observation.	Situation	2.73	1.34	0.001	119	-9.35
	Good Condition	3.93	0.85			
Fundamental Capabilities	Situation	4.76	0.42	0.001	119	-11.28
	Good Condition	3.86	0.62			
Psychology of Creativity	Situation	4.73	0.44	0.001	119	-3.51
	Good Condition	4.90	0.28			
Principles and techniques of play therapy	Situation	2.86	1.26	0.001	119	-8.49
	Good Condition	4.97	0.15			
Techniques and Principles of Art	Situation	3.30	1.16	0.001	119	-5.52
	Good Condition	4.97	0.15			
Fundamental Concepts of Mathematics Education	Situation	3.06	1.01	0.001	119	-6.95
	Good Condition	3.83	0.69			
Familiarity with ductile materials (dough, clay)	Situation	3.03	1.40	0.001	119	-6.85
	Good Condition	4	0.77			
Understanding mental imagery techniques	Situation	3.66	1.19	0.028	119	-2.22
	Good Condition	3.90	0.70			
Principles and Techniques of Emotional Intelligence	Situation	2.86	1.26	0.001	119	-6.45
	Good Condition	3.66	0.87			

While the element of "observation detailed familiarity" and "familiarity with musical instruments" Experimental mean is lower than the theoretical mean and show that this is the educators' point of view, the training required is less than average. It is worth mentioning that the component "math teaching fundamental concepts", "Practical

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methods of rhythmic music", "familiarity with ductile materials (dough, clay)," "method, Puppet Show," "emotional intelligence principles and techniques" and "rules and play therapy techniques "there is no significant difference between the theoretical and experimental means. Hence the title of the view that teachers need training in the medium. According to the table above, with emphasis on the t values obtained can be considered a significant difference between the mean of the current status and service training is an ideal situation at all. Thus, with reference to the average of the current situation and the ideal situation and the situation is being above average coach at best, as can be substantial gap between the views of educators, preschool is felt necessary training periods.

DISCUSSION AND CONCLUSION

Educational needs of today's organizations and educational and non-educational tools to enhance and improve the efficiency of human resources and is allocated to a special place. Educational needs assessment to determine the knowledge, ability and insight on various issues as well as issues related to areas of specific organizations that are focused on human resources, Deals because the control can improve efficiency and effectiveness and high efficiency of the proposed training. Enhancing the knowledge and knowledge in different fields, the ability to focus their skills and performance of individuals and insight into people's attitudes emphasize the topic [13]. Given this, the most important topics in the field of educational assessment and performance improvement staff and teachers, and especially pre-school education centers known it was important to address this issue and the results of the present study is also important. Qualitative (business analysis and interviews with experts in the field of educational content) and quantitative (statistical models of single-group t-t) is the title. Hence, the job analysis and interviews with experts in the field of educational content, a quantitative analysis was conducted and the following results were obtained:

Question 1: What are the main tasks of the institute teachers in preschool? To test this question, an analysis was made of the main tasks of the job coaches, expert views were expressed as follows:

1 - Using individual and group instruction to increase children's willingness to explore
2 - Basic skills in distinguishing colors, shapes, numbers, and symbols used in everyday life
3 - Observation and assessment of social development, health status and behavior of children
4 - The development of social skills through group activities, education and social laws
5 - Enjoyable and fun atmosphere for children to increase positive attitudes to learning environments
6 - Development of sensor motor coordination - a movement through play activities.
7 - Identify the problems associated with health status, physical and mental development in children
8 - Provide appropriate training to parents in relation to the behavior of kindergarten
9 - Understanding the myths and religious symbols as an example of good role models
10 - Understanding and coping with injuries and social evils.

Question 2: The main objectives of the institute who is a preschool teacher in-service training? In order to test this question, interviews with experts were investigated and it was found that the enhancement factor seven senses, coordination, sensory - motor, fine and gross muscle strength, cognitive skills, enhance the spirit of curiosity and creativity, social skills and developing the skills as a the main objectives of the institute are service training of preschool teachers.

Question 3: What content service training institute is a preschool teacher? In order to test this question, interviews with experts were investigated and it was found that health indicators related content, content-related social behavior, cognitive issues related to content, organization of ideas related content, content and content-related skills associated with religious teachings life as a preschool teacher in core content service training centers are considered.
Question 4: what is In-service training for teachers in preschool centers? In order to test this question, a statistical model was used and the results showed that a single group t courses "Child Psychology", "The principles and techniques of cognitive abilities", "psychology of creativity", "familiarity with psychological tests", "dating cooperative learning methods "," psychology of intelligence "," learning to identify and deal with problems "and" familiarity with the exploration 'has a higher average of 4 are, therefore, subject to the above courses, are considered essential as training needs.

Finally, as can be given that the research background, research, relevant research is not available, so we cannot compare the vulnerability. Is proposed, with the exception of eight courses ("Child Psychology," "principles and

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techniques of cognitive abilities", "psychology of creativity", "familiarity with psychological tests", "familiarity with collaborative learning," "Psychology of Intelligence," "identify and address learning problems "and" meet the discovery method ") that pre-school teachers have raised as training, investigating the gap between current and desired situation arises in all educational programs, current and desired situation significantly, is observed.

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