

Original Article (Quantified)

Analysis of the indigenous model of in-service training based on cultural needs assessment

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Abstract

This study was conducted with the aim of investigating the analysis of the indigenous model of in-service training based on cultural needs assessment. The research method is applicable in terms of its purpose, quantitative in terms of implementation method, and descriptive-correlational in terms of nature and method. The statistical population in this study consists of employees of the Ministry of Culture and Islamic Guidance, as many as 1489 people. The sample size was determined as 305 people based on the Cochran formula. A standard questionnaire based on a 5-point Likert scale was used to collect research data. The content validity of the tool was confirmed by specialists and experts, and Cronbach's alpha and composite reliability were used to measure the reliability of the tool. By distributing the questionnaire, the validity of the tool was measured with three methods: construct validity (external model), convergent validity (AVE), and divergent validity. The AVE value for all variables must be greater than 0.5. SPSS and PLS software were used to analyze the data. The research findings show that media literacy training plays a key role in the in-service training of the Ministry of Culture and Islamic Guidance. These findings emphasize that targeted and prioritized investment in training programs effectively increases organizational efficiency and capacity.

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Extended abstract

Introduction

Today, training and development are essential for organizations, because providing training is time-saving and cost-effective. Due to global and technological development, organizations are currently facing new challenges (Brière et al., 2024). Technological advances in industries have shaped the needs of competencies and capabilities required to perform a specific job (Yan & Hu, 2022). To face these changes and challenges, more effective and improved training sessions are needed by all companies. In this regard, human resource management focuses on four main tasks including attracting, retaining, developing and motivating employees (Tahtalioglu, 2026). Among these tasks, retaining employees as a key factor in their motivation and commitment to continue their activities, and also, developing human resources through training and continuous learning programs can help change employee behavior and improve their performance (Dortaj et al., 2024).

Previously, few studies have been able to examine the impact of the interdependence between productivity, profitability and training. It is important for organizations to design useful training programs very effectively and carefully (Jong, Sim & Lew, 2019). The result of the study by Dearden et al. showed that there is a significant relationship between training and productivity. Hanson used the OLS difference approach to find the relationship between profitability and training, the results of many studies showed that training and development have a positive effect on various dimensions of company performance: product development, product quality, sales growth and market share (Elahi, Ahmad & Aamir, 2022). Muhammad et al. (2021) pointed out that training and development improves employee performance, which ultimately leads to project success in the organization. The findings of Farahmand's research also show that in-service training has had a significant impact on increasing employee knowledge and skills, but has not been effective in improving their job satisfaction (Sirghani et al., 2023).

The Ministry of Culture and Islamic Guidance also needs a new human resource management model. Global pressures, cultural invasion, etc. have created problems related to the activities of the Ministry of Culture and Islamic Guidance, which have jeopardized the effectiveness of their performance. On the other hand, considering that the Ministry of Culture and Islamic Guidance has extensive access to human capital to create a competitive advantage, resorting to old methods of human resource management does not allow the use of all the potentials available in the organization, and therefore, new models of human resource management should be considered by the officials of the Ministry of Culture and Islamic Guidance. Hence, the intellectual concern of the researcher led to the question: how to analyze the indigenous model of in-service training based on cultural needs assessment?

Literary Foundations

In-service Training

In-service training, as one of the essential components of human resource development, plays an important role in improving the professional competencies of employees and improving organizational performance (Dolarmi et al., 2024). In today's world, where technological changes, the complexity of job tasks, and stakeholder expectations are rapidly increasing, pre-service training alone does not meet the professional needs of employees, and continuous learning in the form of in-service training has become an inevitable necessity (Motavaseli, Norouzi & Hassani, 2022). Researchers consider in-service training to be a systematic and continuous process that is implemented after hiring individuals and during the employment period with the aim of updating knowledge, improving skills, and modifying job attitudes and behaviors (Noe, 2020).

Hossein et al. (2025) studied "The effect of developing in-service training on the job empowerment of Army Ground Force employees with the mediating role of motivation in line with the applicability of the Second Step of the Revolution Statement". The results showed that the development of in-service training has a positive and significant effect on the motivation and job empowerment of employees and motivation on the job empowerment of Army Ground Force employees. Finally, considering the mediating role of motivation, these 3 categories should be paid attention to simultaneously and with systemic thinking in line with organizational productivity.

Beige et al. (2025) conducted a study entitled "Investigating the effect of in-service training on teachers' professional development: Analysis of components, contextual factors and patterns". The results of the study showed that the effectiveness of in-service training courses should not be limited solely to the field of teachers' professional knowledge, but these courses also have an impact on other aspects of teachers' professional development, including how to communicate with students and colleagues, as well as their practical skills and critical thinking, and will lead to its improvement.

Research Method

This research is applicable in terms of purpose, and descriptive-correlational in terms of method. The statistical population is all employees of the Ministry of Culture and Islamic Guidance, which are approximately 1489 people according to the information of the Ministry of Culture and Islamic Guidance system. The sample size was estimated to be 305 people based on the Cochran formula. To collect data, a researcher-made questionnaire on a five-point Likert scale was used. To examine the validity of the instrument, content validity (opinion from experts) was used and its validity was confirmed. Then, by distributing the questionnaire, the validity of the instrument was measured with three methods: construct validity (external model), convergent validity (AVE), and divergent validity. The AVE value for all research variables must be greater than 0.5. In order to test the research hypotheses, structural equation modeling was used in the context of smart pls2 statistical software.

Research findings

The research findings showed that all components of cultural education and cultural crisis management have a positive and significant impact on improving in-service training. The components of media and digital literacy training, cultural diversity and pluralism management training, and cultural crisis management training have the greatest impact on organizational performance, while cultural standardization and indexing and professional ethics and responsibility training have had a lesser impact. Also, the components of mental health, innovation in cultural management, and training in Iranian-Islamic values and national identity have had a significant impact. These results emphasize the necessity of designing practical, continuous, and prioritized training programs to improve the efficiency and organizational capacity of cultural institutions.

Conclusion and Discussion

The research findings showed that teaching Iranian-Islamic values and national identity plays a fundamental role in cultural cohesion and strengthening the sense of social belonging. This result is consistent with the studies of Avalos (2021), which emphasize that systematic teaching of cultural and identity values can lead to the formation of sustainable attitudes and responsible behaviors in individuals. Also, the research of Armstrong & Taylor (2023) shows that neglecting indigenous identity in educational programs provides the basis for weakening



cultural capital and increasing the identity gap; therefore, the emphasis of this study on targeted teaching of values confirms and strengthens previous findings.

Regarding cultural education techniques, the results indicate that participatory, experience-based, and social interaction-based methods are more effective than traditional methods. This finding is consistent with the literature on adult education and cultural learning, which considers active learning to be the main factor in the internalization of cultural concepts. Studies by Knowles et al. (2020) have also shown that the use of interactive and scenario-based activities increases cultural understanding and acceptance of values.

In the context of education on laws and regulations in the field of culture, the results of the study show that cultural legal awareness increases responsibility and reduces deviant behavior. This result is consistent with research that considers legal education as a prerequisite for effective cultural governance and informed citizen participation (Armstrong & Taylor, 2023). Previous studies also emphasize that the lack of coherent legal education in the field of culture leads to subjective interpretations and cultural conflicts.

Findings on cultural standardization and indexing showed that the existence of specific indicators allows for the evaluation, comparison, and improvement of cultural activities. This result is consistent with the views of Garavan et al. (2022), which emphasize data-driven and measurable. Research by Rahnavard et al. (2021) has shown that the lack of cultural indicators makes cultural decisions opaque and ineffective.

The results show that cultural education will not be sustainable without a system of feedback and continuous correction. This finding is consistent with the studies of Ernst et al. (2023), which state that learning is valuable when it leads to behavior change and performance improvement.

Regarding professional ethics and responsibility education, the results showed that this component plays an important role in promoting professional behaviors and social trust. This finding is consistent with the studies of Armstrong & Taylor (2023), in the field of mental health and resilience, the findings showed that cultural education can indirectly strengthen the psychological resilience of individuals. This result is in line with the new literature on socio-emotional education, which considers mental health as a prerequisite for sustainable cultural participation. Research by Avalos (2021) also emphasizes that ignoring mental health in cultural programs reduces the effectiveness of other education. Findings related to the economy of culture show that teaching the economic concepts of culture can create an instrumental-developmental attitude towards cultural activities. This result is in line with the studies of Garavan et al. (2022), which introduce culture as a source for sustainable development and job creation. In the innovation component in cultural management, the results showed that the use of technology and innovative approaches increases the effectiveness of cultural education. This finding is consistent with the findings of Armstrong & Taylor (2023). Regarding cultural crisis management education, the results indicate that scenario-based education and prior preparation increase the ability to face identity and media crises. This finding is consistent with the research of Abi (2020), which considers education to be the most effective tool for reducing cultural harm.

In the field of media and digital literacy education, the results showed that this component plays a key role in strengthening critical thinking and reducing media harm. This result is consistent with the studies of Avalos (2021). Finally, the results related to diversity and cultural pluralism management education showed that education strengthens acceptance of differences, social cohesion and cultural coexistence. This finding is consistent with the results of Abi (2020).