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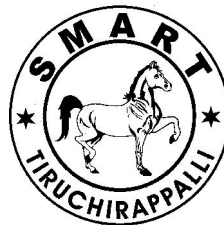
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THE ROLE OF IN-SERVICE TRAINING IN HUMAN RESOURCES DEVELOPMENT

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Abstract

One of the most important components of organizations these days is the human resources. Accomplishment of organizational goals depends upon ability, knowledge and skill of the human resources. This research project with the title "study of the effect of in- service training on human resources efficiency in 10th region of Islamic Azad University", which was done by the researcher in Garmsar Azad University of Iran, is taken for a case study.

Introduction

Organizational growth, change and success ultimately depend on the actions of human beings. Training and development are the ways in which organization invests in its human capital. Like all investments, the aim is to receive a benefit from its investment. In the case of investment on human resources training, benefits are reflected in the improvement of performance, productivity and efficiency of the human resources. In other words, training is a means to transfer information, skill and knowledge to human resources and equip them to translate that information into practice with a view to enhancing organization effectiveness and productivity and the quality of management.

In this regard, in-service training is one of the most effective ways to train and develop human resources' skills and knowledge. Training in-service is not a new approach to training. It has a proven track record dating back to the beginning of the industrial revolution. Rather than dealing with concepts and theories, training in-service deals with actual skills employed in the service and practical actions. In other words, training is defined as the systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in workplace. Therefore, training programs are planned to produce, for example, a more considerate supervisor, a more competent

technician in the workplace, or leaders of complex organizations. It means that effective training stems from a learning atmosphere systematically designed to produce changes in the working environment in order to improve the organization productivity, effectiveness and performance. The role of the training is so significant and important that many countries and organizations spend big amounts of money on training. For example, USA spends nearly \$90 billion each year on training, Sweden spends 2%-3% of its national product on human resources training and retraining. French law requires factories in some industries to spend a fixed percentage of their budget on personnel training.

Developing countries have also taken human resources training seriously. For instance, in Malaysia, according to the Human Resources Development Fund Act (1992), 1% of employees salary should be allocated to human resources training and development programs. In the Islamic Republic of Iran, all the ministries, organizations and governmental institutes have to pay 1% of their current credit and construction credits for human resources training in order to improve their knowledge, skill, productivity and performance. They have arranged some encouraging programs to motivate human resources to participate in training courses. For example, according to Management and Planning Organization's Act,,

employees who participated in training in-service courses for 176 hours , will be paid one month salary and benefits once a year.

According to the research done by William James in Harvard University, personnel only use 20-30% of their ability in workplace .On the contrary, if these personnel underwent training in-service, their ability and performance will increase upto 80-90%.A 3 year research done in Singapore shows that nearly 17% of organizations which do not have any Human Resources Training Program, failed whereas it is less than 1% for those organizations which follow regular Human Resources Training. All the above-mentioned circumstances show the importance of the human resources training in the improvement of organization efficiency, productivity and performance.

The Necessity of Human Resources Training

Nowadays, with changes in science and technology, organization occupations and professions have also changed. In the past, human resources were offered training in a certain field of science, technology or skill. But today modern organizations need those kinds of skills in order to attain organizational goals and perform the duties in the best manner possible.

Islamic Azad University as a Case Study

In the Islamic Republic of Iran, we can mention Islamic Azad University as one of the successful examples of focusing on human resources training in order to attain the organizational goals. Islamic Azad University (IAU) is a non-profit, non-governmental system of higher education. Founded in 1982 in response to an increasing social demand for specialized manpower and development, IAU is a dynamic and fast-changing university. Its steady expansion is mirrored in the broad range and increased number of its undergraduate and postgraduate courses under five disciplines. IAU offers 750 study courses in over 340

campuses in and out of the country. Currently over 1,200,000 students are enrolled in this university and till 2004-2005 academic year, 1,700,000 students have graduated from this university. On the global level, IAU is member of several international associations, including the International Association of Universities (IAU), the International Association of University Presidents (IAUP), and Federation of the Universities of Islamic World (FUIW).

Considering the emphasis of IAU on Human Resources Training, previous training courses should be evaluated and studied in order to design and provide more effective training courses. In this regard, a research project with the title "Study the Effects of Training In-service in improving the Efficiency of Employees in IAU" was done in the Islamic Azad University, Garmsar Branch by Mehdi Shariatmadari.

Research work was carried out mainly through descriptive method. All employees who participated in training in-service courses during 2003-04 and their direct supervisors in the 10th university region of IAU (IAU is divided into 11 regions according to geographical status) were considered as the statistical society. The 10th university region of IAU comprised of Garmsar, Semnan, Damghan, Shahrud, Gorgan, Aliabad and Azadshahr. Considering the expansion of the statistical society of research, and because of the shortage of reaching all members of the society, a sample group of 150 people was chosen from the statistical society. In this project, six hypotheses were formulated by the researcher and in order to study these hypotheses, two separate questionnaires, one for employees and the other for their supervisors, were designed.

It should be mentioned that the hidden goal of this project was to study the viewpoint of supervisors about training to find out if they believed in training or not because supervisors and managers form one of the most important

components of training and they can cause success of training courses through improvement of its quality by their policy making, or can decrease its improvement by preventing their employees from participating in training courses.

Study of the Hypotheses

Hypothesis No.1:

Training in-service courses will cause increase of employees' innovation.

The computed chi square (χ^2) 725/45 with 4 degree of freedom from the viewpoint of employees and the computed chi square (χ^2) 734/87 with 4 degree of freedom from the viewpoint of supervisors, indicate that there was a significant relationship between training and employees' innovation at 99% level of significance. In this hypothesis, supervisors emphasized the impact of training on innovation. (Refer Table-1)

Hypothesis No 2:

Participating in Training in-service courses caused increase of employees' cooperation and joint work morale.

The computed chi square (χ^2) 660/67 with 4 degree of freedom from the viewpoint of employees and the computed chi square (χ^2) 416/83 with 4 degree of freedom from the viewpoint of supervisors, indicate that there was a significant relationship between training and employees' cooperation and joint work morale at 99% level of significance. In this hypothesis, employees emphasized the impact of training on cooperation and joint work morale. (Refer Table-2)

HypothesisNo.3 :

Participating in training in-service courses caused increase of employees' discipline.

The computed chi square (χ^2) 513/13 with 4 degree of freedom from the viewpoint of employees and the computed chi square (χ^2)

607/43 with 4 degree of freedom from the viewpoint of supervisors, indicate that there was a significant relationship between training and increase of employees' discipline at 99% level of significance. In this hypothesis, supervisors emphasized the impact of training on discipline. (Refer Table-3)

Hypothesis No.4:

Participating in training in-service courses caused decrease of employees' work wastes and losses.

The computed chi square (χ^2) 306/01 with 4 degree of freedom from the viewpoint of employees and the computed chi square (χ^2) 780/4 with 4 degree of freedom from the viewpoint of supervisors, indicate that there was a significant relationship between training and decrease of work wastes and losses at 99% level of significance. In this hypothesis, supervisors emphasized the impact of training on decrease of work wastes and losses. (Refer Table-4)

HypothesisNo.5:

Participating in training in-service courses caused increase of employees' job satisfaction and reinforcement of employees' morale.

The computed chi square (χ^2) 951/93 with 4 degree of freedom from the viewpoint of employees and the computed chi square (χ^2) 856/28 with 4 degree of freedom from the viewpoint of supervisors, indicate that there was a significant relationship between training and increase of employees' job satisfaction and reinforcement of employees' morale at 99% level of significance. In this hypothesis, employees emphasized the impact of training on job satisfaction and morale reinforcement. (Refer Table-5)

HypothesisNo.6 :

Participating in training in-service courses caused improvement of employees' required skills.

The computed chi square (χ^2) 512/81 with 4 degree of freedom from the viewpoint of employees and the computed chi square (χ^2) 1007/63 with 4 degree of freedom from the viewpoint of supervisors, indicate that there was a significant relationship between training and improvement of employees' required skills at 99% level of significance. In this hypothesis, supervisors emphasized the impact of training on improvement of required skills. **(Refer Table-6)**

Conclusion

According to this project, employees and supervisors agreed that participating in training in-service courses will improve efficiency and performance of the employees but supervisors in comparison to employees, emphasized more training in-service and its efficiency. This fact shows that supervisors have discovered the importance and necessity of training in-service courses more than the employees. It means that a bright horizon is going to appear in the future of human resources management.

Suggestions

To improve the quality and efficiency of the training in-service courses, the researcher recommends the following items:

1. Designing training in-service courses on the basis of participants' ideas, interests, needs etc.
2. Continuous evaluation of courses (content, plan, method...) which leads to optimization of course designing and improvement of employees' interest.
3. Connecting training with job specification, job promotion and salary and compensation
4. Holding different seminars for managers and supervisors with emphasis on the importance and necessity of training in-service courses for human resources management.

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Table 1

Questions	Superior		Above Average		Fair		Inferior		Without answer		Total	χ^2
	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage		
Employees	93	15.5	372	62	106	17.6	28	4.7	1	.2	600	725/45
Supervisors	81	13.5	379	63.2	89	14.8	45	7.5	6	1	600	734/87

Table 2

Questions	Superior		Above Average		Fair		Inferior		Without answer		Total	χ^2
	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage		
Employees	121	20.2	354	59	105	17.5	17	2.8	3	.5	600	660/67
Supervisors	121	20.2	259	43.2	200	33.3	17	2.8	3	.5	600	416/83

Table 3

Questions	Superior		Above Average		Fair		Inferior		Without answer		Total	χ^2
	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage		
Employees	184	30.7	300	50	102	17	6	1	8	1.3	600	513/13
Supervisors	163	27.2	332	55.3	89	14.8	13	2.2	3	.5	600	607/43

Table 4

Questions	Superior		Above Average		Fair		Inferior		Without answer		Total	χ^2
	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage		
Employees	160	26.7	306	51	129	21.5	5	.8	0	0	600	306/01
Supervisors	99	16.5	377	62.9	117	19.5	5	.8	2	.3	600	780/4

Table 5

Questions	Superior		Above Average		Fair		Inferior		Without answer		Total	χ^2
	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage		
Employees	160	26.7	306	51	129	21.5	5	.8	0	0	600	306/01
Supervisors	99	16.5	377	62.9	117	19.5	5	.8	2	.3	600	780/4

Table 6

Questions	Superior		Above Average		Fair		Inferior		Without answer		Total	χ^2
	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage		
Employees	179	29.8	364	60.7	47	7.8	9	1.5	1	.2	600	512/81
Supervisors	124	20.7	419	69.8	43	7.2	11	1.8	3	.5	600	1007/63