

Examining the Relationship between In-Service Training and Employee Empowerment in Hormozgan Keshavarzi Bank

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Abstract

Introduction: Today, empowerment is considered as one of the most useful tools for improving the quality of staff and increasing organizational effectiveness. In order to succeed in the changing environment of today's business, organizations need knowledge, opinions, and creativity of the staff. After defining empowerment and its objectives, this research examines the perspectives of employees about increasing the employee's job opportunities through in-service training.

Method: The present study is applied in terms of purpose, and in terms of data collection, it is correlational. In this research, the population includes all employees of Hormozgan Keshavarzi Bank Branches. Library method is used to collect literature, information, and research background, and then in the second stage, field method of questionnaire type is used.

Results: The significance level was $p=0.001$ and less than 0.05 and $r=0.448$. Therefore, H_0 was rejected, the research question was accepted, and there was a significant and direct relationship between the two variables and its components.

Conclusion: There was a direct and relationship between in-service training and staff empowerment in Hormozgan Keshavarzi Bank. According to the research findings, it is suggested that in-service training be designed and presented to increase the sense of meaning in the job in the staff.

Key words: Education, Empowerment, Keshavarzi bank staff

INTRODUCTION

Today's organizations are influenced by factors such as increasing global competition, sudden changes, the need for quality and after-sales services, and the availability of limited resources and pressures. After many years of experience, the world has concluded that if an organization wants to be a leader in its economy and business and not to be left behind in competition, it must have a specialist and motivated work force. Human resource is a quantitative and qualitative sum of human and assets that, and given the size and complexity of the organization, their abilities and

level of knowledge are used to manage the organization and achieve its goals (Seyyed Javadin, 2007). According to many scholars, human resources are the most important of these because the efficiency of organizations depends on the proper performance of these forces in the organization and staff levels. Since 70% of the resources and capital of organizations are made up of human resources, provision of this human capital requires regular educational activities at all levels of the organization. Many organizations have identified implementing empowerment programs as the solution to this problem and have sought to provide the context for the training of capable personnel (Abbasian, 2006).

Organizations constantly try to provide opportunities to develop their human resources capabilities to improve their performance (Rangriz and Azimi, 2006). As a new approach, human resource empowerment is the internal motivation of the job that means to liberate the internal forces of the staff as well as provide

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the context and create opportunities for the growth of individuals' talents, abilities and competencies. In addition, it makes employees have a positive attitude toward their job and organization. Empowerment begins with changing beliefs, thoughts and attitudes of employees. This means that they must believe that they have the ability and competence to carry out their tasks successfully and feel that they have the ability to influence and control their job outcomes. They must feel that they are pursuing meaningful and valuable career goals and believe that they are treated honestly and fairly (Abdollahi and Kazemi, 2006). Zimmermann (1995) argues that empowerment is a term that presenting a definition of it is easy and absurd. Everyone develops an idea of it in his mind. The history of the first definition of the term empowerment dates back to 1788, when empowerment was considered as relegating authority in the organizational role of the individual (Aghayar, 2003). On why we empower employees, Scott and Jaffe (1991) writes an organization is attacked both from within and from outside. From external point of view, intense global competition, unbelievable rapid changes, new demand for quality and services, and resource constraints require quick response from organizations. From the internal aspect, employees feel that they are not honestly treated, so they get disappointed and hopeless. The organization is continually expecting more and more and constantly changes the rules of the game. At the same time, employees want meaningful work, they demand more openness, honesty, and more self-determination and self-actualization. Managers must use a group against these pressures to enable the organization to perform its duties. Today's work environment requires employees to make decisions, find new solutions to problems, and be creative and responsive to their work (Scott and Jaffe, 1996).

In order to revitalize against these changes and to empower its employees, the organizations attempts to implement programs that enhance their abilities, capacities, and capabilities. One of these efforts is planning, implementation, and evaluation of in-service training programs. Organizationally, in-service training refers to the kind of training that is usually done after an individual is hired by the organization (Fathi Vajargah, 2004). In-service training is the most commonly used training method while in service. The prevalence of this method can be attributed to two factors: being easy and low cost (Saadat, 1999). In-service training is in fact the kind of training that is done after hiring a person in an institution or organization to prepare individuals for the optimal performance of their duties and responsibilities, improve the performance of the staff and the organization by eliminating the shortcomings and deficiencies in

their performance (Kazemi and Hamrahi, 2009). In the present study, we aim to examine the effect of in-service training on empowerment of employees in Hormozgan Keshavarzi Bank.

METHODS

The method of the study is applied in terms of purpose and correlational in terms of data collection. The population consisted of all employees of branches of Bank Keshavarzi of Hormozgan. According to the information obtained, there were 204 employees in this department, including 180 men and 24 women. Then, using Morgan Table, 127 people were selected as the sample and distributed using convenient random method. The questionnaire was distributed among the selected sample in coordination with this department. In collecting information, first, we used library method to collect literature and research background, and then in the second stage, the method was field of questionnaire type. The research tool included Springer's Psychological Empowerment Questionnaire (PEQ) designed in five dimensions- meaningfulness of the job, sense of competence in the job, the feeling of having the right to choose, feeling effective, and feeling of partnership with others- with 18 items. Supervisor's opinion was used to assess the validity of the researcher-made questionnaire of in-service training. He considered the questionnaire to be valid and the reliability of the questionnaires was assessed using spss and Cronbach's alpha coefficient. The overall reliability of the empowerment questionnaire of the staff was 0.87 and the service in-service questionnaire was 0.87. The reliability of the sub-component of meaningfulness of the job was 86%, the sense of competence in the job was 83%, having the equal right to choose in job was 85%, the sense of effectiveness was 82%, and participation with others in the job was equal to 82%. As the method was applied and the measures used to assess the variables of the research were 5-option Likert scale, for analyzing the data, we used descriptive statistics such as mean, frequency, percentage, as well as inferential statistics methods such as correlation.

RESULTS

Based on the findings of the research, it can be seen that from among the staff of the study, 105 people (82.7%) are men and 22 (17.3%) were women. Moreover, 5 (3.9%) people had a high school diploma and lower, 18 (14.2%) people had associate's degree, 69 (54.3%) people had a bachelor's degree, 31 (24.4%) people had a master's degree, and 4 (3.1%) people had PhD degrees. The service record of 59 employees (46.5%) was less than 10 years,

51 (40.2%) from 10 and 20 years, and 17 (13.4%) from 20 and 30 years.

In order to select the appropriate statistical tests for analyzing the collected data, it is necessary to evaluate the distribution of variables in terms of their normal distribution. In this case, Kolmogorov-Smirnov test was used, and finally, according to Table 1, it is seen that the level of significance of this test is above 0.05 in all variables and is in fact normal.

Testing Hypotheses

Main hypothesis: There is a relationship between employee empowerment and in-service training.

According to Pearson test and Table 2, the significance level of test is $p=0.001$ and less than 0.05 and $r=0.448$. Therefore, hypothesis H_0 is rejected, the research hypothesis is accepted, and there is a significant relationship between the two variables.

First sub-hypothesis: There is a relationship between meaningfulness in the job and in-service training.

According to Pearson test and Table 2, significance of the test is $p=0.003$ and less than 0.05 and $r=0.329$. Therefore, H_0 is rejected, the research hypothesis is accepted, and there is a meaningful direct and weak correlation between the two variables.

Second sub-hypothesis: There is a relationship between sense of competence in the job and in-service training.

According to Pearson test and Table 2, significance of the test is $p=0.002$ and less than 0.05 and $r=0.339$. Therefore,

H_0 is rejected, the research hypothesis is accepted, and there is a meaningful direct and weak correlation between the two variables.

Third sub-hypothesis: There is a relationship between the feeling of having the right to choose and in-service training.

According to Pearson test and Table 2, significance of the test is $p=0.001$ and less than 0.05 and $r=0.37$. Therefore, H_0 is rejected, the research hypothesis is accepted, and there is a meaningful direct and weak correlation between the two variables.

Fourth sub-hypothesis: There is a relationship between feeling effective and in-service training.

According to Pearson test and Table 2, significance of the test is $p=0.004$ and less than 0.05 and $r=0.58$. Therefore, H_0 is rejected, the research hypothesis is accepted, and there is a meaningful direct and average correlation between the two variables.

Fifth sub-hypothesis: There is a relationship between feeling of partnership with others and in-service training.

According to Pearson test and Table 2, significance of the test is $p=0.003$ and less than 0.05 and $r=0.44$. Therefore, H_0 is rejected, the research hypothesis is accepted, and there is a meaningful direct and average correlation between the two variables.

DISCUSSION AND CONCLUSION

The results presented in Table (2) for the main hypothesis of the research indicate that there is a significant direct and strong relationship between the two variables. Education, development of growth, or recovering individuals' ability is done consciously or unconsciously. Choosing the right methods for the expense of training, the content of the programs, available resources and facilities, the interest and the ability to work increase in the interest and power of the staff, and ultimately, the employees gain more ability to do their jobs. The results of this study are completely

Table 1: Kolmogorov-Smirnov test to determine the normality of data

Variables	Mean	SD	Sig.
Meaningfulness of the job	3.75	0.81	0.06
Sense of competence in the job	3.35	0.85	0.19
The feeling of having the right to choose	3.11	1.00	0.08
Feeling effective	3.22	0.98	0.07
And feeling of partnership with others	3.07	0.86	0.18
In-service training	2.59	0.57	0.17

Table 2: Correlation coefficient between research variables

Variables	Frequency	The correlation coefficient (%)	Sig.	Test result
Empowerment and in-service training	127	484	0.001	Confirmed
Feeling meaningful and in-service training	127	329	0.003	Confirmed
Feeling competence and in-service training	127	339	0.002	Confirmed
Having the right to choose and in-service training	127	37	0.001	Confirmed
Feeling effective and in-service Training	127	58	0.004	Confirmed
Participation with others and in-service training	127	44	0.003	Confirmed

consistent with the results of the study by Shahkarmepour and Tirgar (2012), Zohrabi et al. (2011), but somehow consistent with the results of the research by Shahrayini (2011), Naderi et al. (2007), Choi (2010). The results in Table (2) for the first sub-hypothesis indicate a significant direct and strong relationship between the two variables. Since meaningful work is along with the sense of personal worthiness of the people, they are more excited and engaging in employment. In addition, people empowered with meaningfulness of job are more innovative, more influential and personally more efficient than those who have lower rates in terms of meaningfulness of the job. When working in a job that people think is meaningful, they become more committed to it, engaged in it, concentrate more on it, and show more perseverance in pursuing their goals. The results of this study are consistent with the results of Shahkarmipour and Tirgar (2012), Zohrabi et al (2011), Shahraini (2011), Naderi et al. (2007), Choi (2010). The results presented in Table (2) for the second sub-hypothesis indicate that there is a significant, direct, and average relationship between the two variables. Spritzer believes that those with a higher education generally have better career prospects, more job mobility, and more employment opportunities, and therefore they have a sense of competence to carry out assigned tasks, can be effective in the outcomes of these tasks, and are capable people. The results of this study are consistent with the results of Shahkaramipour and Tirgar (2012) and Zohrabi et al. (2011). The results in Table (2) for the third sub-hypothesis indicate that there is a significant direct and strong relationship between the two variables. Empowered people feel ownership about their work because they can determine how things should be done and how fast they should end. In fact, having the right to choose is the core component of the organization itself. The results of this study are consistent with the results of Shahkaramipour and Tirgar (2012) and Zohrabi et al. (2011).

The results in Table (2) for the fourth sub-hypothesis indicate that there is a significant relationship between the two direct and average variables. People who have a sense of effectiveness try to maintain their control over what they see rather than responding to the environment. The results of this study are consistent with the results of Shahkaramipour and Tirgar (2012), Zohrabi et al. (2011) and Leschinger and Gaengol (2005). The results in Table (2) for the fifth sub-hypothesis indicate that there is a significant, direct, and average relationship between the two variables. Participation with others in the work is one of the hallmarks of collaboration and employees involved in doing things with others can have more capacity to do their jobs. In-service training can increase the ability of employees to increase their participation.

The results of this study are consistent with the results of Shahkaramipour and Tirgar (2012) and Zohrabi et al. (2011).

This research included a number of limitations including lack of cooperation of some staff in completing the questionnaire, the limited means of collecting information to the questionnaire, the lack of full access to related external resources, and the lack of ability of the researcher to control other variables affecting empowerment.

It is suggested that in-service training be designed and presented in a way that will increase the sense of meaning in the workforce. Regarding the second hypothesis, considering the significance of the relationship between the two variables, and the results obtained, the sense of competence necessary to perform the assigned tasks can be effective in the consequences of these tasks and are considered to be capable persons. It is suggested that in-service training should include programs that assist staff in performing assigned tasks so that their employees are qualified. It is suggested that after the implementation of in-service training, some assessment programs should be held with the employees' prior knowledge in order to measure the impact of these trainings on employees and make the staff feel effective. In-service training is designed to provide a framework for collaborating with others and team collaboration at the staff. Future researchers can consider other factors and factors influencing empowerment alongside in-service training. Future researchers can use other empowerment models. Next researchers can follow up on future research with the same title in a wide range of geographies and enhance the veracity of the results of this study. Next researchers can use other tools to collect data such as interviews.

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