



2528-9705

*Örgütsel Davranış Araştırmaları Dergisi*  
Journal Of Organizational Behavior Research  
Cilt / Vol.: 3, Sayı / Is.: S2, Yıl/Year: 2018, Kod/ID: 81S242



## THE ROLE OF IN-SERVICE TRAINING ON IMPROVING THE EFFECTIVENESS OF HUMAN RESOURCES

Hamid OKATI\*, Hossein MOHEBI NIA, Hassan MOHEBI NIA, Ali HEYDARI SADEGH, Saeed MOHAMMAD DADKHODAIE

Department of Management, Zabol Branch, Islamic Azad University, Zabol, Iran.

\*Corresponding Author

### ABSTRACT

*Nowadays, increasing the efficiency of organizations depends upon the enhancement of efficiency of human resources. Enhancing the efficiency of human resources in order to do things successfully, also depends on training, expansion of knowledge and skill as well as developing desirable behaviors. This study aimed at investigating the impact of in-service training on the improvement of employees' performance. Participants of the study includes 823 of the personnel of University of Zabol. A researcher-made questionnaire was used as the research instrument which was designed based on Likert model. It is to be mentioned that the validity of the questionnaire was confirmed by expert supervisors and reliability was examined and approved through applying Cronbach alfa. Data analysis was done through applying SPSS, Kolmogorov-Smirnov, Pearson simple and multiple regression along with descriptive methods to test research variables. The results of the study indicated that in-service training have significant impact on the improvement of employees' performance and its components such as job identifying, responsibility, management ability, and improvement of mutual relations.*

**Keywords:** Performance, Job Identifying, Employees' Responsibility, Management Ability, Improvement of Mutual Relations

### INTRODUCTION

Today, every organization regarding the importance of training, attempts to make improvement opportunity for its members. Education and training considered as the beginning of maturity, depth of thought, analysis and strategic tool of social change and development in several societies. Global experience illustrates that training is one of the most influential factors in behavior change, updating skills, developing expert knowledge, vision and attitudes in human resources and organizational development (Boston, 2015).

Accordingly, it should be mentioned that in the current era of change, the organizations are able to survive provided that having well educated members who try to promote their ability, grow new patterns of thought, enjoy individual and group thought and learn how to learn with the help of each other (Witham and Meyer, 2009). It can be considered as one of the most effective factors in in development of each country. It is also emphasized that achieving organizational goals depends on the ability of staff in doing their duties and be able to be adapted to the changing environment. Therefore, training and development of human resources cause the staff to do their activities and increase their efficiency in line with the organizational changes. Therefore, the process of training and development of human resources are the essential affairs to adapt human resources with organization changing conditions and environment, and

regarded as the organization continuous and well planned effort to improve staff qualification and organizational performance. Thinkers of several sciences believe that creating positive and accurate view in the staff can be done through training. Indeed, training regarded as the instrument which is vital to achieve desired goal and also help managers to lead their organization (Abtahi, 2006).

It is also noteworthy to mention that in many organizations, having skillful employees is the most important reason of success. For this reason, many organizations develop and implement training programs for their employees. The development of organizations depends on the empowerment and innovation. Organizations' development contingent upon enjoying empowered and innovative human resources. Then, organizations pay more attention to the efficiency of their training programs and empowering their human resources, have always put emphasis on the role and place of the training and development of their staff in line with organization development. Moreover, one of the achievements of human civilization, is the emergence of comprehensive social organizations that are witnessing these days. It can be considered as the reason of naming our society as the organizational one (Orangi, 2011; Bhola, 2011).

The importance of training in organizations is increased as the occupations becoming more complex than before. Put it another way, speeded modification that have occurred in recent decades make the organizations to adjust the way of their production, distribution, sort of business and required skill to conduct them with the current situation. It can be said that education and training help individual to perform in a better way. As stated by Hajikarimi & Rangraz, 2005 and Orangi, 2011, training is a systematic manifestation which can be carried out via learning through training and obtaining planned experience. In-service training is indeed the transformation of employees' knowledge, quality of conducting affairs, and obtaining different outlook concerning job, colleagues and managers. Training is the most effective device to train and furnish required human resource in the public sector (Bortei Doku, 2010).

Of course, in spite of holding several educational plans with great expenses annually, most of the educated individuals seemingly was not satisfied with the classes and no one found them practical in social security organization. Concerning the existed difference between the current situation and a desirable one, in this study, we tried to propose some approaches to improve training circumstances and develop human resources in University of Zabol. It is hoped that research of this kind leads to confiscate employees' training problems and improve them in a pleasant manner.

## REVIEW OF LITERATURE

### *In-service training*

In-service training refers to the kind of training that generally come about after employment in the organization. Several definitions have been proposed concerning in-service training of employees. Some of them is mentioned as below.

John F.Mi defines in-service training as "employees' systematic and continuous improvement in relation to the sort of knowledge, skill and behavior which can be supportive in their welfare and the organization of their services". In such a manner, the purpose of in-service training is to create more productivity, increased efficiency in current job and better conditions for obtaining the higher authorities (Abtahi, 2006). Pierre and Gutter, likewise, consider in-service



training as a systematic effort that its main purpose is to coordinate individuals' aspirations, interests, objectives and forthcoming needs as well as the needs of the organization with expected efficiency (Ghazali, 2010; Stufflebeam et al, 2007).

Goldstin defines in-service training as a systematic approach of acquiring skills, rules, concepts and attitudes that lead to improved performance in workplace. Dukyn, 1988 believes that in-service training includes improving the activities and duties of individuals in relation to their professional career, mainly in order to increase their expert knowledge, skills and attitude which able people to enhance their efficiency in doing their duties.

**Performance**

The word performance is of several meanings and can be defined in different ways. Some are as hereunder:

Performance is to do something with special intention.

Performance can be measured by numbers or terms.

It can be said that, therefore, performance refers to both accomplishment and result. This term also is defined as the current action which is the certain amount of output value of the future. Nili, et.al. delineate performance as the effectiveness of one's accomplishment (Khaki, 2007).

**RESEARCH HYPOTHESES**

*Primary hypothesis*

- In-service training have impact on the performance of University of Zabol employees.

*Secondary hypothesis*

- In-service training have impact on Knowing and comprehending job and responsibility of University of Zabol employees.
- In-service training have impact on the promotion of management ability of University of Zabol employees.
- In-service training have impact on the improvement of mutual relations of University of Zabol employees.



*Research conceptual model*

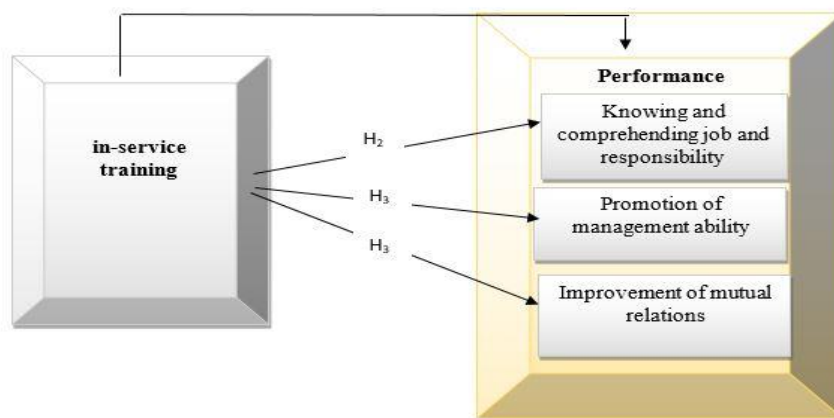


Figure 1. Research conceptual model

**METHODOLOGY**

The current study is an applied one which sought to scrutinize the impact of in-service training courses to improve the performance of employees. To this end, a descriptive research method - correlation (regression analysis) was used to exam the variable and determine if in-service training have any impact on the improvement of employees' performance or not. Participants of the study included a total number of 823 members of Sistan Baluchestan social security organization. From among the participants, 262 of them were sampled through applying Cochran. A questionnaire was then distributed randomly between them as research instrument. The mentioned questionnaire was prepared based on Likert five-item. Its validity was confirmed by expert supervisors and reliability was examined and approved through applying Cronbach alfa. Data was analyzed through applying descriptive and inferential statistical methods.

## FINDINGS

**Main hypothesis: In-service training have impact on the performance of University of Zabol employees.**

H<sub>0</sub>: In-service training haven't impact on the performance of University of Zabol employees.

H<sub>1</sub>: In-service training have impact on the performance of University of Zabol employees.

**Table 1: shows the variables included in the regression model**

Model	Entered Variable	Deleted Variable	Method
1	In-service training	-	Enter

Dependent variable: performance

**Table 2: Review of the model**

Model	R	R <sup>2</sup>	R <sup>2</sup> <sub>adj</sub>
1	0,918	0,843	0,842

To evaluate the extent of impact as fit, regression model is analyzed, which is dealt with in the following part. Therefore, to study the relationship between the In-service training (Y) and performance (X) the model is suggested, and after reviewing the adequacy parameters of the model given in the tables below, offering of the processed model is dealt with.

The table above shows the In-service training expresses 84% of the changes of performance. Regression coefficients obtained are also shown in the table below.

**Table 3. Calculating the performance Regression Equation**

Model	Non-standard rate		Standard rate	T	Sig
	B	Std. Error	Beta		
1	Constant value	0,203	0,145	0,918	0,000
	In-service training	0,936	0,037		

Dependent variable: performance

The result of testing shows the extent of impact of In-service training on performance. In-service training path coefficient to performance is 0.918. This amount is the correlation between the two variables. Variable inserted into the regression is the core regression analysis given in the above table. Regression equation can be calculated using the following non-standardized coefficients column:

$$\text{Performance} = 0.203 + \text{In-service training} (0.936)$$

It can be said that by enhancing one unit of each independent variable, dependent variable will improve as the written coefficient. In other words, by promoting one unit of In-service training, 0.936 units of standard deviation of performance will improve, as a result they have a positive relationship. T test for regression coefficients for independent variables are shown in the table. This value for this variable is equal to 0.000, thus effective on performance.

**Hypothesis1: In-service training have impact on Knowing and comprehending job and responsibility of University of Zabol employees.**

H<sub>0</sub>: In-service training haven't impact on Knowing and comprehending job and responsibility of University of Zabol employees.

H<sub>1</sub>: In-service training have impact on Knowing and comprehending job and responsibility of University of Zabol employees.

**Table 4: shows the variables included in the regression model**

Model	Entered Variable	Deleted Variable	Method
1	In-service training	-	Enter

Dependent variable: Knowing and comprehending job and responsibility

**Table 5: Review of the model**

Model	R	R <sup>2</sup>	R <sup>2</sup> <sub>adj</sub>
1	0,621	0,385	0,380

To evaluate the extent of impact as fit, regression model is analyzed, which is dealt with in the following part. Therefore, to study the relationship between the In-service training (Y) and Knowing and comprehending job and responsibility (X) the model is suggested, and after reviewing the adequacy parameters of the model given in the tables below, offering of the processed model is dealt with.

The table above shows the In-service training expresses 38.5% of the changes of Knowing and comprehending job and responsibility. Regression coefficients obtained are also shown in the table below.

**Table 6. Calculating the Knowing and comprehending job and responsibility Regression Equation**

Model	Non-standard rate		Standard rate	T	Sig	
	B	Std. Error	Beta			
1	Constant value	1,48	0,277	0,621	5,37	0.000
	In-service training	0,574	0,099		8,70	

Dependent variable: Knowing and comprehending job and responsibility

The result of testing shows the extent of impact of organizational culture on Knowing and comprehending job and responsibility. In-service training path coefficient to Knowing and comprehending job and responsibility is 0.621. This amount is the correlation between the two variables. Variable inserted into the regression is the core regression analysis given in the above table. Regression equation can be calculated using the following non-standardized coefficients column:



Knowing and comprehending job and responsibility = 1.48+ In-service training (0.574)

It can be said that by enhancing one unit of each independent variable, dependent variable will improve as the written coefficient. In other words, by promoting one unit of In-service training, 0.574 units of standard deviation of Knowing and comprehending job and responsibility will improve, as a result they have a positive relationship. T test for regression coefficients for independent variables are shown in the table. This value for this variable is equal to 0.000, thus effective on Knowing and comprehending job and responsibility.

**Hypothesis2: In-service training have impact on the promotion of management ability of University of Zabol employees.**

H<sub>0</sub>: In-service training haven't impact on the promotion of management ability of University of Zabol employees.

H<sub>1</sub>: In-service training have impact on the promotion of management ability of University of Zabol employees.

**Table 7: shows the variables included in the regression model**

Model	Entered Variable	Deleted Variable	Method
1	In-service training	-	Enter

Dependent variable: Promotion of management ability

**Table 8: Review of the model**

Model	R	R <sup>2</sup>	R <sup>2</sup> <sub>adj</sub>
1	.688	.473	.469

To evaluate the extent of impact as fit, regression model is analyzed, which is dealt with in the following part. Therefore, to study the relationship between the In-service training (Y) and Promotion of management ability (X) the model is suggested, and after reviewing the adequacy parameters of the model given in the tables below, offering of the processed model is dealt with. The table above shows the In-service training expresses 47.3% of the changes of Promotion of management ability. Regression coefficients obtained are also shown in the table below.

**Table 9. Calculating the Promotion of management ability Regression Equation**

Model	Non-standard rate		Standard rate	T	Sig
	B	Std. Error	Beta		
1	Constant value	1.70	.211	.688	.000
	In-service training	.523	.050		

Dependent variable: Promotion of management ability

The result of testing shows the extent of impact of organizational culture on Promotion of management ability. In-service training path coefficient to Promotion of management ability is 0.688. This amount is the correlation between the two variables. Variable inserted into the regression is the core regression analysis given in the above table. Regression equation can be calculated using the following non-standardized coefficients column:

Promotion of management ability = 1.70+ In-service training (0.523)

It can be said that by enhancing one unit of each independent variable, dependent variable will improve as the written coefficient. In other words, by promoting one unit of In-service training, 0.523 units of standard deviation of Promotion of management ability will improve, as a result they have a positive relationship. T test for regression coefficients for independent variables are shown in the table. This value for this variable is equal to 0.000, thus effective on Promotion of management ability.

**Hypothesis3: In-service training have impact on the improvement of mutual relations of University of Zabol employees.**

H<sub>0</sub>: In-service training haven't impact on the improvement of mutual relations of University of Zabol employees.

H<sub>1</sub>: In-service training have impact on the improvement of mutual relations of University of Zabol employees.

**Table 10: shows the variables included in the regression model**

Model	Entered Variable	Deleted Variable	Method
1	In-service training	-	Enter

Dependent variable: Improvement of mutual relations

**Table 11: Review of the model**

Model	R	R <sup>2</sup>	R <sup>2</sup> <sub>adj</sub>
1	0.792	0.627	0.624

To evaluate the extent of impact as fit, regression model is analyzed, which is dealt with in the following part. Therefore, to study the relationship between the In-service training (Y) and Improvement of mutual relations (X) the model is suggested, and after reviewing the adequacy parameters of the model given in the tables below, offering of the processed model is dealt with. The table above shows the In-service training expresses 62.7% of the changes of Improvement of mutual relations. Regression coefficients obtained are also shown in the table below.

**Table 12. Calculating the Improvement of mutual relations Regression Equation**

Model	Non-standard rate		Standard rate	T	Sig	
	B	Std. Error	Beta			
1	Constant value	2,03	0,131	0,792	15,48	0.000
	In-service training	0,499	0,035		14,27	

Dependent variable: Improvement of mutual relations

The result of testing shows the extent of impact of organizational culture on Improvement of mutual relations. In-service training path coefficient to Improvement of mutual relations is 0.792. This amount is the correlation between the two variables. Variable inserted into the regression is the core regression analysis given in the above table. Regression equation can be calculated using the following non-standardized coefficients column:

$$\text{Improvement of mutual relations} = 2.03 + \text{In-service training} (0.499)$$

It can be said that by enhancing one unit of each independent variable, dependent variable will improve as the written coefficient. In other words, by promoting one unit of In-service training, 0.499 units of standard deviation of Improvement of mutual relations will improve, as a result



they have a positive relationship. T test for regression coefficients for independent variables are shown in the table. This value for this variable is equal to 0.000, thus effective on Improvement of mutual relations.

## CONCLUSION

In-service training is one of the most effective management instrument to deal with environmental changes and tries to promote managers' performance and increase personnel's and clients' satisfaction provided that being applied in a purposive approach. As believed by Garrison, Japanese greatest management advantage in debt of their training, specially, in-service training. According to the studies carried out between 1986-1987, about 6 million people receive in-training courses and there are 1 to 2 million instructors who hold the classes in England. Needless to say, of course, a few research has been done so far in this area. Then, here, it is just to mention some facts regarding the case studies carried out by in-service training instructors and put forward some points according to the results of the study.

- Lack of conformity between scientific discussions and the traditional ways of leading workplaces of social security organizations causes employees' confusion in doing some of their affairs. The field experts of administrative units and insuring organizations are, therefore, to well arrange the detailed plans in a professional and desired way.
- Taking into account the necessity of the existence of training itself and practical courses, theoretical training is to be replaced with a practical one. Managers should also try to meet their practical needs. Training surveys and courses can be useful in this way.
- Appropriate encouragement and punishment can motivate employees to take part in training classes. Moreover, through merging training with welfare and culture, in-service training courses can absolutely be more attractive.
- It can be helpful to leave management affairs to the employees who attend in-service courses successfully.

## References

- Abtahi, S. H., (2006), training and development of human resources, Institute of Educational Planning and Industrial Development and Renovation Organization of Iran, 2.
- Bhola, H. S., (2011), evaluation of educational plans and programs for the development, translated by Abili, Kh., Tehran.
- Bortei Doku, E. (2010). In-service training of extension staff: a successful Ghanaian experience. <http://www.cababstractsplus.org/abstracts/Abstract.aspx?AcNo=19856700372>
- Boston, M (2015). College of the national center on accessing the general curriculum.
- Ghazali, D. (2010). Program evaluation in higher education (university of Malaya). The International Journal of Research and Review, 5(2): 56-65.



Khaki, Gh., (2007), An approach to dissertation, Baztab publications.

Orangi, A., examining the impact of training on professional performance of teachers in Shiraz, Journal of a new approach to educational management, Issue 5, 2011.

Stufflebeam, D. L & Shinkfield, A. J. (2007). Evaluation theory, models, and applications. San Francisco: Jossey Bass.

Witham, P & Meyer, R. (2009). Evaluations of performance incentive programs: TIF local evaluations. USA: Center for Educator Compensation Reform.

