

Rahimiyan, Hamid

## Article

# The necessities of qualitative development of training for urban economy and financial experts in tehran municipality

## Provided in Cooperation with:

Iran Urban Economics Scientific Association, Tehran

*Reference:* Rahimiyan, Hamid The necessities of qualitative development of training for urban economy and financial experts in tehran municipality.

This Version is available at:

<http://hdl.handle.net/11159/314>

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# **The Necessities of Qualitative Development of Training for Urban Economy and Financial Experts in Tehran Municipality**

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**Received: 2015/08/23**

**Accepted: 2015/11/23**

**Abstract:** This research investigates the pathology of training courses aiming to present qualitative development necessities for urban economy and financial experts in Tehran Municipality. The research method is mixed exploratory one. 13 financial and urban economy experts and the members of management and training center of Tehran Municipality were selected by purposive sampling and snowball methods in the qualitative section. Data collection tool was in semi-structured interview form. The result of qualitative section has identified the existing damages in training courses of financial and urban economy experts in Tehran Municipality in seven aspects of educational need assessment, educational goals, educational content, educators, organizing education, assessment system, and motivational mechanisms. A research-made questionnaire including 40 items in seven aspects which was detected was used for data collection in the quantitative section. For determining the validity and reliability of the questionnaire face validity and Cronbach's alpha were used respectively that the amount was equal to 0.84. The population was all of the financial and urban economy experts, 227 people, in Tehran Municipality. 143 people of them were selected by using Cochran sampling formula with simple random sampling method. Descriptive and inferential statistical methods were used in order to analyze the data. Training requirements for quality development and the degree of their importance were studied. Finally, some strategies were suggested for qualitative development of training in need assessment, design, implementation, and assessment of training courses steps.

**Keywords:** qualitative development of training, financial and urban economy experts, Tehran Municipality, human capital

**JEL Classification:** L39, G39, O47, I25

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The Scientific-Research  
Quarterly Journal  
ISSN: 2345-2870  
Indexed in: ISC, SID,  
Noormags, RICEST, Ensani,  
Magiran  
www.Iueam.ir  
Vol. 3, No.12  
Fall 2015

## 1- Introduction

Educational activities of each country can be regarded as the investment of one generation for another one with the aim of human capital. In other words, the purpose of training activities is raising awareness and human potential. On the other hand, human resources (HR) management is one of the important incentives of public sector's modernization and strengthening it is one of the ways of improving the organizational performance (Bruns, 2014). The acceleration of changes in new technologies always makes the organizations invest for educational development of their staffs (Abbaspour et al., 2012). Also, organizational effectiveness and success depends on the people who work in the organization. For this reason, the staff should be capable of doing their duties and have appropriate cooperation with others to advance organizational goals. This needs obtaining knowledge and skills related to their jobs (Olaniya & Oja, 2008). In this regard, Wexley and Latham (2002) argued that training and development can improve people's level of consciousness and increase people's skills or motivation in the job. As organizational activities become more knowledge-oriented, training and development also play more influential role in response to people's learning needs and organizations' strategic necessities (Gokmen & et al., 2009).

Not only training leads to increase creativities and innovations, but it also gives them the chance to learn their jobs practically and properly thereby the productivity will be increased (Nadeem, 2010). Training is a necessary element for

ensuring organizational operations. It reduces organizational risks and lack of it increases organizational risks (Yi Lu & Marais, 2014).

Municipalities, as public institutions, try to decrease the stress of urban life and achieve the goals of sustainable development and successful urban management by defining goals and effective plans in urban domain in the third millennium. In this regard, Municipalities' responsibility is very difficult to achieve it and it requires sympathetic, skilled and experienced human forces. In order to train human capital, the education is necessary along with correct application of management. Economists believe what determines the feature of economic and social development process finally is human resources of a country and not capital or other financial resources. Tehran Municipality, as an institution which its mission is servicing the public, is responsible for critical educational mission and improving the staffs who should not hesitate any effort in order to serve the citizens; therefore, this organization requires a comprehensive system based on real educational needs of the staffs and qualitative development of training more than any organization or other institution.

In case of providing training, what must be considered is developing the quality for presenting organizational training since efficient education can lead to be more efficient, improve the quality of work, increase motivation and commitment, great morality and teamwork, less mistake, and culminate the competitive advantages (Salas & et al., 2006).

Systematic approach to training is of great importance among different patterns of organizational training since it includes educational system in a systematic situation. This plays an important role in the effectiveness and the improvement of the staff's performance. This approach was designed and controlled carefully with accurate determination of educational goals and learning experiences and it emphasizes on functional criteria and the information based on the assessment to achieve the goals (Goldestain, 1993). According to the systematic approach, a model used in this research containing need assessment, design, implementation, and assessment steps for training has been presented; therefore, this research seeks to identify existing training damages for financial and urban economy experts in Tehran Municipality and suggest solutions for qualitative development of training in need assessment, design, implementation, and assessment steps and answer the following questions:

1- How is the existing situation of training for financial and urban economy experts in Tehran Municipality in seven aspects of educational need assessment, educational goals, educational contents, educators, educational organizing, assessment system, and motivational mechanisms?

2- What are the requirements for qualitative development of training in seven aspects of educational need assessment, educational goals, educational contents, educators, educational organizing, assessment system, and motivational mechanisms?

## **2- Literature Review**

Fathi Vajargah (2008) developed a comprehensive training system of political-ideological center of Ministry of Defense and Armed Forces. For this purpose, bank has created educational needs after investigating the existing experiences in other organizations and accomplished measures in political-ideological center of Ministry of Defense and Armed Forces, analyzing key and strategic documents, and examining current events and issues. Bank has developed educational plans in the form of career ladder, assessment system of educational plans, motivational system and administrative planning of the course after measuring the priorities, identifying prioritized needs and standard framework of educational plan, designing need assessment software.

Abbasiyan et.al (2011) assessed scientific educational plan in military organizations and suggested an educational model fit for the goal of Military University of Imam Ali (as). This study was accomplished in two qualitative and quantitative steps. The results showed that there is no accordance and balance among three factors of goals, training, and needs in scientific educational plans on one hand and educational plans in Military University of Imam Ali (as) on the other hand.

Pourkarimi and Qazeie (2012) in a research entitled "comprehensive system of education" suggested a model for specialized training of Red Crescent society and concluded that the current damages in the process of specialized training of Red Crescent society include:

disregarding need assessment and lack of systematic model in this field, disregarding the mechanisms of designing educational plan, disregarding mechanisms of designing educational plan, inappropriate implementation of educational courses, lack of monitoring and systematic assessment of training courses and disregarding motivational mechanisms in training process. In this regard, educational comprehensive system of Red Crescent society is a model including need assessment, designing, implementation, assessment, and motivational mechanisms.

Ubeda Garcia (2005) in a research entitled "Training and business performance: the Spanish case" investigated the policies of organizational training (for example assumed performances for a course, the goals of the course, the nature of the course, and the quality of the assessment) with four types of organizational advantages include employee satisfaction, client satisfaction, beneficiaries' satisfaction, and efficiency (for example selling for each personnel) on 78 Spanish firms with more than 100 personnel. The results showed that the direction of training plans toward development of human capital has directly positive relation with the satisfaction of beneficiaries, clients, personnel and objective measurement of economic performance.

Wang et.al (2015) in study entitled "A data mining approach for training evaluation in simulation-based training" concluded that this method can be effective in the performance assessment and the behaviors of trainees and it can

explore latent knowledge for improving learning outcomes of trainees.

Mamaqi (2015) in a research entitled "The efficiency of different ways of informal learning on firm performance: A comparison between, classroom, web 2 and workplace training" concluded that there is a relationship between selection of appropriate method for employees' in-service training and job conditions.

Saks & Burke-Smalley (2014) in a study entitled "Is transfer of training related to firm performance?" suggested that if educational programs are designed properly and strategies are considered in order to facilitate and improve training, in other words if a comprehensive educational system is implemented, performance results of an organization will be significant.

### **3- Theoretical Principles**

Langford and Newcombe consider training as a planned process for changing attitudes, knowledge or skills via learning experiences thereby people's performance changes effectively in an activity or set of activities. Its goal in the work environment is developing people's capabilities and also meeting current and future needs of the organization (Langford & Newcombe, 1992).

Organizational training is a wide and broad concept and it does not only contain apprenticeship, internship or practical training in a specific field, but its range becomes so wide that it begins from learning a simple profession and it extends to complete dominance on very complex sciences and techniques, proficiency in the oversight and

management in governmental, industrial, and commercial organizations, and also the quality of behavior and appropriate reaction in humanistic, economic, social, and cultural issues (Sobhanallahi & Karani, 2000).

Different researchers have used the most important indices and qualities of training and effective improvement cleared in the form of researchers in developing the framework and model of training and improvement of HR. The most important models include: Parker Model, systematic approach to training, comprehensive model of education, ISO 9000 standard model, systematic-strategic model of HR training, ISO 10015 standard model or scientific process model of education, and ... .

Improvement of skills, knowledge, and appropriate behaviors are emphasized in ISO 10015 model or scientific process model of education. In other words, skills, knowledge and behavior are intertwined to each other. One of the obvious features of this standard is considering comprehensive and inclusive need assessment and its process. ISO 10015, as a tool for quality management, is applied to specify the operational requirements for each step of training. This standard has been prepared by ISO/TC176 technical commission, management and quality assurance, SC3 subcommittee, and supportive technologies. Representatives of 22 countries designed the original draft of the standard in December 1999. It is used in all servicing, manufacturing, industrial, and commercial organizations (Fathi Vajargah, 2013).

The role of this model is preparing a guide for organizations in order to identify and analyze educational needs, design educational planning, prepare for training, assess training, monitor and improve the process, and have more effectiveness. Its goal is helping to the organizations to change their training into more effective and more efficient investment. Education is a four-step process. A systematic and planned training process can have an influential role in helping to the organization for development and improvement of its capabilities for achieving qualitative goals. The steps of training management process include:

- Step1: Determining educational needs
- Step2: Educational design and planning
- Step3: Implementing training plan
- Step4: Assessing the results of training
- Step5: Monitoring and improving the process of training (monitoring)

Need assessment is a systematic process for determining goals, identifying the distance between current condition and goals, and finally determining priorities for the operation (Fathi Vajargah, 2013). The most important goal of need assessment in the organizations is providing information for organization planners. Training in each organization is accomplished based on need assessment data. The process of need assessment requires using and applying scientific and accurate analysis tools to achieve following issues:

- Identifying the gap between current results and desirable outcomes
- Identifying strengths and top fields
- Determining priority among different needs

Need assessment in organizations and educational institutions was proposed when the necessity of desirable use of limited resources and access to the maximum efficacy was specified and since reliable, accurate and comprehensive information are required in principal and realistic planning, the process of educational need assessment has been considered more than before in developing educational plans (Fathi Vajargah, 2013). For this purpose, the first step of educational planning is identifying training needs and prioritizing them. If this step accomplishes correctly, the implementation of educational development process will be easier and more effective (Abbaszadegan & Torkzadegan, 2000). The most important activity in accomplishing educational need assessment is determining the model. Selecting or designing the model for need assessment leads to facilitate and increase the accuracy and validity of need assessment process. In fact, choosing a model for need assessment is a pre-designed map. The methods and practices are specified and determined heretofore. Proposed models in need assessment filed are sometimes in organizational, occupational, and individual levels and some others are general. Some important models are: Klein, DACUM (Development of A Curriculum), Rummler, Rossett, gap and etc. Educational planning begins after identifying and prioritizing training needs. Activities that are performed in this step include preparing the budget, developing educational goals, designing and organizing the contents of educational courses, providing HR,

training implementation, and predicting the conditions and administrative facilities of training (Khorasani & Dousti, 2012). Implementation of a plan is the process of putting a specific plan into action. According to some experts, such as Schwartz (1997), implementation of in-service training program is more important than preparing it since the best educational program can have unfavorable results by incorrect implementation while an incomplete program can be very effective if it is implemented correctly. The first step for achieving the goals in a syllabus is choosing appropriate educational content. The principles of choosing the content of in-service training firstly follow scientific criteria and secondly they are based on the results of the researches obtained from the analysis of the occupation and need assessment. However, the content and appropriate activities of learning can be presented with an understanding obtained from input behavior of learners in order to achieve the determined goals (Soleymanpour, 2005). Assessment is description and measurement of the rate of effectiveness of a plan and achievement of determined goals. It is one of the major and important parts of educational program. It should continue during, at the end, and after the program continuously in order to remove the weaknesses after the recognition of the program and improve the strengths. Therefore, monitoring and assessment of the performance of educational programs, presenting reports after training, and presenting it to the head of the organization, which reflects the

weaknesses and shortages and measures to remove them, are the duties of administration manager in each organization (Sabaghiyan & Akbari, 2010). The purpose of monitoring is supervision and improvement the educational process which it needs complete investigation of training process in each of the four steps. Supervisory methods of group discussion, observation and data collection, and the verification of training process are used in monitoring (Khorasani & Dousti, 2012).

#### 4- Methodology

In terms of goal, this research is practical and it has combined qualitative and quantitative approaches. It means it is derived from exploratory mixed method. At first, 5 financial and urban economy experts in Tehran Municipality were selected by using purposive sampling method in the qualitative part of the research, and then 8 others were chosen by using snowball method. Semi-structured interview tool including 16 questions was used for qualitative data collection. Interpretive analysis method was used for analyzing qualitative data;

key propositions were detected and recorded. Relevant concepts were deduced and finally current damages in the field of educational need assessment, educational goals, educational contents, instructors, organizing, assessment, and motivational mechanisms of training courses of financial and urban economy experts were obtained. A questionnaire including 40 items based on Likert five-option range was designed in the quantitative part according to the seven spheres of training damages. In order to measure the validity of the tool, the experts it was assessed as satisfactory by using content validity method. Cronbach's alpha was used in order to estimate the reliability of research tool has been calculated equal to 0.84. The population of quantitative research is all of the 227 financial and urban economy experts in Tehran Municipality in 2014. 143 of them were selected based on simple random sampling and Cochran sampling formula. In order to analyze statistical data, T-test was used by Kolmogorov-Smirnov test considering the scale of continuous and interval data as well as ensuring the normality of the data.

**Table1. Items in different aspects of the questionnaire**

<b>The current situation of training and requirements of educational qualitative development of Tehran Municipality</b>						
<b>Motivational Mechanisms</b>	<b>Assessment</b>	<b>Organizing</b>	<b>Instructors</b>	<b>Educational Content</b>	<b>Training Goals</b>	<b>Need Assessment</b>
8	5	7	8	5	3	4

**Source: (Researchers' findings)**

#### 5- Research Findings

To answer the question "How is the current situation of training for financial

and urban economy experts in Tehran Municipality?" it is divided into seven minor questions and all of them were



examined. In this regard, after reviewing the text of the interviews, some parts were specified and selected as a basic concept that could be considered as a basic code considering the research questions and goals. In the following, similar codes and concepts that referred to specific area or subject were categorized and the results of sub-issues were identified. Then, obtained issues were categorized and specific subject was selected for similar issues which show all of the issues of that category.

1-1 How is the current situation of need assessment of educational courses in Tehran Municipality from the perspective of financial and urban economy experts?

According to the important proposed points in the interviews, the current situation of need assessment of educational courses in Tehran Municipality for financial and urban economy experts, sub-issues and detected damages are as follows (table2):

**Table2. Damages of educational need assessment**

Sub issues	Codes (Detected Concepts)
Lack of systematic and scientific need assessment	Lack of scientific need assessment, lack of previous plan for need assessment, lack of using scientific methods in need assessment, not being systematic and scientific the need assessment, the short time of the course for offering, not having necessity for codified need assessment, lack of special model for need assessment, lack of recognition of scientific need assessment of managers
Not being comprehensive the need assessment	Not involving the employees, focusing mainly on placement test, not involving managers, not relying all courses on the need assessment, lack of specialized courses, not being comprehensive, not doing survey of all job categories, lack of training courses special for those who promote in their jobs
Not being functional the detected needs	Theory-based placement test, inapplicable placement test, inapplicable placement test, choosing simple courses by employees, non-compliance of needs with the needs of employees, non-compliance of comparative studies with the needs of the organization, unrelated classes with the job, lack of appropriateness of courses with occupational needs, ineffectiveness training in changing knowledge and people's attitude, lack of need-based courses, lack of appropriateness of courses with people's needs, not considering people's needs in line with organization's need
Lack of cooperation of personnel in determining the needs.	Lack of cooperation of managers in need assessment, lack of cooperation of employees in determining needs, lack of cooperation of educational managers in announcing the need

**Source: (Researchers' findings)**

1-2 How is the current status of training courses' goals in Tehran Municipality from the perspective of financial and urban economy experts of Tehran Municipality?

According to the proposed important points in the interviews, the current status is as follows (table3):

**Table3. Damages affecting the goals of training courses**

Sub issues	Codes (Detected Concepts)
Not announcing the purpose of courses	Managers unawareness of goals, lack of announcing the goals, lack of importance of trainers about goals, unawareness of employees about goals, not announcing goals before holding the classes, not announcing goals to managers, unawareness of managers of goals, unawareness of employees of goals
general goals of courses	General goals, inapplicable goals

**Source: (Researchers' findings)**

1-3 How is the current status of training courses' content in Tehran Municipality from the perspective of financial and urban economy experts?

According to the proposed important points in the interviews, the current status is as follows (table4):

**Table4. Damages affecting the content of educational courses**

Sub issues	Codes (Concepts)
Inappropriate content of courses	Inappropriateness of topics, inappropriateness of contents, dissatisfaction of employees about contents, out of date topics, repetitious topics, lack of accordance of content of some courses with the needs, cliché content for different levels, necessity to revise about topics, repetitious lessons, repeated basic lessons, unnecessary teaching basic lessons for veteran employees, unnecessary teaching basic lessons for professional sector, out of date courses
The extent topics	Lack of accordance of syllabuses with time of courses, too many topics and limited time, little time for presenting subjects
Not having team for developing the contents	Not having team for developing the contents, lack of learning resources in organization, unspecified resources, failure to determine the content by teachers, lack of educational pamphlet, lack of comprehensive lesson resource in organization, instructor-oriented resources, lack of book or booklet, instructor-oriented content, lack of learning resource, lack of specified lesson plan, not using people's knowledge and experience in content, lack of suitable pamphlet for solving problems
Theoretical contents of courses	Teaching theoretically in classrooms, theoretical courses and academic topics, inapplicable contents of courses, theoretical training, inapplicable topics, unprofessional content, ineffectiveness of contents

**Source: (Researchers' findings)**

1-4 How is the current status of training courses' instructors in Tehran Municipality from the perspective of financial and urban economy experts?

According to the proposed important points in the interviews, the current status is as follows (table5):

**Table5. Damages affecting the instructors of training courses**

Sub issues	Codes (Detected Concepts)
Unqualified instructors	Inexperienced instructors, weak power of speech of some instructors, lack of proficiency of some teachers, lack of good teacher, incompetent teachers, not having proficiency in modern teaching methods, lack of scientific qualification of instructors, not using experienced teachers, incompetency of most teachers, repetition by teachers, not being familiar with technology
Inadequate payment to instructors	Inadequate payment to instructors
Inappropriate teaching method	Emphasizing and using on lecture method, lack of questions and answers in classes, unfamiliarity of organizational instructors with research methods, lack of specialty among organizational instructors, out of date teaching methods, teacher-oriented classes
Faulty system of selecting teachers	Lack of strong criteria for the selection of teachers, relational selecting teachers, the problem of choosing an instructor, not attracting faculty members for employee training

**Source: (Researchers' findings)**

1-5 How is the current status of organizing training courses in Tehran Municipality from the perspective of financial and urban economy experts?

According to the proposed important points in the interviews, the current status is as follows (table6):

**Table6. Damages of organizing training courses**

Sub issues	Codes (Detected Concepts)
Poor facilities and equipment	Lack of facilities, not having appropriate space, poor facilities and equipment, lack implementation of all programs because of inadequate space, insufficient equipment, unacceptable space for holding classes, exclusive implementation of courses in special centers
Improper time for holding courses	Inappropriate time of holding courses
Lack of separation of trainees	Lack of separation of trainees, heterogeneous personnel in the courses, different types of degrees for trainees, lack of placement test,
Lack of managers' support	Lack of supervisors and managers' support, Lack of managers' support to implement courses, inappropriate implementation of courses, not allowing managers to employees for attending in courses, disagreement of managers with participation of trainees in the courses
Lack of educational colander	Lack of educational colander
Inapplicable of some courses	Inapplicable of some courses, not observing education standards
Lack of coordination among different training	Lack of coordination among different types of in-service training
Lack of specialty in training affair	Lack of coherent data base, managing training centers by non-specialist managers, lack of training specialized employees

**Source: (Researchers' findings)**

1-6 How is the current status of assessment of training courses in Tehran Municipality from the perspective of financial and urban economy experts?

According to the proposed important points in the interviews, the current status is as follows (table7):

**Table7. Damages of assessing training courses**

Sub issues	Codes (Detected Concepts)
Not following the effectiveness of training	Not following the effectiveness of training, inattention to assessment results, not doing assessment by training center, inattention to assessment results in decision making and future planning
Unreal assessment scores	Employees' unwillingness in filling assessment papers, unreal assessment scores, cheating in test results after courses, inaccurate assessment criterion, unreal assessment results, disregarding individual's difference in assessment
Lack of cooperation of managers regarding course assessment	Lack of managers' feedback regarding training, lack of direct managers' feedback, lack of supervisors' cooperation regarding course assessment, lack of feedback to managers about presented training, lack of feedback to managers about course quality, lack of relationship between officials and managers
Imbalance of assessment methods with goals and educational content	Imbalance of assessment methods with goals and educational content
Not using modern assessment methods	Not using modern assessment methods, unawareness of modern assessment methods

**Source: (Researchers' findings)**

1-7 How is the current status of motivational mechanisms for the presence of financial and urban economy experts of Tehran Municipality in training courses?

According to the proposed important points in the interviews, the current status is as follows (table8):

**Table8. Damages affecting motivational mechanisms in training courses**

Sub issues	Codes (Detected Concepts)
Lack of encouragement and punishment mechanisms	Lack of encouragement and punishment mechanisms, lack of encouragement and punishment for successful and unsuccessful trainees, lack of encouragement and punishment for those who attend or do not attend in classes, lack of encouragement and punishment system, lack of sufficient motivation for raising the quality of training in the organization, unattractive training
Inadequate trainees' motivation	Lack of motivation for attending in classes, attending in classes mainly because of receiving certificate, failure to register repetitive periods as hours of training, lack of learning motivation, lack of participation of colleagues with more than 20-year experience, lack of interest in training, insufficient motivation for learning, not taking the courses seriously by staffs, inattention to assessment test in job promotion, unhelpful courses
Inadequate instructors' motivation	Not considering scores for instructors in the organization, not encouraging good instructors, lack of encouraging mechanisms for instructors
Employees' economic problems	Lack of time for attending in training courses because of multi-job employees, not taking into account presence time of employees as overtime
Unattractive training	Not applying appropriate and up to date technology
Lack of encouraging tool for employees' families	Preferring this time to spend with their families

**Source: (Researchers' findings)**

According to the obtained concepts from interviews about current damages of training courses of Financial and urban economy experts in Tehran Municipality, for quantitative section, a questionnaire including 40 items in seven areas; educational need assessment, training goals, educational contents, instructors, organizing, assessment, and motivational mechanisms of training courses was developed for investigating current status.

T-test was used in order to investigate the current status of educational need assessment, training goals, educational contents, instructors, organizing, assessment, and motivational mechanisms of training courses. According to the obtained "t", it can be

concluded that there is a significant at  $\alpha=0.01$  level between theoretical average (number3) and experimental averages in the current status of educational need assessment, training goals, educational contents, instructors, organizing, assessment, and motivational mechanisms of training courses. Therefore, since the experimental averages is lower than theoretical one, it can be acknowledged that the current status of educational need assessment, training goals, educational contents, instructors, organizing, assessment, and motivational mechanisms of training courses is lower than the average from the perspective financial and urban economy experts (table9).

**Table9. The current situation of educational need assessment, educational goals, educational content, instructors, organizing, assessment, and motivational mechanisms of training courses from perspective of financial and urban economy experts of Tehran Municipality**

Sig	t	Df	Standard Deviation	Average	Statistical test
					Current situation
0.000	28.887	142	0.24	2.43	Need Assessment
0.000	7.717	142	0.47	2.70	Goals
0.000	8.248	142	0.45	2.69	Content
0.000	8.843	142	0.33	2.76	Instructors
0.000	5.207	142	0.30	2.87	Organizing
0.000	8.870	142	0.39	2.72	Assessment
0.000	32.224	142	0.28	2.25	Motivational Mechanisms

**Source: (Researchers' calculations)**

To answer the question of “What are the requirements of qualitative development of training in seven areas of educational need assessment, training goals, educational contents, instructors, organizing, assessment, and motivational mechanisms?”, current items in each areas are sorted from the lowest average to the highest one and the requirements of qualitative development are specified in priority order.

One-way analysis of variance (ANOVA) was used for prioritizing the mentioned requirements regarding educational need assessment. According to the obtained F, it can be said that there is a significant difference at  $P < 0.01$  level

regarding four requirements of educational need assessment of financial and urban economy experts of Tehran Municipality. The results show that the requirements of qualitative development of educational need assessment include orderly: determining training courses special for financial and urban economy experts of Tehran Municipality in accordance with their occupational needs, being educational needs in line with duties, missions, goals of Tehran Municipality, using experts' ideas in determining educational needs, and determining educational needs scientifically, systematically, and comprehensively (table10).

**Table10. Prioritizing the items of current situation of educational need assessment for financial and urban economy experts in Tehran Municipality**

Sig	F	Rating Average	The requirements of qualitative development of educational need assessment
0.000	12.080	2.18(1)	Determining training courses in accordance with employees' occupational needs
		2.48(2)	Being educational needs in line with duty, mission, and goals of Tehran Municipality
		2.52(3)	Using experts ideas in determining educational needs
		2.54(4)	Determining educational needs scientifically, systematically, and comprehensively

**Source: (Researchers' findings)**

ANOVA was used for prioritizing the mentioned requirements regarding educational goals. According to the obtained F, it can be said that there is a significant difference at  $P < 0.01$  level regarding three requirements of educational goals special for financial and urban economy experts of Tehran Municipality. The results show that the requirements of

qualitative development of educational goals in priority order are: informing managers of educational goals and supporting to hold courses, explaining educational goals accurately, explicitly, practically, and concretely, and specifying educational goals in accordance with employees' training needs (table 11).

**Table 11. Prioritizing the items of current situation of educational goals for financial and urban economy experts in Tehran Municipality**

Sig	F	Rating Average	The requirements of qualitative development of educational goals
0.000	10.645	2.43(1)	Informing managers from educational goals and supporting to hold courses
		2.80(2)	Explaining educational goals accurately, explicitly, practically, and concretely
		2.86(3)	determining educational goals in accordance with employees' educational needs

Source: (Researchers' findings)

ANOVA was used for prioritizing the mentioned requirements regarding educational contents special for financial and urban economy experts of Tehran Municipality. According to the obtained F, it can be said that there is a significant difference at  $P < 0.01$  level regarding five requirements of educational contents. Thus, the results show that the requirements

of qualitative development of educational contents in priority order consist of content of being functional the training courses, being appropriate the time of the course with the content, being updated the content, being relevant the content to the presented lessons, being the content in line with educational goals (table 12).

**Table 12. Prioritizing the items of current situation of educational content for financial and urban economy experts in Tehran Municipality**

Sig	F	Rating Average	The requirements of qualitative development of educational goals
0.000	22.625	2.17(1)	Being applicable of subjects presented in educational courses
		2.43(2)	Setting time of the course in accordance with the content
		2.88(3)	New and up to date presented subjects in training courses
		2.90(4)	Being relevant the content of educational resources with presented subjects
		2.98(5)	being relevant the presented subjects with training course goals

Source: (Researchers' findings)

ANOVA was used for prioritizing the mentioned requirements regarding qualitative development of instructors special for financial and urban economy experts of Tehran Municipality. According to the obtained F, it can be said that there is a significant difference at  $P < 0.01$  level regarding eight requirements of qualitative development of instructors. The results show that the requirements of instructors in priority order include: ability to answer the questions and interaction with

participants, creating motivation in learners and involving them in course topics, instructors' power of speech, ability to manage the class beside observing laws and regulations of education, applying different and proper teaching methods by instructors to present the subjects, sufficient expertise and proficiency, presenting clear examples and exercises appropriate with the lesson, appropriate and respectful social behavior of instructors (table 13).

**Table13. Prioritizing the items of current situation of instructors for financial and urban economy experts in Tehran Municipality**

Sig	F	Rating Average	The requirements of qualitative development of instructors
0.000	13.122	2.15(1)	Ability to answer questions and interact with participants
		2.66(2)	Creating motivation in learners and their participation in subjects
		2.69(3)	Instructors' power of speech and teaching suitably
		2.70(4)	Ability to manage the class beside observing educational laws and regulations
		2.91(5)	Using different and appropriate teaching methods
		2.92(6)	Having specialty and adequate dominance
		2.93(7)	Presenting examples and clear exercises in accordance with the subject
		2.98(8)	Respectful and appropriate social behavior

Source: (Researchers' calculations)

ANOVA was used for prioritizing the mentioned requirements regarding qualitative development of training courses special for financial and urban economy experts of Tehran Municipality. According to the obtained F, it can be said that there is a significant difference at  $P < 0.01$  level regarding seven requirements of qualitative development of training courses. The availability of place of educational courses, outsourcing the implementation of training, good

quality of space, educational facilities, the appropriateness of the behavior and the quality of educational services provided by executives, appropriate information, regular implementation of courses, the suitability of the reception quality of the participants in training courses should be considered in priority order for qualitative development of organizing training courses special for financial and urban economy experts of Tehran Municipality (table 14).



**Table14. Prioritizing the items of current situation of organizing for financial and urban economy experts in Tehran Municipality**

Sig	F	Rating Average	The requirements of qualitative development of organizing
0.000	25.200	2.09(1)	Availability the place of educational courses
		2.83(2)	Outsourcing Training Implementation
		2.91(3)	Suitable quality of educational space, facilities, and equipment
		2.92(4)	The suitability of behavior and the quality of training services by administrative personnel
		2.94(5)	Appropriate informing about planned training courses (subject, time, place, etc.)
		2.98(6)	Regular Implementation of courses regarding start and termination of classes
		3.06(7)	Being appropriate participants' reception quality in training courses

Source: (Researchers' calculations)

ANOVA was used for prioritizing the mentioned requirements regarding educational assessment special for financial and urban economy experts of Tehran Municipality. According to the obtained F, it can be said that there is a significant difference at  $P < 0.01$  level regarding five requirements of training courses. The results show that the

requirements of instructors in priority order include: using assessment results in future planning, appropriateness of assessment methods with educational content and goals, satisfactory and appropriate implementation of the assessment, appropriateness of the occupational features of employees (table 15).

**Table15. Prioritizing the items of current situation of assessment for financial and urban economy experts in Tehran Municipality**

Sig	F	Rating Average	The requirements of qualitative development of assessment
0.000	28.397	2.07(1)	Using the results of training courses in future decision making and planning
		2.59(2)	Appropriateness of assessment methods with content
		2.85(3)	Appropriateness of assessment methods with goals
		2.94(4)	Appropriateness and satisfaction about implementation of assessment
		2.98(5)	Appropriateness of assessment methods with the employees' occupational features

Source: (Researchers' calculations)

ANOVA was used for prioritizing the qualitative development requirements of motivational mechanisms for financial

and urban economy experts of Tehran Municipality. According to the obtained F, it was specified that there is a

significant difference at  $P < 0.01$  level regarding eight requirements of motivational mechanisms. Therefore, following issues should be considered in priority level for qualitative development of motivational mechanisms: encouraging and supporting managers and supervisors for attending the employees in training courses, being effective on passing training courses and acquiring knowledge and skill in employees' salaries and benefits, influencing training courses on the performance and efficiency of

employees, being effective on passing training courses and acquiring knowledge and skill in occupational improvement of employees, being effective of training courses on personal growth of employees, preparing necessary grounds for applying obtained findings of training courses in the work environment, considerable effect of training courses on employees' learning, and taking advantage of the learning opportunity in dealing with the responsibilities and challenges of new work. (table16).

**Table16. Prioritizing the items of current situation of motivational mechanisms for financial and urban economy experts in Tehran Municipality**

Sig	F	Rating Average	The requirements of qualitative development of motivational mechanisms
0.000	31.212	1.70(1)	Encouraging and supporting managers and supervisors for participating employees in training courses
		1.84(2)	Effectiveness of training courses and obtaining knowledge and skill on employee's salaries and benefits
		2.18(3)	Influencing training courses on employee's performance and efficiency
		2.23(4)	Effectiveness of training courses and training courses on job promotion
		2.44(5)	Effectiveness of training courses on employees' personal growth (increase self-confidence, skill, creativity, etc.)
		2.50(6)	Preparing necessary grounds for applying obtained findings from training courses in job environment
		2.51(7)	Considerable impact of training courses on employees' learning
		2.62(8)	The opportunity to take advantage of findings facing with new responsibilities and challenges

Source: (Researchers' calculations)

## 6- Conclusion and Suggestion

This research was done aiming to present strategies for qualitative development of financial and urban economy experts' training in Tehran Municipality. The findings show the identification of held training courses' damages for financial and urban economy experts in Tehran Municipality in seven

areas of educational need assessment, training goals, educational contents, instructors, organizing, assessment, and motivational mechanisms of training courses. In this regard, according to the interviews, major damages in the field of educational need assessment include: lack of systematic and scientific need assessment, not being comprehensive the

need assessment, not being functional the detected needs, and lack of cooperation of personnel in determining the needs. The requirements of qualitative development of educational need assessment according to the obtained results of the questionnaire in priority order include: determining training courses in accordance with occupational needs of employees, being educational needs in line with the duty, missions and goals of Tehran Municipality, Using employees' opinions in determining educational needs, and determining them scientifically, systematically, and comprehensively. In other words, educational administration of Tehran Municipality should design courses for financial and urban economy experts in accordance with their occupational needs in order to meet their occupational needs. Detected damages in the field of educational goals include: lack of accurate information of course objectives to employees before and during the course, and the generality of the courses. According to the obtained results, the requirements of qualitative development were considered in priority order in the field of educational goals, exact awareness of managers from the goals of training courses, supporting to hold courses, explaining the goals of training courses accurately, explicitly, practically, and concretely, and developing the goals of training courses fit to employees' educational and occupational needs. In other words, when the directors of financial and urban economy experts of Tehran Municipality acknowledge training, be aware of the goals of training course, and support holding courses,

training would have more effect. Detected damages in the field of educational content are inappropriate development of course content by instructors, the extent of topics and limited time for presentation, lack of content development team including instructors and leading educational members of Tehran Municipality and the theoretical content of courses instead of being functional. In this regard, the requirements of qualitative development in the field of educational content are respectively as follows: the presented content of training courses should be functional, the time of the course should be appropriate with the content, the content should be updated, the content should be relevant to the presented lessons, and the content should be in line with educational goals. Thus, the most important measure for qualitative development of educational content is that it should be functional. This will be done by the participation of educational administration of Tehran Municipality and instructors' interaction. Detected damages about instructors of educational courses are: lack of scientific competence of instructors, improper payments to instructors, using inappropriate teaching methods, and faulty system of selecting instructors. Therefore some solutions were presented in priority order for qualitative development of instructors for training courses include: ability to answer the questions and interaction with participants, creating motivation in learners and involving them in course topics, instructors' power of speech, ability to manage the class beside

observing laws and regulations of education, applying different and proper teaching methods by instructors to present the subjects, sufficient expertise and proficiency, presenting clear examples and exercises appropriate with the lesson, appropriate and respectful social behavior of instructors. problems about organizing training courses are poor facilities, inappropriate time of courses, lack of separation students by gender and advanced or beginner, lack of managers' support from learners in the course, lack of educational calendar, inapplicability of some courses, lack of coordination between the types of training, and lack of expertise in education. Some solutions in priority order such as the availability of place of educational courses, outsourcing the implementation of training by experts, good quality of space, educational facilities, the appropriateness of the behavior and the quality of educational services provided by executives, appropriate information about the planned training courses (subject, time, place and etc.), regular implementation of courses regarding start and end of classes, the suitability of the reception quality of the participants in training courses have been considered in this regard for qualitative development of organizing training courses special for financial and urban economy experts of Tehran Municipality. About the evaluation of training courses; not following up the effectiveness of training, not being real the scores, lack of cooperation of managers in terms of assessing the courses, lack of appropriate evaluation methods with the objectives and educational content, and not using

modern methods of assessing were detected as damages. The appropriateness of evaluation methods with the content of training courses, the appropriateness of evaluation methods with the goals of training courses, appropriate and satisfactory implementation of educational evaluation, and the appropriateness of assessment methods with the features of employees' occupation were suggested in priority order of using the results of assessments in decision making and future planning as the requirements of qualitative development of training courses. Detected damages regarding motivational mechanisms related to financial and urban economy participants of Tehran Municipality in training courses are lack of encouragement and punishment mechanisms, inadequate motivation of instructors, economic problems of employees, lack of attractiveness of training, and lack of encouragement tools for families of employees. In this regard, the requirements of qualitative development of motivational mechanisms in priority order include: encouraging and supporting managers and supervisors for attending the employees in training courses, being effective on passing training courses and acquiring knowledge and skill in employees' salaries and benefits, influencing training courses on the performance and efficiency of employees, being effective on passing training courses and acquiring knowledge and skill in occupational improvement of employees, being effective of training courses on personal growth of employees (increasing self-confidence, skill,

creativity, and etc.), preparing necessary grounds for applying obtained findings of training courses in the work environment, considerable effect of training courses on employees' learning, and taking advantage of the learning opportunity in dealing with the responsibilities and challenges of new work.

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