

Investigating the Relation Between Organizational Training and Professional Development of Employees of Oil Industry Retirement Fund

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Abstract: The purpose of the present study is to investigate the relation between organizational training and professional development of employees of oil industry retirement fund. The research method used for the research is correlational and descriptive. The population includes all the staff in oil industry retirement fund that includes 310 people. The sample volume of the present research is 172 that are obtained according to Morgan table and multi-level cluster sampling. Data collection instrument for the present research are organizational training and professional development questionnaires.

Key words: Organizational training, short term organizational training, long term organizational training, professional development, oil industry retirement fund

INTRODUCTION

In explaining the dimensions of the topic we can say that training is an experience based on learning which happens to create permanent changes in individuals in order to promote their working abilities. On the other words, training is defined as every kind of activity or preplanned which facilitates learning. Staff training is defined as all the efforts taken to promote knowledge, awareness, technical and working skills and creating acceptable behavior among the employees of an organization, preparing them for their working responsibilities (Vosoughi, 2011). Organizational training: training is a sort of individual activity that affects future actions. On the other words, training modulates personal behaviors through examination and exercise. When previous and conventional methods are not useful for problems solving, inevitably people change their existing behaviors which have a low efficiency, to adjust with the new situation and differently reacts.

In the present research, the researcher is to investigate the relation between organizational training and professional development of employees of oil industry retirement fund and to answer the question that if there is any relation between organizational training and professional development of employees of oil industry retirement fund and how is it possible to contribute employees' professional development with identification of organizational training?

Scientific background and theories

The concept of organizational training: Today, training is receiving attention from a huge number of experts and specialists as a main mechanism in humane source development in organizations and commercial units. Training activities are directed to systemic viewpoints and strategic perspectives, whose necessity is doubled regarding modern era situations, complicated technologies, knowledge capital and changes in carriers. Integration and systemic perspective focus and strategic direction with the main policymaking applications, programming and implementation and educational evaluation will make the organizational training cycles purposeful, wise, dynamic and flexible (Khorasani, 2007).

Training improves social intelligence in responsibility and awareness. Training makes people ambitious, purposeful, confident and constructive. Superhuman and knowledgeable people, who have caused development and commonsense growth during the history are the results of cultures which have conveyed their knowledge along with training tools from one generation to the next as a heritage. Training has connected creative minds and passionate hearts and has made the human being a united population who try to construct their lands with collaboration. Training, clarifies the truth and hearts. Worldviews and epistemology are all based on education. To achieve these goals, we should seek for logical and efficient tools to convey knowledge in order to motivate the learner and teacher to take over the science and survive (Mirsepas, 2006).

Training is not a foundation or a course to pass but is a collection of activities in favor of learning and improvement. Usually, training is defined as the series of actions taken by a teacher using supplementary educational tools. Education is every sort of preplanned activity that aims to teach people. By training, we mean a series of activities which provides people with the required skills and information for a certain activity. According to the presented definitions, we can conclude that training is a strategy which should be implemented with a certain purpose and direction during a long span of time.

Training can be considered as a flow of events during which people learn supports, viewpoints and required attitudes to play a certain role. Training includes content, direction and specific points, during which a collection of information is placed in the learner's minds, combining with his previous mental data. As a result, his attitudes and behaviors will change accordingly. Not only training is considered as the basic rights of every human being, but also it is a major component of economic and social development. If training and education is appropriately planned, it can result in a huge economical output, especially in poor countries (Abtahi and Molaei, 2007).

The concept of professional development: Clomp considers professional development as personal features which results in efficient operation. So, the professional development includes measurable professional behaviors and related to organizational purposes and is considered as a controlling tool over people. Professional development creates a shared language which constantly uses the relation between and the efficiency of the employees. Raouf (2002) considers the previous studies on professional development to include recognition of operation's effective index, recognition of standard patterns, data collection, data analysis, optimization and the function of professional development model. Use the efficient and effective operation as a criteria and standard in professional development studies and consider it as acceptable levels of work (Raouf, 2002). Vosoughi (2011) in his study on the necessity of training during employment in organizations said efficient and knowledgeable human force is among the vital factors of survival of an organization in order to be able to optimize the effectiveness and creativity of the employees through notably playing their roles. promotion of productivity levels is the result of constant effort and the spent energies.

Saeidi (2011) in his research on training evaluation the major step in organizational training effectiveness, showed that although all the organizational training steps

(including measuring demands, planning, designing and implementation) are important and should receive a lot of attention in creating an educational system, guaranteeing the result of training and their realization is feasible. In fact, there is no activity other than evaluation that is more important for educational system efficiency. Presenting an appropriate feedback on the inputs of training process and implementation of improvement and development plans are possible merely with regarding the issue.

Foukson (2013) according to his findings argues that training is the main factor in constant development of every country and training while employment today is one of the newest and most effective approaches in developing individual and organizational trainings. Modern electronic training systems provides organizations and people with unique advantages.

Salvator, regarding his research findings believe that a major advantage of training while employment is that the learner is instructed in his carrier and gets familiar with the tools and equipments he should work with. In addition, the training takes place in their working place. In terms of motivation, training while employment is effective approaches because the learner can see his progress doing his job more efficiently. Furthermore, learning takes place more easily through this approach because the learner does what he is instructed and is informed of the accuracy of his work as soon as possible.

MATERIALS AND METHODS

The present research is a descriptive correlation research. The population of the study includes all the employees of oil industry retirement fund in 2015. According to the official statistics of the organization, the total number of employed personnel in the oil industry retirement fund is 310 in 2015. We used Morgan estimation table to calculate the sample volume of 172 persons in the confident level of 95% and error level of 5%. There are various ways to calculate the sample volume. In the present study, regarding the size and dispersion of the population, we used multi-level cluster sampling. Therefore, at the beginning of the process, a list of employees of oil industry's retirement funds in 2014 was provided and then the sample was selected accidentally among all the members of the oil industry's retirement fund. Regarding the non-availability of all samples, the questionnaire was distributed between the samples through internet in order to facilitate the data collection process.

Author-made organizational training instrument: An author-made questionnaire on measuring organizational

training was designed in 30 items according to Likert 5 degree scale with strongly agree to strongly disagree (1-5). The questionnaire has two parts of long-term and short-term training which should be measured after calculation of validity and reliability of the questionnaire. In order to determine construct validity, the questionnaire was presented to several university professors in human science. The reliability of the research was investigated using initial examination of a small group of the sample. Therefore, after providing the questionnaire, 30 copies of the questionnaires was distributed among the samples. The data was collected and encoded using the SPSS Software. The reliability of the questionnaire items was calculated with Cronbach alpha examination, gaining 0.79 for the questionnaire.

Professional development instrument: In order to measure employees' professional development, a 36-item questionnaire, based on 5 degree likert scale with strongly agree to strongly disagree choices was used. The questionnaire conforms 6 dimensions (dimension of knowledge, items 1-6, dimension of ability, items 7-14, ethical dimension, items 15-19, technological dimension, items 20-23, scientific dimension, items 24-29 and attitude dimension, items 30-36). Therefore, after designing the questionnaire, 30 copies were provided for the respondents. The data was gathered and encoded with SPSS Software and the reliability of items was calculated using Cronbach alpha test, gaining 0.81 for the questionnaire.

RESULTS AND DISCUSSION

Main hypothesis: Organizational training dimensions positively and significantly affect professional development of employees (Table 1-3).

Sub-hypotheses:

- H₁: there is a significant relation between short-term training and employees' professional development (Table 4)
- H₂: there is a significant relation between long-term organizational training and employees' professional development (Table 5)
- H₃: there is a significant relation between organizational trainings and employees' professional development in terms of their working experience (Table 6)

In order to answer the hypothesis, two variable regression analysis was calculated that shows organizational training significantly affects employees'

Table 1: Summary of model: the effects of organizational training on employees' professional development

R	R ²	Adjusted R ²	Estimated error
0.482	0.233	0.228	12.25

Table 2: The effects of organizational training on professional development of employees variance analysis results

Models	Sum of squares	df	Mean of squares	F-value	Sig. level
Regression	7741/98	1	7741/98	51.51	0.0001
Remaining	25550/47	170	150/29		
Total	33292/46	171	-		

Table 3: Standardized and non-standardized regression coefficients

Models	Non-standardized coefficient (B)	SE	Standardized coefficient (β)	t-value	Sig. level
Constant value	97/4	31/7	-	12/94	0/0001
Organizational training	0/419	0/058	0/482	7/17	0/0001

Table 4: Correlation between short-term organizational training and employees' professional development

Variables	Correlation coefficient	Sig. level
Short term organizational training	0.195	0.0002
Professional development	0.45	0.0080

Table 5: Correlation between long-term organizational training and employees' professional development

Variables	Correlation coefficient	Sig. level
Long term organizational training	0/376	0/002
Professional development	0/067	0/349

Table 6: Correlation between organizational training and employees' professional development in terms of their working experience

Variables	Working experience	
	Correlation coefficient	Level of significance
Short term organizational training	0/076	0/420
Long term organizational training	0/065	0/589
Professional development	0/74	0/234

professional development, F = 51.51 in the level of p<0.0001. Regarding the R² = 0.233 we can say that organizational training determines over 23.3% of employees' professional development. The results of standard regression coefficient (β) shown in the above table, shows that organizational training has a positive and significant effect on employees' professional development in the level of p<0.0001. That means, the more employees' organizational training is the more their professional development will be.

Investigations on the above hypothesis show that training people in their field of work have been concerned for long times. Every human being needs to learn the points related to his environment. Rapid and deep changes in science bring new material and hypotheses to life which should be learnt in order to survive. Some old

hypotheses and scientific matters should be set aside. Changes in technology have revolved networks and organizational approaches and make obtaining knowledge and new skills necessary. Today, training is considered as one of the main mechanisms of human source development among organizations and existing economical units which has received a lot of attention. What is important especially in organizations is direction of training activities toward systemic attitudes and strategic viewpoints, whose importance is doubled according to modern global situations, complicated technologies and knowledge capital. Eligibility has a sort of systemic perspective over the employees, whose all characteristics, features, skills and viewpoints is in efficient relation to carrying out duties and responsibilities.

The hypothesis was supported, showing that organizational training has a significant effect on professional development. Therefore, the managers and relevant organizations should practically and applicably consider the organizational training to promote employees' professional development level more.

In order to examine the H₁, Pearson correlation coefficient was calculated, showing that there is a direct and significant relation between short term organizational training and employees' professional development in the level of $p < 0.002$. Investigation on the above hypothesis shows that organizational training is defined as a collection of features which separates an organization from others. As the characteristic depends on basic individual features, training is related to constant characteristics of organizations. Organizational training is one of the most common concepts in organizational theory and management. The reason of this commonness of the significant relation between organizational training and organizational consequences is gaining competitive advantage and organizational efficiency. Different sorts of training in organizations might have different effects on professional development with different priorities and directions. Professional development is a collection of features that ensures the organization to assign a work to a person. That person, in turn, should be able to do the work based on the organization's expectations and standards. This hypothesis was supported, showing the significant and direct relation between short-term organizational trainings and employees' professional development. Therefore, the managers and related units should pay more scientific and accurate attention to the concept of short-term organizational training in order to develop the professional development level more than before.

In examining the H₂, Pearson correlation coefficient was calculated. The results showed the direct and significant relation between long-term organizational training and employees' professional development in $p < 0.002$ level. Investigation and determination of the above hypothesis shows that training a series of knowledge and technical, economic, religious and traditional behaviors which is specified to a certain human society is used in synonym with ethnic societies too. Training is defined as a collection of values, beliefs, conceptions, understandings and thinking methods that members of an organization have in common. By training, we mean a collection of mental and materialistic effects of society. The hypothesis was supported, showing the direct and significant relation between long-term organizational training and employees' professional development. Therefore, the managers and relative units should pay more scientific and accurate attention in order to promote professional development level more than before.

In order to examine the H₃, the Pearson correlation coefficient was calculated. It showed that there is a significant and direct relation between organizational trainings and employees' professional development. Investigation and determining above hypothesis showed that style of dominance management to harmonize them toward achieving to a shared goal. It is a way that leaders use to achieve their goals. Professional development includes knowledge, skill, ability or characteristics related to the function. The collection of abilities and capacities enable one to act efficiently in his works and additionally guarantee organizational success. The hypothesis was supported, showing that there is a significant relation between organizational trainings and employee's professional development, so the managers and the relative units should efficiently and accurately pay attention to organizational training in order to promote employees' professional development level more than before.

CONCLUSION

The findings showed that the dimensions of organizational training have a significant effect on professional development. There is a direct and significant relation between short term organizational training and the employees' professional development. There is a direct and significant relation between long term organizational training and the employees' professional development. Also, there is a direct and significant relation between ambiguity aversion and professional development of the staff regarding their work

experience. There is a positive and direct relation between the distance of power and staff professional development based on working taste.

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