

The Effect of In-Service Training on Employees' Empowerment of Shahid Bahonar University in Kerman

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ABSTRACT

This research performed to study the effect of in-service training on empowering employees of Shahid Bahonar University in Kerman. The descriptive and causal-comparative method was used for this research. The population of this research includes all Shahid Bahonar university staff in Kerman and they were 650 people, based on the Cochran formula 241 people selected randomly as research sample. To collect the data, the questionnaire form about empowering (with the reliability and validity 89/0 and 91/0 respectively) was used. Analysis of data was done by SPSS20 software so descriptive and inferential statistics such as mean, standard deviation, and t-test were used. The results showed that in-service training will impact on empowering employees of Shahid Bahonar University in Kerman, also in-service training influence on effective feeling, sense of autonomy and feeling of trust among these staff. It was suggested that in-service training courses with higher quality and at the right time for all staff of university should be held.

KEYWORDS: In-service training, Empowerment, Employee, Shahid Bahonar University

INTRODUCTION

Empowerment is considered as new issues in the development of human resources. However, due to a variety of research and studies in this field of literature is extensive. In particular, different approaches have been studied in this field. Although diversity in literature is caused to enhanced content, but low access to integrated and comprehensive modeling is available (Littrel, 2007: 88). Empowerment is an organizational strategy that grant more responsibility to the employees and it will increase their participation in managing organizational processes (Govindarajulu & Daily, 2004: 365)

To run any kind of empowerment, managers need to equip their employees. These equipment's include training and information. Management should ensure that their employees receive continuous training and development (Atashpour and others, 2005: 180). McDonnell Schonberger and Raily consider training as a necessary tool for staff empowerment so that they can operate in a challenging and difficult environment (Monavarian, 2003: 93).

In-service training is different with in-work training. In-service training have more extensive concept than in-work training. In other words, in-work education is one of the practical and scientific kinds of the in-service training (Rahmati, 2014: 308). In other side, to raises employee performance and organization, improving the skills and enhancing employee satisfaction and client management is very important. Empowerment of human resources as the most effective element involved in the realization of efforts is the most important and most lucrative part of development. For example survey of 1600 global organizations over the last decade showed that the most important factor in the development and growth of the company refer to paying attention to the training of human resources (Mohammadi, 2007: 45).

Due to the above mentioned topics, some questions arise whether in-service training effects on empowering employees in Shahid Bahonar University of Kerman? Whether in-service training effects on the feeling of effectiveness among Shahid Bahonar University staff? Whether in-service training effects on staff competence in Shahid Bahonar University? Whether in-service training effects on significant feel among staff of Shahid Bahonar University? Whether it effects on the feel of autonomy and feel of confidence among them?

Therefore according to the research results, it is suggested that in-service training courses should be hold for all staff in the university with high quality. These educational courses will increase performance level and confidence by using experienced professors and comprehensive control on them.

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Research background

Naderi et al (2007) performed a research with title of staff empowerment through in-service training in oil filtration company of Esfahan and their results showed that increasing of employees abilities trough in-service training will effect on responsibility, participation, competence, compatibility, competition and other component that were less than average level.

Islami and his colleagues (2011) conducted a study to investigate the effect of in-service training on empowerment of Islamic Azad University employees (department of administrative and financial management in central organization). Their results showed that, in the view of staff, in-service training will effect on the development of staff empowerment.

Heidarinejad et al (2012) performed a study entitled "Effect of educational courses on strengthening physical education teachers' empowerment in Ahvaz city. Their results showed that there was a positive and significant relationship between in-service courses and the teachers' empowerment. Multiple regression analysis showed that among different periods of in-service training, specialized courses are better for physical education teachers.

Lippin(2001) reviewed the effect of safety and health training approach on employees empowerment and he stated that the participants in this research satisfied with in-service training that can lead to changes in the safety and health of employees and the workplace (Omidi, 2010).

Safari and colleagues (2011) examined the relationship between organizational learning and psychological empowerment. The results showed that among different factors psychological empowerment, self-efficacy, autonomy, had meaningful effect and most power to predict organizational learning and there is no significant relationship between confidence and organizational learning.

MATERIALS AND METHODS

The method of this research depends on descriptive and comparative model. In this study only investigated the variables which found in natural conditions and any manipulation and control have been prevented. In this study, the population included all employees of Shahid Bahonar University that were 650 people on the academic year 2014-2015.

The random sampling was based on classified method among the persons who taken in-service training courses or not, the sample population base on Chocran formula included 241 people.

$$n = \frac{NZ_{\alpha}^2 p(1-P)}{\varepsilon^2(N-1) + Z_{\alpha}^2 p(1-P)}$$

$$+ \frac{650 \times (1/95) \times 0.5 \times 0.5}{((0.05)^2 \times 650)} = 241$$

The methodology of the study refers to field method.

In this study, in order to collect the required data questionnaires form were used. To assess the empowerment of the employee's questionnaires in the Vatman and kamrun books were used. The questionnaire consisted of 20 questions that covered 5 main dimensions of empowerment. Measurement scale used in the questionnaire was Lakert scale, which was stated as very high, high, medium, low and very low and valued 5-1 respectively. The people who belonged to the in-service training courses group were who have been taken more than 40 hours in-service training. The employees who had less than 40 hours training were belonged to non-trained group. Momenzadeh (2013) studied the validity of empowerment questionnaire through common content validity as 0.89.

In this study, Cronbach's alpha was used to assess the reliability of the questionnaires. Therefore the questionnaires distributed and collected among the studied population, and after collecting the data then the SPSS software was used to calculate the reliability coefficient (Cronbach's alpha).

The calculation of Cronbach's alpha formula is as follows:

$$\alpha = \left(\frac{n}{n-1} \right) \times \left(1 - \frac{\sum s_i^2}{s^2} \right)$$

I: Number of questionnaires subset questions

s_1^2 : Variance of each subset scores

s^2 : Total variance

In this study, the rate of 0.912 was determined to empower questionnaire that is an indicative for the reliability of the measurement tool.

The variables in this research about in-service training were dependent variables and the empowerment with dimensions (effectiveness, competence, significance, autonomy and confidence) was the independent variable.

Data description was used to describe the demographic properties also the variables described by frequency distribution and descriptive statistics. The data analysis was conducted to examine the hypotheses. Before testing the hypotheses, the normality(normal distribution) of studied variables examined by Kolmogorov-Smirnov one-sample test and the data were normal.

In this study the statistics such as total frequency distribution tables , mean, standard deviation, median, mode, as well as inferential statistical and t-test were used. To analyze the data SPSS software was employed and the level of significance in this study was equal to $\alpha = 0.05$.

RESULTS

Data for this study were included 241 questionnaires and contained demographic questions and questions related to the research assumptions in the questionnaires about empowerment. To determine the demographic characteristics (general characteristics) charts, tables of frequency and frequency percentage and to confirm the hypotheses the independent T-test was used with its graph. he results of normality test about empowerment variable according to Kolmogorov-Smirnov test indicated that meaningful level of the variable was higher than the significance level ($\alpha=0.05$), therefore at this level does not reject the assumption H_0 or normality of the data, so it can be said that empowerment variable has normal distribution and the parametric tests such as T-test can be used to test the hypotheses.

To examine equality of variances the Levene test was used. While p- value in all cases was greater than the significance level of $\alpha=0.05$. Hence, the null hypothesis is not rejected at this level and thus can be said that the group variances are equal to each other and the parametric tests is practicable (Table1).

Table1. The statistics of Levene test for variances equality

	Levene Statistic	significant
The effect of in-service training on empowering	1/37	0/243
The effect of in-service training on effective feeling	0/662	0/417
The effect of in-service training on feeling of competence	1/616	0/205
The effect of in-service training on feeling of meaningful	0/188	0/665
The effect of in-service training on feeling of autonomy	0/581	0/305
The effect of in-service training on feeling of confidence	0/467	0/530

In order to compare means and with respect to the equality of variances the T-test was used by integrated variance method (Table 2).

Table2.Statistics of T- test to compare the effect of in-service training means on empowerment variables

	in-service training situation	N	M	SD	t	df	sig
The effect of in-service training on empowering	NO	128	3.54	0.66	-2.289	239	0.023
	YES	113	3.73	0.612			
The effect of in-service training on effective feeling	NO	128	3.50	0.763	-2.081	239	0.038
	YES	113	3.69	0.714			
The effect of in-service training on feeling of competence	NO	128	3.70	0.695	-1.585	239	0.114
	YES	113	3.83	0.596			
The effect of in-service training on feeling of meaningful	NO	128	3.60	0.667	-1.535	239	0.126
	YES	113	3.73	0.667			
The effect of in-service training on feeling of autonomy	NO	128	3.34	0.749	-2.208	239	0.028
	YES	131	3.55	0.735			
The effect of in-service training on feeling of confidence	NO	128	3.52	0.742	-3.292	239	0.001
	YES	113	3.83	0.685			

- The comparing employees empowerment with regard to in-service training shows that in the view of descriptive level, the average score of non- trained staff ($M = 3.54$, $SD = 0.66$) is smaller than the average score of in-service trained staff ($M = 3.73$, $SD=0.612$). In order to compare the means and due to equality of variances so the T-test was used by integrated variance model. Since the P- value is equal to 0.023 and it is less than significant level of $\alpha=0.05$ so the null hypothesis is rejected. Finally, in-service training effects on empowering of Shahid Bahonar university employees in Kerman.
- The comparing employees competence feeling with regard to in-service training shows that in the view of descriptive level, the average score of non- trained staff ($M = 3.7$, $SD = 0.695$) is smaller than the average score of in-service trained staff ($M = 3.83$, $SD=0.596$). In order to compare the means and due to equality of variances so the T-test was used by integrated variance model. Since the P- value is equal to 0.114 and it is more than significant level of $\alpha=0.05$ so the null hypothesis is not rejected. Finally, in-service training does not effect on competence feeling of Shahid Bahonar university employees in Kerman.
- The comparing significance feeling mean with regard to in-service training shows that in the view of descriptive level, the average score of non- trained staff ($M = 3.7$, $SD = 0.695$) is smaller than the average score of in-service trained staff ($M = 3.83$, $SD=0.596$). In order to compare the means and due to equality of variances so the T-test was used by integrated variance model. Since the P- value is equal to 0.126 and it is less than significant level of $\alpha=0.05$ so the null hypothesis is not rejected. In conclusion, in-service training does not effect on significance feeling of Shahid Bahonar university employees in Kerman
- The comparing of meaningful feeling mean with regard to in-service training shows that in the view of descriptive level, the average score of non- trained staff ($M = 3.6$, $SD = 0.667$) is smaller than the average score of in-service trained staff ($M = 3.73$, $SD=0.667$). In order to compare the means and due to equality of variances so the T-test was used by integrated variance model. Since the P- value is equal to 0.126 and it is less than significant level of $\alpha=0.05$ so the null hypothesis is not rejected. Therefore, in-service training does not effect on feeling of meaningful among Shahid Bahonar university employees in Kerman.
- The comparing feeling of autonomy mean with regard to in-service training shows that in the view of descriptive level, the average score of non- trained staff ($M = 3.34$, $SD = 0.749$) is smaller than the average score of in-service trained staff ($M = 3.55$, $SD=0.735$). In order to compare the means and due to equality of variances so the T-test was used by integrated variance model. Since the P- value is equal to 0.028 which is less than significant level of $\alpha=0.05$ so the null hypothesis is rejected. As a result, in-service training effects on feeling of autonomy among Shahid Bahonar university employees in Kerman.
- The comparing feeling of confidence mean with regard to in-service training shows that in the view of descriptive level, the average score of non- trained staff ($M = 3.52$, $SD = 0.742$) is smaller than the average score of in-service trained staff ($M = 3.83$, $SD=0.685$). In order to compare the means and due to equality of variances so the T-test was used by integrated variance model. Since the P- value is equal to 0.001 and it is less than significant level of $\alpha=0.05$ so the null hypothesis is rejected. In conclusion, in-service training effects on feeling of confidence among Shahid Bahonar university employees in Kerman.

DISCUSSION

Here we answer the research questions. To answer the first question, whether in-service training effects on empowering of employees in Shahid Bahonar University of Kerman? As the results of independent T-test indicates that the calculated P was equal to 0.023 and it was less than the significant level $\alpha=0.05$. Therefore the null hypothesis is rejected. In conclusion in-service training effects on empowering of employees in Shahid Bahonar University of Kerman. These results were agreed with the results which have been obtained by Shahkaramipour and Tirgar (2012), Attaran (2012), Zareimatin et al (2007), Karubi and Methane (2009), Islami et al. (2011), Heidarinejad et al (2012), Damavandi and Elzami (2013), they showed that in-service training courses effected on staff empowerment in various organizations.

To answer the secondary question that is about the effect of in-service training on the feeling of effectiveness among the university we resulted that due to independent T-test, p value was calculated as the 0.38 and smaller than the significant level ($\alpha=0.05$) is so the null hypothesis is rejected. In conclusion, the in-service training of employees will effect on feeling of effectiveness among Shahid Bahonar university employees. The results aligned with the findings of Zareimatin et al (2007), Islami et al (2011), Shahkaramipour and Tirgar (2012) that showed the impact of in-service training on employees positive effectiveness. To answer the second subsidiary question of whether in-service training effects on feeling of competence among the staff of university? To answer this question, we suggested that according to the independent T-test, calculated p value equal to 0.114 which was greater than significant level ($\alpha=0.05$) therefore null hypothesis is not rejected. In conclusion, in-service training does not effect

on feeling of competence among Shahid Bahonar University. The results was agreed with the findings Damavand and Elzami(2013) which showed that there is not a significant relationship between in-service training and feeling of competence among employees, but they were not agreed with results which have been obtained by Islami et al (2011), Shahkaramipour and Tirgar (2012), they showed that in-service training will effect on all aspects of employees empowerment. The cause of this disagreement refers to the numbers and hours of training courses, sample size and so on.

To answer the third subsidiary question; whether in-service training effects on the feeling of meaningful among Shahid Bahonar University staff? To answer the question, and according to the results of the independent T-test, calculated p- value that was equal to 0.126 and grater than significant level of 0.05 therefore null hypothesis is not rejected. In conclusion, in-service training effects on the sense of meaning full among Shahid Bahonar University employees. The results of were aligned the findings of Damavandi and Elzami (2013) they showed that in-service training does not effect on the feeling of meaningful , but they were not agreed with the findings of Zareimatin et al (2007), Shahkaramipour and Tirgar (2012) which showed that in-service training effects on the sense of meaningfulness among staff. The cause of this disagreement is about differences in samples, type and quality of courses, duration and period of training courses and etc.

To answer the fourth subsidiary question; whether in-service training effects on the feeling of autonomy among Shahid Bahonar University staff? To answer this question, and according to the results of the independent T-test, calculated p- value that was equal to 0.028 and since it was smaller than significant level of 0.05 therefore null hypothesis is rejected. As a result, in-service training effects on the sense of autonomy among Shahid Bahonar University employees in Kerman. The results were aligned with the findings of Zareimatin et al (2007) , hahkaramipour and Tirgar (2012), Heydarinejad et al (2012), Islami et al(2011) which showed that in-service training effects on the sense of autonomy among staff.

To answer the fifth subsidiary question; whether in-service training effects on the feeling of confidence among Shahid Bahonar University staff in Kerman? To answer the question, due to the results of the independent T-test, calculated p- value that was equal to 0.001 and smaller than significant level of 0.05 therefore the null hypothesis is rejected. In conclusion, in-service training effects on the sense of confidence among this University employees. The results were aligned the findings of Lippin (2001), Heydarinejad et al (2012) Zareimatin et al (2007), Karubi and Matani (2009), Islami et al, Shahkaramipour and Tirgar (2012) which showed that in-service training effects on the sense of confidence among staff.

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