Effects of in-service training on employee empowerment of BONAB university

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Abstract

One of the major factors in increasing empowerment and consequently achieving the goals of organizational productivity, is human resources training. The purpose of this study was to investigate the effects of in-service training on employee empowerment in bomb city universities. For this purpose, empowerment has been defined according to Wharton and Cameron and set five questions in this regard. The study population consisted of all 95 people. The number of the statistical sample was calculated through Cochrane equation to be 76 and the sample were selected by random sampling. The data for the study were collected through Whetten and Cameron questionnaire. A questionnaire was given to the sample after their reliability and validity was evaluated. The data in this study were analyzed through descriptive inferential. Thus, classification, abbreviation and interpretation of the data were conducted through descriptive statistics. Descriptive statistical methods and statistical techniques are used to test hypotheses of research and inferential statistics (Spearman correlation for the relationship between variables according to the research hypothesis of research variables and two-variable regression test) were analyzed by SPSS software. The results showed that, in terms of staff, in-service training of staff involved in the development of empowerment.

Keywords: Training, Empowerment, Competence, Sense of self, Feel effective, Meaningful sense, A sense of trust, Employees.

1. Introduction

Training is beginning of maturity, deepening the power of thinking, people's mental analysis, strategic tool and social development of different communities. World experience shows that education is one of the most influential factors in behavior change, updating skills, developing expertise, vision and attitudes in human resources and organizational development. Successful organizations emphasize on capacity building and human resources at all levels, instead of quantitative goals. For achieving this excellent goal, both in the aspects of asking the like (according to the motivation factor to understand the needs and interests) and in the ability (development of skills, techniques and scientific methods) put human resource training and development programs in their work, in order to the realization of the strategies possible. Since efficient manpower, is the most valuable source of any organization, the majority of investments has been focused on human resources (Tuckman, 2002). The most important tools that were used this mean, is education, which aims to

improve the quality of education, skills, knowledge, attitude and enables people to fulfill their duties and success of the organization. The ultimate goal of staff training is efficiency and effectiveness (Dubrin, 2004). So study the results and efficiency of education and awareness are necessary for the educational process and the training ring be completed.
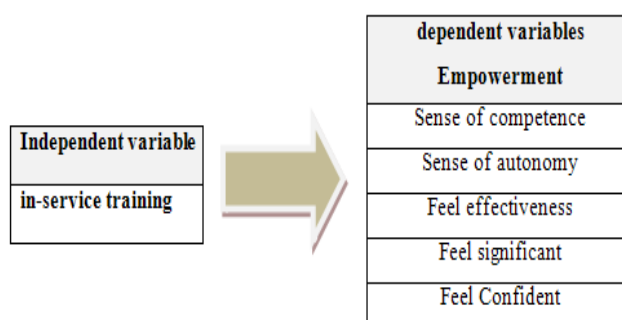
2. Statement of the problem and important

In-service Training according to the organizational term is called to the training that takes place after the individual's employment, and its purpose is to prepare people for their better enforcement responsibilities and improve their capabilities and skills. The goal of in-service training is to equip the learners (nutrition educators) with the knowledge and skills they need to teach methods for changing diet-related habits that will ultimately improve the nutritional status of the target group (Ferrari & Tice, 2002). Learners may include nutrition education professionals, paraprofessionals, volunteers, teachers, community members or agricultural workers. In-service training must provide trainees, who will be educators in the future, with the skills they need to perform needs assessments, to collect and consider information germane to the problem being addressed, and to plan and implement their efforts accordingly. In-service training is best accomplished when specific learning objectives are identified on the basis of findings of a needs assessment, a specific population is targeted, and appropriate expertise is available to teach the teachers. Geography, population, economic, and agricultural differences, both among and between countries influence both the specific goals and objectives of these efforts, and the methods employed (Rezaie et al., 2012).

Empowerment is a vital element of organizations in the modern world. Objectives such as closest to the improvement of services and the continuance of innovation are achieved through employee empowerment. In fact, empowerment is a permanent movement and its significance is increasing (Smith, 20004, 94). Employee empowerment enables the organization to be more impressionable and accepting and make it achieve developments in organizational works as well as employees' personal works. According to today's competitive atmosphere that employees' awareness is more widespread and organizations move to more consistent organizational structures and decentralization, employee empowerment is greatly suggested. Empowerment is the greatest strategies for the development and prosperity of the organization. In addition, it makes higher employee job performance and successful implementation of quality assurance programs (Dewitte, 2002). Training of personnel in various fields may increase the efficiency, productivity and job satisfaction of people. Increasing staff training programs mentioned in various ways, can increase the performance and productivity. Therefore, the research on this issue and the results could be an important role in improving the quality of working life and as a result, have employee performance. Finally, this study intends to answer this fundamental question that the impact of in-service training to upgrade employees' job Islamic Azad University Bonab how?

This article focuses on the effects of in-service training on employee empowerment of BONAB university So first we explain model criteria and survey literature and at least represent models.

3. The theoretical framework and analytical model

The overall aim of the present study was the Effects of in-service training on employee empowerment of BONAB university. For this purpose, the staffs' empowerment was defined based on of Whetten and Cameron's theory. The theoretical framework is intended (Figure 1: analytical model).

Independent variable	dependent variables Empowerment
in-service training	Sense of competence
	Sense of autonomy
	Feel effectiveness
	Feel significant
	Feel Confident

4. Research questions

Are in-service training programs involved in fostering a sense of competence of staff?

Are in-service training programs involved in fostering a sense of autonomy of staff?

Are in-service training programs involved in fostering effectiveness of the employees?

Are in-service training programs is involved in fostering a sense of meaning of staff?

Are in-service training programs involved in fostering a sense of confidence?

5. Literature

Zaire martin et al (1386) in a study entitled "The relationship between in-service training and empowering employees Agriculture Organization of Qom," said the empowerment of employees in the organization, in all aspects is higher than average. But between the level of their capabilities and in-service training hours during, was not observed correlation. Karroubi and methane (2015) in an article entitled "The empowerment of human resources through in-service training," said the in-service training, improve performance, strengthen job skills, job satisfaction and efficient staff. There was no significant difference between men and women. Harris and Sass (2001) studied the effects of the teacher training on the teacher value added. The result showed that training of the teacher was positively associated with productivity in middle and high school maths. The result further revealed that more experienced teachers appeared more effective in teaching elementary and middle school reading. Almost in all scientific sources of TQM, empowerment is considered the vital element of TQM. Thomas and Velthouse consider employee empowerment as one of the important components of TQM. In addition, Cardi (1996) showed that the programs of employee empowerment have a close relation with QM in the US and maybe it is the vital element of the organization's success or failure (Abtahi & Abesi, 2007: 39). The role of empowered human resources in the

models of OE that all are adopted from the philosophy of TQM, is more highlighted. Spreitzer and Doneson (2005) have enumerated three approaches for the empowerment and have analyzed the origin and nature of these approaches. In spite of conducting widespread researches concerning identifying effective factors in the employee empowerment, investigations indicate that these researches have been conducted irrespective of general organizational improvement strategies. It should be noted that simultaneous attention to the employee empowerment and OE is considered a "win-win" strategy, because it results in integrating organizational and personal goals and bring about employees' satisfaction and better organizational performance.

6. Research methodology

The method of current research is descriptive correlative which is done in the field and via questionnaire. The number of the statistical sample was calculated through Cochrane equation to be 76 and the sample were selected by random sampling. Personal information questionnaire includes sex, marital status, education, Academic Rank and work experience. The data were collected through Whetten's empowerment questionnaires which were given to the respondents after the validity and reliability of the scales were achieved. Cronbach's alpha was used to verify the internal consistency reliability. Cronbach's alpha values greater than 0.07 are acceptable and deemed to be adequate. The research variables, including empowerment show a significant internal consistency of 0.92. The statistical software named SPSS 12.0 and Microsoft-word has been used for analysis. The Kolmogorov – Smirnov test was used for natural distribution of data which the data distribution in all scales was natural.

7. Findings and Results

7.1. The descriptive findings

The majority of respondents were male (51.7%) and 17 (48.3% sample) is formed woman. 11.4 percent of the sample was single and 88.6% of the sample is formed married. 5.9% of the sample were under 25 years, 36.5% of the sample were 25-35, 41.2% of the sample were 36-45, 16.5% of the sample were 46-55 and 0% of the sample were above 55 years old. Respectively 4.7, 5.9, 38.8 and 50.6 percent of person of the respondents were diploma, associate degree, license and master of science. From the point of view of work experience, 12.9% of the individuals have a work experience low than 5 years, 34.1% have 5 to 10 years of work experience, 20% have 11 to 15 years of work experience, 14.1% have 16 to 20 years of work experience and 4.7% have more than 25 years of work experience.

7.2. For testing the research hypotheses, two-variable linear regression test was used. Table 1 indicates the results.

7.2.1. The first question: Does in-service training programs is involved in fostering a sense of competence of staff?

In order to evaluate the first question, the mean values of empowerment indices calculated for each respondent and then one sample t-test was used to test hypotheses. Based on the findings

of, it observed the confidence level of (P≤0. 5%) was significant, so in-service training can be an induction sense of competence in staff's.

7.2.2. The second question: Does in-service training programs is involved in fostering a sense of autonomy of staff?

In order to evaluate the second question, the mean values of empowerment indices calculated for each respondent and then one sample t-test was used to test hypotheses. Based on the findings of, it observed the confidence level of (P≤0. 5%) was significant, so in-service training can be an induction sense of autonomy in staff's.

7.2.3. The third question: Does in-service training programs is involved in fostering effectiveness of the employees?

In order to evaluate the third question, the mean values of empowerment indices calculated for each respondent and then one sample t-test was used to test hypotheses. Based on the findings of, it observed the confidence level of (P≤0. 5%) was significant, so in-service training can be an induction sense of effectiveness in staff's.

7.2.4. The fourth question: Does in-service training programs is involved in fostering a sense of meaning of staff?

In order to evaluate the fourth question, the mean values of empowerment indices calculated for each respondent and then one sample t-test was used to test hypotheses. Based on the findings of, it observed the confidence level of (P≤0. 5%) was significant, so in-service training can be an induction sense of meaning in staff's.

7.2.5. The fifth question: Does in-service training programs is involved in fostering a sense of confidence?

In order to evaluate the fifth question, the mean values of empowerment indices calculated for each respondent and then one sample t-test was used to test hypotheses. Based on the findings of, it observed the confidence level of (P≤0. 5%) was significant, so in-service training can be an induction sense of confidence in staff's.

8. Conclusion

This research studied five questions about on the role of in-service training on employee empowerment in universities of BONAB city in five dimensions (sense of competence, a sense of self, a sense of efficiency, and confidence Meaningful employees). The results of statistical analysis showed that all aspects of in-service training, can lead to empowering employees. In other words, all hypotheses were confirmed by the confidence of 0.05 percent. The results of the present study are consistent with many studies, such as Siri (2001), Nateghian (2014), Sabrkes (2013), Ismail (2011) and Islam et al (2003). Todays, Environmental changes and increasing global competition, caused managers focus on employee empowerment. Why organizations with empowered employees, committed, skilled and motivated, able better to adapt to changes and compete (Ellis & Knaus, 2002).

Empowerment, is the healthiest way of sharing people in power. In this way, confidence, energy, pride, and self-reliance in the people's commitment and sense of participation in the organization has increased, improving performance will follow. So each person in the organization and perform a task that will feel ownership. Using the potential of human resources for any organization, is a huge advantage (Neenan, 2008). The aim of empowerment is to create an organization composed of committed and enthusiastic staff. The key to growth, development, prosperity and enhance the capabilities of employees as empowerment has been of interest to scholars and experts. In-service training leads to increase in work efficiency and saving time, there should be some arrangements to make an accurate assessment toward the impact of in-service training on the work efficiency increase and quality. In- Service training also has a great effect on increasing the creativity and innovation strength of employees, To create, maintain and enhance the strength innovation and creativity of employees and establishment of innovative and dynamic organization in addition to special program designing in addition to innovative skills training in organization, there should be some actions towards encourage the innovative suggestions of employees through encourage employees; initiatives towards the creation of proposals. In-service training is greatly helpful in improving the colleagues' collision (Speritzer, 1995). It is better to do design and implemented the communication skills and organizational behavior programs based and its effectiveness be evaluated. Short-term training of employees in the workplace is effective in improving employees 'performance.

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