

The Impact of In-Service Training Courses to Increase Knowledge and Job Skills and Efficiency and the Ability to Perform the Duties Assigned Staff

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Abstract: The aim of this research was the impact of in-service training courses to increase knowledge and job skills and efficiency and the ability to perform the duties assigned staff. The study population included all staff of Bank Sepah of Karaj where attended in-service training courses in 2011-2012 which the sample of 100 persons of staff were selected randomly. The research instrument was a questionnaire made up of two forms, staff and administrators who their reliability was 91% and 93%, respectively. In order to analyze the data, the descriptive statistics including frequency, percentage, mean, standard deviation and also inferential statistics were used which consisted of Binomial test and independent T test. Research results showed that: training courses had been effective for staff and managers to increase knowledge and job skills, work efficiency and ability to perform the duties assigned by the staff.

Keywords: Evaluation, Effectiveness, In-service Training, Job Performance.

Introduction

An era in which we are is the information age. Information manifold every moment is easily spread to all parts of the world. The organization's mission is sync with the pace of change in these periods (Ahmad Beigi, 2005). Personnel are one of the main components of the organization and they are very important. Given that the success of any organization depends on the allocation and use of appropriate tools, equipment, money, material and human resources in its programs and this is possible if organizations can use individual and collective skills, abilities and features of staff in achieving organizational goals. The development of human capital is known as a competitive source. Due to this, the importance of in-service training becomes clear. In-service trainings play an important role in the effectiveness, efficiency and empowerment of human resources. In addition, they are also a significant factor in increasing staff job satisfaction, because every staff, in turn, are interested in the growth and familiarity with the latest scientific achievements in the field of its expertise, to thereby raise the quality of their work and are fruitful (Behrouzi, 2005). In human capital theory, it is stated that education should not only be regarded as an organizational fee, but also education is taken into account as organizational tasks and an investment (Balkin & Richeb, 2007). By following in-service trainings, evaluation is proposed because it can never claimed without the evaluation of training courses which training has been provided fruitful to learners or not (Ahmad Beigi, 2005). One of the most important and the most effective type of training evaluation is an assessment in a real environment or the

effects of training on individual performance. Unfortunately, very little the considerable resources devoted will be assigned to educational efforts and to the evaluation stage. In fact, some of training programs which have been prepared very wise and well-designed and expensive, their assessment program is either very basic or rudimentary or none of them (Sinjer, translated by Al Aqa, 1999). However, the aim of this research was the impact of in-service training courses to increase knowledge and job skills and efficiency and the ability to perform the duties assigned staff.

Materials and Methods

The research method was based on descriptive-survey. The study population included all staff of Bank Sepah of Karaj where attended in-service training courses in 2011-2012 which they were 150 persons. Also, as a result, direct managers of staff include the population of this research which the total number was 30 people. In this study, single-stage random cluster sampling was conducted in which 100 subjects were selected and after determining the sample size and identification of the sample individuals; it was used to determine the supervisors and managers that in this section, 25 managers were specified that were compared to the level of job performance of the sample size. To collect data, two questionnaires were used which each included 19 questions. Response scale was a five-point Likert range. The questions were as follows that questions 1, 3, 3, 7, 10, 3, 13, 18 discuss on the examination of the impact of training courses in providing the knowledge and skills of staff. Questions 2, 5, 8, 19 discuss on the impact of in-service training courses to increase the work efficiency of staff. Questions 6, 9, 11, 14, 15, 16, 17 refer to the impact of in-service training courses to increase duties by the staff. The validity was confirmed by professors and experts. The results of the validity showed that alpha coefficient calculated for the staff questionnaire of staff was obtained 93% and 91%. Given that the reliability calculated for each variable is more than 70%, so it can be concluded that the questionnaire used is to enjoy the credibility and necessary stability of investigations. To evaluate the answers to the questions, binomial test was used. Binomial test in each component is specified that what opinions staff has in each of the functional components influencing factors of the education courses. To illustrate the difference supervision of staff and managers, T-test was used for independent groups of ANOVA. In all analyzes, the significance level of $p < 0.05$ was considered.

Results

Descriptive statistics of variables are shown in Tabel1.

Table1. The mean and standard deviation of variables.

	Minimum	Maximum	Mean	Standard deviation
Knowledge and job skills	10	30	18.80	3.90
Increase of working efficiency	4	20	10.06	2.94
Ability to perform tasks	7	32	17.36	4.41

The results are presented in Table 2. According to Table 2, which the value of the significance level was 5% smaller than the significance level, it can be said that in-service training courses to provide knowledge and skills of staff have been effective.

Table 2. Evaluation of effectiveness of training courses to provide knowledge and skills of staff.

	Number	Possibility observed	Possibility of test	A significant value reported
Advocates	90	0.90	0.5	0.000
Opponents	10	0.10		
	100	1		

According to Table 3, which the value of the significance level was 5% smaller than the significance level, it can be said that in-service training courses to increase knowledge and skills of staff have been effective.

Table 3. Evaluation of effectiveness of training courses to increase knowledge and skills of staff.

	Number	Possibility observed	Possibility of test	A significant value reported
Advocates	88	0.88	0.5	0.000
Opponents	12	0.12		
	100	100		

According to Table 4, which the value of the significance level was 5% smaller than the significance level, it can be said that in-service training courses to increase the ability of duties assigned by staff have been effective.

Table 4. Evaluation of effectiveness of training courses in the ability of duties assigned by staff.

	Number	Possibility observed	Possibility of test	A significant value reported
Advocates	87	0.87	0.5	0.000
Opponents	13	0.13		
	100	100		

Discussion and Conclusion

The aim of this research was the impact of in-service training courses to increase knowledge and job skills and efficiency and the ability to perform the duties assigned staff. The results showed that training courses to provide knowledge and skills of staff had been influential and led to increasing knowledge and job skills of staff. It can be said that in-service training courses result in increasing to increase scientific information, technical knowledge, career awareness and professional skills of staff and overall, equip them with the information that is needed for their jobs. The results of Esmaeili (2001), Nouralizadeh (2004), Rajabian (2006) are consistent with these findings. Other findings showed that holding training courses are effective in increasing the efficiency of staff and enhance working efficiency of staff. In general it can be said that in-service training courses lead to increasing the quality, speed and accuracy of staff that these ultimately lead to increasing efficiency of the staff. These findings are consistent with the results of Esmaeili (2001). Other results also showed that training courses to increasing the ability of the duties assigned by staff had been effective and they resulted in increasing the ability of the duties assigned by staff. In general it can be said that in-service training courses lead to the ease of doing business complex tasks and the skill and mastery staff in their obligations and ultimately increasing their ability to perform the duties are assigned. These findings are consistent with the results of Nouralizadeh (2003).

Efficient and skilled human resources are regarded as organizational requirements which are proposed as the primary and important capital in any organization. Using skilled people to employment increase the productivity in different organizations and among the ways to educate individuals in this regard, is to provide in-service trainings to them. What is clear is that formal education alone is not able to resolve the educational needs and a shortage of staff. Informal education provides favorable conditions for replacement, upgrades, promotions and job rotation and also creates developments and changes in all aspects of technical, administrative, organizational etc., dimensions. In our country, Iran, due to the inability of formal education, the needs of national development, because of the attitude of the ruling wrong and limited access of individuals to appropriate educational programs, informal education system, particularly in relation to staff training, they are inevitable, because in this way, people can take advantage of learning opportunities in their adult life, not only to make up for past losses, but they update their information in the fields of science and technology and in line with the current ever-increasing changes and they have more preparation to meet future social changes (Abili, 1997). Service trainings raise effectiveness and efficiency of human resources by changing attitudes, information and rectification procedures, while the training of human resources has increased organizational effectiveness while achieving the goals, leads to job satisfaction and increase of performance as well, both of which lead to increasing productivity and work efficiency.

Education shall be adjusted and implemented to create the attitudes of staff so that their support can increase to the activities of the organization, discipline and sense of collaboration and synergies and their loyalty to the organization. Also, in-service training methods educate tools, equipment and troops into staff and as a result, these trainings are reduced from waste due to the negligence, errors and unfamiliarity of people. Staff training in organizations to enhance the level of knowledge, ability and skills to enable them to collaborate in the development

process of economic, social and cultural rights is essential and vital. According to what was said in-service training objectives, it can be said that if training courses based on needs assessments are properly designed and designed based on corporate objectives, they can be essentially effective and lead to increasing productivity through an increase in job performance in the organization, but what is important in this issue is the evaluation of the courses, because in fact educational evaluation states the final answer on the effectiveness of the training. In other words, a training program can justify their valuable when it offers reliable and credible evidence regarding the effectiveness of the performance of the participants.

Conflict of interest

The authors declare no conflict of interest

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