

The Role of In-Service Training Courses for Librarians in Their Efficiency, in the Institute for the Intellectual Development of Children and Young Adults (IIDCYA)

Dr. Mehrdokht VAZIRI POURKESHMIRI^{1,*}, Rezvan MADADI NEJAD²

¹Assistant professor - Islamic Azad University - North Tehran Branch

²M.A. in Library Science - Islamic Azad University - North Tehran Branch

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Abstract. Objective: Training the librarians may be effective in their gaining experience and enhancing their performance. And by having a strategic development plan, it can also guarantee the survival and perfection of the organization. The present study aims to investigate the role of in-service training courses for librarians in their efficiency, in the Institute for the Intellectual Development of Children and Young Adults (IIDCYA).

Method: The current study is an applied research which was conducted using the descriptive survey research method. A self-made questionnaire was used for gathering information. This questionnaire included 32 questions on Likert Spectrum Scale. The reliability of the questionnaire was confirmed based on Cronbach's alpha coefficient (0.981), in preliminary studies. The statistical population consists of 117 librarians of the Institute for the Intellectual Development of Children and Young Adults (IIDCYA). The analysis of data was conducted using Lisrel 8.5 and SPSS 22 depending on the kind of variables.

Findings: The findings indicated that the mean of variables including coordination of courses with training needs, the magnitude of meeting the needs by the courses, being applicative of the course content and the effectiveness of courses on librarians' performances were 23.3, 42.3, 14.3 and 82.2, respectively, which were evaluated to be at moderate levels. The mean of other variables like the increase in skills after the courses, the efficiency of courses for librarians, using electronic technology by librarians were 37.3, 26.3 and 67.3, respectively, which were evaluated to be at high levels. Also, there is a significant relationship between in-service training courses and the increase in efficiency according to the Pearson's correlation coefficient ($\rho = 0.770$). Furthermore, there is a significant relationship between evaluating the in-service training courses and the increase in the knowledge and information of librarians ($\rho = 0.849$). So the hypotheses of the study are confirmed.

Conclusion: The in-service training courses are effective on the efficiency of the librarians of the Institute for the Intellectual Development of Children and Young Adults (IIDCYA). Meanwhile by increasing the applied content of the training courses and more exact evaluation of effectiveness, their efficiency increases more. And at the end of this thesis, some recommendations are presented based on findings, in order to enhance the performance at the present and in the future.

Keywords: Training, In-Service Training, Librarians, Institute for the Intellectual Development of Children and Young Adults (IIDCYA), Efficiency, Evaluation, Electronic Technology

1. INTRODUCTION & PROBLEM DEFINITION

One of the concerns of the managers in the organizations is professional development in the field of education and staff development. On the other hand, for improving the management system and increasing the efficiency of labor force in every organization, it is required to accept innovations, application of new methods and technologies and the rational use of experts and skillful employees. Hence, every organization should prepare the ground for the growth and development of its employees' knowledge, and make good preparations in this field. The valuable role and place of education becomes apparent in improvement and development of organizations, because education not only creates occupational added value in learners and employees but also leads to intellectual, emotional, social and skill growth and development. That is why, the existence of training courses in organizations, indicates their

* Corresponding author. Dr. Mehrdokht VAZIRI POURKESHMIRI

maturity and valid attitude. To do so, first, classes and explanatory sessions are held for new employees to become familiar with the organization's work process, and also by holding regular retraining and training courses during the service, the employees' knowledge and information are updated, so that they can upgrade their knowledge and capabilities by combining information and work experiences. Paying attention to education is very important in increasing the efficiency of employees of organizations. Thus, according to this fact, the necessity of training employees, particularly librarians, and evaluating the effectiveness of training programs in increasing the efficiency of organizations arises. Also in-service training in the area of Library & Information Sciences, which is designed and implemented for the purpose of continuity of the organization's life, dynamism and usefulness, and moreover creating and improving the job satisfaction among the employees of libraries, is the most important function of the management of libraries and information centers.

As we know, libraries are the most effective and comprehensive social institutions in social interactions of any society, which spread the level of available information using tools and facilities which are at their disposal. In amongst this, the librarians, which held the torch in this field, have the important role in improving and development of cultural goals in societies. In the meantime, librarians who are torchbearers in this arena, play a major role in promoting and developing the cultural goals of societies. It is obvious that a library as an institution can be more effective, when librarians are familiar with modern tools and the latest information in the field of information dissemination, which is possible by training them. Our country is now on a path that it must achieve its various goals more quickly, especially in the field of culture and libraries, so that it can achieve its twenty-year perspective plan. Hence, planners in the field of libraries should investigate in the group under their supervision, that whether the training given to librarians, will increase their skills in their career, or not.

Nowadays, due to the expansion of information, we have faced with the huge amount of data. Gaining access to this information and using them require learning some skills that can be used in practice. Furthermore, learning is possible through education. Human beings have needed to learn since the beginning of human life and this need is felt more than ever in this era that is the era of information, communication, and development. For this reason, small and large organizations annually spend a large sum of money for training their own employees.

It is clear that in-service training is a systematic activity, and subject to organizational conditions, which leads to the growth and fundamental changes in the level of scientific and technical skills, and development of human resources in any organization or institution, so that its positive effects are evident in the performance of organizations.

This institute (IIDCYA) like any other organization has realized the importance of training its employees, and since the early years of its establishment, has provided some trainings, according to its goals, to develop and enable its employees. Content and methods of education were considered from the beginning, due to its being a new organization and needing to the effective and creative workforce. This training is for improving the activities of the institute (IIDCYA) and related to the major of employees which is mainly or exclusively conducted in order for employees to acquire knowledge and skills and to change their perspective, so that they can be able to carry out children's education effectively. Library and information sciences along with other sciences have been placed on the path of scientific theoretical developments and use of technology. So, the planners should accept to be responsible for librarians to achieve these developments in the form of educational facilities. Although earlier studies indicate that in-service training courses for librarians have been useful, but this process should be investigated more exactly to determine its efficiency. To reach this purpose, librarians should be surveyed that whether these courses have been effective in their performance, and what strategies and recommendations can be provided to increase the efficiency.

The Importance and Necessity of the Research

In-service training along with orientation training forms a part of continuous professional preparing for experts in library and information science. These trainings are one of the main processes and measures for enhancing the workforce in libraries, especially in the last decades in which library and information science has been greatly changed and librarians need to acquire newer skills. In addition, many libraries' employees are not graduates in library science, and require general and professional short-term trainings. In addition this institute (IIDCYA) like other organizations has realized the place and importance of in-service training. The results of the current study clarify the opinions and real needs of librarians, and meeting these needs and dealing with them will result in quantitative and qualitative improvement in libraries' services. Institute for the Intellectual Development of Children and Young Adults (IIDCYA) tries to increase skills and abilities of its employees by holding in-service training courses, and thereby facilitates the process of achieving its goals.

Considering the above fact, the importance of this study is stated as follows:

- The necessity to evaluate the information needs of librarians using a detailed and practical planning,
- The effect of using technology and training the electronic technology,
- A detailed and logical assessment and following up the effect of training courses on librarians' efficiency.

2. RESEARCH OBJECTIVES

Overall Objective

This study deals with the investigation of the role of in-service training courses for librarians in their efficiency, in the Institute for the Intellectual Development of Children and Young Adults (IIDCYA).

The Secondary Objectives

1. To determine the level of librarians' reaction (about the planning of courses, implementation process, and evaluation of the teachers of courses) in in-service training courses,
2. To determine the level of learning, and employing the knowledge acquisition, skill acquisition, and efficiency,
3. To determine the level of learning and employing the electronic technology by librarians to attract the audience,
4. To determine the effectiveness of the presented matters through e-learning in order to achieve the goals.

Research Questions

1. Are in-service training courses planned according to the training needs of librarians?
2. To what extent can in-service training courses be effective in meeting librarians' training needs?
3. Do these courses have the applied content?
4. To what extent do the professional skills of librarians increase after these courses?
5. To what extent can in-service training courses be effective in librarians' efficiency?
6. To what extent will librarians use the electronic technology?
7. Do the results of in-service training courses affect the performance and efficiency of librarians?

Research Methodology

The present research, in terms of objective, is an applied research, and in terms of method, is a descriptive survey research. This study has dealt with the investigation of the role of in-service training courses for librarians in their efficiency, in the Institute for the Intellectual Development of Children and Young Adults (IIDCYA).

The Statistical population consists of 129 librarians (cultural mentors) of the Institute for the Intellectual Development of Children and Young Adults (IIDCYA) in Tehran city, who are working in the libraries of the Institute (IIDCYA).

For collecting data, 129 questionnaires were distributed, out of which 117 questionnaires were answered and collected.

The method of data collection in this study was survey method, and for gathering information, a questionnaire was used which was designed based on the 5-point Likert scale.

The questionnaires were distributed among the librarians of the statistical population. The questionnaires were distributed in two ways; by sending them to the libraries' E-mails and by presenting in the libraries. If there was any ambiguity about each question it was disambiguated by the presenter, before delivery.

In this study for assessing the validity of the questionnaire, Cronbach's alpha coefficient was used, and its validity was calculated equal to 0.861. So, it can be stated that the questionnaire has a high validity and it is acceptable for conducting a research. In order to examine the questions, one Sample Mean Comparison Test, Kolmogorov-Smirnov test, and Pearson's correlation coefficient were used to determine the distribution of variables. Also, Conformity Factor Analysis and path analysis were used to answer the research questions. The statistical stages of the study were conducted by SPSS 22 and LISREL 8.5 at a confidence level of %95.

Research Hypotheses

1. There is a significant relationship between holding in-service training courses and the increase in the efficiency of librarians.
2. There is a significant relationship between the evaluation of in-service training courses and the increase in the knowledge and information of librarians.

The Research Background in Iran

In his thesis, Qajari (2001-2002) has dealt with the "Investigation of the effects of in-service training courses on increasing the efficiency of the human resources of the branches of Bank Melli in Tehran". The objective of the study is an investigation for identifying the effects of training on increasing the efficiency of the managers of the branches of Bank Melli in Tehran, and identifying the effective factors in increasing the general and professional knowledge and information, job satisfaction, and the skills of managers, and their role in increasing the efficiency. The research method is descriptive survey method and the type of the research is field research. Sampling was conducted using systematic sampling on the circle, and accordingly 150 individuals were selected from the managers of Bank Melli branches in Tehran, as a statistical sample. The tool for measuring the research variables, is a questionnaire based on anthropological features, and the completed training courses. In this research, the respondents and 27 questions related to the research hypotheses, were adjusted. Also in this research, by considering in-service training as a independent variable, and general and professional knowledge and information, job satisfaction, and skills as intervening variables and the efficiency as an independent variable, the effect of in-service training courses on the efficiency has been investigated. The research hypotheses have been investigated using the Friedman analysis of variance by ranks. The results showed that each of four hypotheses, i.e. in-service

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training, the increase in general and professional knowledge and information, job satisfaction, and skills, has a significant relationship with the efficiency of the managers of Bank Melli branches in Tehran at a confidence level of 0.95.

Kulaiean (2009) investigated the effectiveness of these courses in their thesis entitled "Investigating the comments of trainees and trainers about in-service training courses in library and information science in the Agricultural Scientific Information & Documentation Center (ASIDC), between 2000 and 2004", and concluded that in trainees' section in terms of trainers' preparation, ability to answer the questions, and ability to link between the lesson content and work environment, the trainees had given good and very good scores to the trainers with %85, %82, and %79, respectively. And only in terms of employing the teaching aids, the score of trainers was %63 good and very good, due to the lack of these tools during the courses. It was also successful in the area of planning and training services in terms of scheduling, providing the program of the courses, and providing the information about the trainees and applications. One of the most unsuccessful performances of the Center, from the standpoint of trainees, was related to the program and welfare services, and in the mean time, the worst score was allocated to extracurricular and welfare services (%19).

Karami (2011), in their Master's thesis entitled "An investigation on the implementation of specialized training courses for library science, using the electronic technology, in the National Library and Archives of I.R of Iran", believes that training using the technology plays a significant role in teaching-learning process of graduates. Also, users have a positive attitude towards employing e-learning methods.

The Research Background outside of Iran

Chennupati and Moorthy¹ (2002) conducted a study entitled "The impact of continuing education program on library and information science professionals" in India. In this study, the respondents stated their reasons for participating in these courses that included: the improvement of the services in the library of their workplace, updating the knowledge and skills, mastering the latest technologies which are useful for the library, and finally the personal interest. Librarians have introduced some topics such as management of databases, familiarity with the web tools, network, and the application of new technologies in libraries, as suitable topics for presenting in the future training courses.

Virkus² (2008), in an article entitled "Use of Web 2.0 technologies in LIS education: experiences at Tallinn University, Estonia", investigates the experiences gained at Tallinn University, from the use of computer science technologies including web 2.0 technologies in LIS education, and its role in teaching/learning models in this major. The research findings indicated that the use of web 2.0 technologies was an effective method in learning of individuals, access to information, and communicating with others.

Burnett³ (2013) in an article entitled "Challenges and problems of Library and Information Science Education in selected African countries", has dealt with this subject that these countries, on the one hand, had ignored the speed of the digital environmental factors, and on the other hand, were faced with the employees' requests to provide the up-to-date knowledge and upgrade the skills. And to solve these problems, they have to evaluate and estimate the librarians' needs for specialized information. INASP⁴ has a special look at the issue of developing the educational skills, and strengthening the teaching education.

¹ Chennupati & Moorthy

² Virkus

³ Burnett, Peter

⁴ International network of the Availability of scientific publication

3. CONCLUSION

- The results of the study suggest that the reason for attending the training courses is mostly due to occupational necessities. Librarians have mostly intended specialized courses, they have intended more than seven courses, and evaluated the conditions of holding the classes as suitable, and failure to hold distance learning programs, is considered as the most important shortcoming. The effect of librarians' coordination in terms of work experience is significant on training courses. The effect of training courses on developing and offering the library's services and the effect of training courses on increasing the ability to provide the strategic plans for the library, are at a medium level. The most important strategies to hold the training courses as better as possible, include: applicability of the course content, a needs assessment for holding the course, holding specialized courses, holding regular courses, updating the course content, holding the course in the form of a workshop, updating the training equipment and facilities, offering the course in a stepped way, employing the teachers who are familiar with the type of Institute's (IIDCYA) activities, specialized training specific for various library activities, precise evaluation of courses and following up the effectiveness of courses, combining the theoretical principles and practical issues in the course content, the coordination of the educational content with the topic of the course, and holding language, computer and Internet courses.

Discussion and Interpretation of the Results of Answering the Research Questions

What, in general, can be concluded according to the results obtained from answering the research questions, are as follows:

The first research question: Are in-service training courses planned according to the training needs of librarians?

Table 1. One-Sample Mean Comparison Test for Coordination of courses with training needs.

Cut-off = 3								
Coordination of the courses with training needs	Number	Mean	Standard deviation	Test statistic	Significance level	Mean difference	Confidence Level of 95%	
							Upper Bound	Lower Bound
	117	3.023	0.193	0.209	0.854	0.023	-0.457	0.504

As can be seen in Table 1, the mean coordination of the courses with training needs in the study sample is calculated 3.023, which is greater than the expected value, and the observations have a deviation of 0.193 from this value. The significance level of the test is calculated to be greater than $\alpha = 0.05$. So the assumption that the mean coordination of the courses with training needs is equal to the expected value, is accepted at a confidence level of %95. Thus, the coordination of courses with training needs is at a medium level.

The second research question: To what extent can in-service training courses be effective in meeting librarians' training needs?

Table 2. One-Sample Mean Comparison Test for the level of meeting the needs by the courses.

Cut-off = 3								
The level of meeting the needs by the courses	Number	Mean	Standard deviation	Test statistic	Significance level	Mean difference	Confidence Level of 95%	
							Upper Bound	Lower Bound
	117	3.420	0.450	1.614	0.248	0.420	-0.699	1.539

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As can be seen in Table 2, the mean level of meeting the needs by the courses in the study sample is calculated 3.420, which is greater than the expected value, and the observations have a deviation of 0.450 from this value. The significance level of the test is calculated to be greater than $\alpha = 0.05$. So the assumption that the mean level of meeting the needs by the courses is equal to the expected value, is accepted at a confidence level of %95. Thus, the level of meeting the needs by the courses is at a medium level.

The third research question: Do the in-service training courses have the applied content?

Table 3. One-Sample Mean Comparison Test for the Applicability of the Course Content.

Cut-off = 3								
Applicability of the Course Content	Number	Mean	Standard deviation	Test statistic	Significance level	Mean difference	Confidence Level of 95%	
							Upper Bound	Lower Bound
	117	3.148	0.249	1.329	0.255	0.148	-0.161	0.457

As can be seen in Table 3, the mean level of the applicability of the course content in the study sample is calculated 3.148, which is greater than the expected value, and the observations have a deviation of 0.249 from this value. The significance level of the test is calculated to be greater than $\alpha = 0.05$. So the assumption that the mean level of the applicability of the course content is equal to the expected value, is accepted at a confidence level of %95. Thus, the level of the applicability of the course content is at a medium level.

The fourth research question: To what extent do the professional skills of librarians increase after these courses?

Table 4. One-Sample Mean Comparison Test for the level of Increase in the Skills after the Courses.

Cut-off = 3								
The level of Increase in the Skills after the Courses	Number	Mean	Standard deviation	Test statistic	Significance level	Mean difference	Confidence Level of 95%	
							Upper Bound	Lower Bound
	117	3.374	0.037	18.411	0.000	0.347	0.287	0.407

As can be seen in Table 4, the mean level of increasing the skills after the courses in the study sample is calculated 3.347, which is greater than the expected value, and the observations have a deviation of 0.037 from this value. The significance level of the test is calculated to be less than $\alpha = 0.05$. So the assumption that the mean level of increasing the skills after the courses is equal to the expected value, is rejected at a confidence level of %95. And since the estimated value for the mean differences is positive, thus the level of increasing the skills after the courses is high.

The fifth research question: To what extent can in-service training courses be effective in librarians' efficiency?

Table 5. One-Sample Mean Comparison Test for the level of the efficiency of the courses for librarians.

Cut-off = 3								
Level of the efficiency of the courses for librarians	Number	Mean	Standard deviation	Test statistic	Significance level	Mean difference	Confidence Level of 95%	
							Upper Bound	Lower Bound
	117	3.268	0.124	4.795	0.009	0.268	0.112	0.423

As can be seen in Table 5, the mean level of the efficiency of the courses for librarians in the study sample is calculated 3.268, which is greater than the expected value, and the observations have a deviation of 0.124 from this value. The significance level of the test is calculated to be less than $\alpha = 0.05$. So the assumption that the mean level of the efficiency of the courses for librarians is equal to the expected value, is rejected at a confidence level of %95. And since the estimated value for the mean differences is positive, thus the level of the efficiency of the courses for librarians is high.

The sixth research question: To what extent will librarians use the electronic technology?

Table 6. One-Sample Mean Comparison Test for the Level of Using Electronic Technology by Librarians.

Cut-off = 3								
Level of Using Electronic Technology by Librarians	Number	Mean	Standard deviation	Test statistic	Significance level	Mean difference	Confidence Level of 95%	
							Upper Bound	Lower Bound
		117	3.678	0.359	4.218	0.013	0.678	0.231

As can be seen in Table 6, the mean level of using the electronic technology by librarians in the study sample is calculated 3.678, which is greater than the expected value, and the observations have a deviation of 0.359 from this value. The significance level of the test is calculated to be less than $\alpha = 0.05$. So the assumption that the mean level of using the electronic technology by librarians is equal to the expected value, is rejected at a confidence level of %95. And since the estimated value for the mean differences is positive, thus the level of using the electronic technology by librarians is high.

The seventh research question: To what extent do the results of in-service training courses affect the performance and efficiency of librarians?

Table 7. One-Sample Mean Comparison Test for the Effect of the Courses on the Performance of Librarians.

Cut-off = 3								
The Effect of the Courses on the Performance of Librarians	Number	Mean	Standard deviation	Test statistic	Significance level	Mean difference	Confidence Level of 95%	
							Upper Bound	Lower Bound
		117	2.820	1.229	-1.580	0.117	-0.179	-0.400

The mean level of the effectiveness of the courses on the performance of librarians in the study sample is calculated 2.820, which is less than the expected value, and the observations have a deviation of 1.299 from this value. The significance level of the test is calculated to be greater than $\alpha = 0.05$. So the assumption that the mean level of the effectiveness of the courses on the performance of librarians is equal to the expected value, is accepted at a confidence level of %95. Thus, the level of the effectiveness of the courses on the performance of librarians is medium.

Discussion and Interpretation of the Research Hypotheses

What, in general, can be concluded according to the results obtained from testing the research hypotheses, are as follows:

The first research hypothesis: There is a significant relationship between holding in-service training courses and the increase in the efficiency.

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Table 8. Pearson Correlation Coefficient Test for These Variables; Holding In-Service Training Courses and the Level of Increase in the Efficiency.

Holding In-Service Training Courses and the Level of Increase in the Efficiency	Correlation coefficient	Significance level	Number of Samples
	0.770 **	0.000	117

As shown in Table 8, the significance level of testing the existence of a relationship between the two variables; holding in-service training courses and the level of increase in the efficiency, is less than $\alpha = 0.05$. So, the assumption that there is a relationship between the two variables; holding in-service training courses and the level of increase in the efficiency, is accepted and this test is significant. The correlation between the two variables; holding in-service training courses and the level of increase in the efficiency, is direct and strong ($\rho = 0.770$), that is to say that with an increase in holding in-service courses, the efficiency increases too.

The second research hypothesis: There is a significant relationship between the evaluation of in-service training courses and the increase in the knowledge and information of librarians.

Table 9. Pearson Correlation Coefficient Test for These Variables; the Evaluation of In-Service Training Courses and the Increase in the Knowledge and Information of Librarians.

The Variables; the Evaluation of In-Service Training Courses and the Increase in the Knowledge and Information of Librarians	Correlation coefficient	Significance level	Number of Samples
	0.849 **	0.000	117

As shown in Table 9, the significance level of testing the existence of a relationship between the two variables; the evaluation of in-service training courses and the increase in the knowledge and information of librarians, is less than $\alpha = 0.05$. So, the assumption that there is a relationship between the two variables; the evaluation of in-service training courses and the increase in the knowledge and information of librarians, is accepted and this test is significant. The correlation between the two variables; the evaluation of in-service training courses and the increase in the knowledge and information of librarians, is direct and strong ($\rho = 0.770$), that is to say that with an increase in the evaluation of in-service training courses, the knowledge and information of librarians increases too.

Interpretation of the Descriptive Section of the Research

What, in general, can be concluded according to the results obtained from the descriptive section of the research, are as follows:

- The number of female respondents is greater than male respondents, in the study sample,
- The number of married respondents is greater than single respondents, in the study sample,
- The number of respondents with 16 to 20 years experience is greater than other respondents, in the study sample,
- The number of respondents with 31 to 40 years of age is greater than other respondents, in the study sample,
- The number of expert respondents is greater than other respondents, in the study sample,
- The number of respondents who were permanent employees is greater than other respondents, in the study sample,
- The number of respondents with degrees other than library and information science is greater than other respondents, in the study sample,
- The respondents' familiarity with foreign languages is at a medium level, in the study sample,
- The respondents' level of mastering the Internet and computer is at a high level, in the study sample,

- The construct validity of the data collection tool was confirmed using confirmatory factor analysis technique and it became clear that the most agreement of the respondents of the study sample on the designed questions is related to the following factors, respectively: "To what extent is holding the training courses for familiarity with the Internet and using the websites necessary?", "To what extent is the use of new technologies necessary in the educational environment?", "To what extent is holding the training courses about the application of library and IT software necessary?", "Is the presented content adequately understandable?", "To what extent is holding the courses for the specialized language of library science necessary?", "To what extent have the held courses increased your ability and power to make decision?", "To what extent have the held courses increased your ability for social communication in the course of your activity?", "To what extent have the held courses increased your efficiency in doing your work?", "To what extent have the held courses improved the quality of your activities?", "To what extent have the held courses increased your creativity and innovation?", "How much are you familiar with the methods of searching and search engines?", "To what extent do the held courses improve foresight about library tasks?", "To what extent do the held courses increase your ability and power to have a better understanding of the main tasks and missions of the organization?", "To what extent do you need to be trained in the technical affairs of librarianship", "To what extent have the held courses increased your ability for participation and mutual cooperation?", "How much are you familiar with information networks and digital libraries?", "Are participatory and interactive teaching methods used in the content presentation?", "Is there a sufficient relationship between theoretical and practical content?", "do the courses have the applied content?", "Do the librarians attend the courses with appropriate readiness?", "Are the courses proportional to the library's activities in terms of seasons?", "are the training courses designed proportional to your real needs and type of activity?", "To what extent have the held courses increased your mastering new technologies?", "Is the end-of-course evaluation held desirably and appropriately?", "Is the amount of presented materials proportional to the duration of teaching and courses?", "Are the courses held according to the prerequisites passed by the librarians?", "Is there enough attention paid to the librarians' previous experiences?", "Are the performance evaluations in accordance with scientific principles?", "Is holding the courses coordinated with the librarians beforehand, and is it held according to their conditions?", "Is a detailed needs assessments carried out for holding the courses?", "Are mid-course and regular evaluation carried out?", "Was scientific evaluation carried out at the beginning of the course, in order to determine the level of your learning and efficiency?",
 - In the study sample, the reason for attending the training courses is mostly due to occupational necessities,
 - In the study sample, Librarians have mostly intended specialized courses,
 - In the study sample, most respondents have intended more than seven courses,
 - In the study sample, most respondents believe that the space, place and conditions for holding the classes are suitable,
 - In the study sample, failure to offer distance learning programs, is considered as the most important shortcoming for the training courses,
 - In the study sample, the respondents' belief in the effect of librarians' coordination in terms of work experience on training courses, is very strong,
 - In the study sample, the respondents' belief in the effect of training courses on developing and offering the library's services, is medium,
 - In the study sample, the respondents' belief in the effect of training courses on increasing the ability to provide the strategic plans for the library, is medium,
 - The most important recommendations to and expectations from the organizers of the training courses are listed in priority order with the most repeated as first, as follows: Applicability of the course content, a needs assessment for holding the course, holding specialized courses, holding regular courses, updating the course content, holding the course in the form of a workshop, updating the training equipment and facilities, offering the course in a stepped way, employing the teachers who are familiar with the type of Institute's (IIDCYA)

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activities, specialized training specific for various library activities, precise evaluation of courses and following up the effectiveness of courses, combining the theoretical principles and practical issues in the course content, the coordination of the educational content with the topic of the course, and holding language, computer and Internet courses.

A Comparison between the Results of This Research and Previous Researches

The results of the current study shows that with an increase in holding in-service courses, the efficiency increases too. Also with an increase in the evaluation of in-service training courses, the knowledge and information of librarians increases. In support of this approach of the study, Qajari (2001) showed that; in-service training, the increase in general and professional knowledge and information, job satisfaction, and skills, have significant relationships with the efficiency of the managers of Bank Melli branches in Tehran at a confidence level of 0.95. Alavi (2009) showed that compiling a fast electronic content was a new approach to compile an electronic content which reduced the time and cost of creating an electronic content by changing the processes and tools being used. Liao et al., (2006) showed that e-learning was efficient as an automatic environment for a learner, an environment for solving problems, a multimedia environment for e-learning and teaching, and a method in which teachers teach. Virkus (2008) showed that the use of web 2.0 technologies was an effective method in learning of individuals, access to information, and communicating with others. Jones (2011) showed that e-learning increased the familiarity with Internet sources, increased the efficiency and confidence in offering these services to users, increased awareness of educational deficiencies while trying to fix them, caused familiarity with colleagues in other libraries, caused to make a base for an educational method which is complementary to the current educational methods, and increased the awareness of the importance of digital sources. Medrarallah (2011) showed that librarians' professional activities were mostly traditional and librarians were not generally aware of the latest achievements and technologies in this field. Nivon Hui Sen (2011) showed that holding the training courses made good preparations for improving these courses. Burnett (2013) showed that the evaluation and estimation of librarians' specialized information needs and development of educational skills was a strategy to cope with the challenge of not using the modern technologies.

4. SUGGESTIONS BASED ON THE RESEARCH RESULTS

Considering that holding the training courses led to the increase in the efficiency of librarians, the main reason for attending the training courses was occupational necessities and promotion, specialized courses, workshops and seminars were high demand courses, and failure to hold distance learning programs was the most important shortcoming, hence the following are recommended:

- Applicability of the course content and combining the theoretical principles and practical issues in the course content (workshop) in order to teach theory and practice at the same time,
 - A needs assessment for holding the course, precise evaluation of courses and following up their effectiveness,
 - Updating the course content, and holding specialized courses regularly,
 - Paying attention to intra-organizational needs and abilities and capabilities of employees in each department, and offering the course in a stepped way,
 - Specialized training specific for various library activities, and holding up-to-date courses in such a way that the needs of the library are identified and libraries and their activities come out of stagnation,
 - Coordination of the educational content with the topic of the course, also holding language, computer and Internet courses,

- Updating the training equipment and facilities, employing the teachers who are familiar with the type of Institute's (IIDCYA) activities and the work environment of the centers, to be able to provide applied contents,
- Exact and scientific evaluation in order to improve and reform in-service training courses as much as possible,
- Converting in-service training courses for librarians into research-oriented courses.

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