



Effectiveness of training programs in Shohada hospital, Sarpol-e Zahab City, Iran, in 2017

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Original Article

Abstract

BACKGROUND: Organizational efficiency depends on the proper performance of the workforce in the sphere of trade and staff. Since human resources form 70% of organizational resources and capital, supply of human capital requires a systematic instructional activities at all organizational levels. The main objective in this study was to evaluate the effectiveness of training programs and consultation for effective educational programs in a university hospital (Shohada hospital), Sarpol-e Zahab City, Iran, in 2017.

METHODS: This study was a descriptive-survey research. Since the present study was an ex-post facto, the causal-comparative method was used. The population in this study included all 90 individuals of Shohada hospital in Sarpol-e Zahab City among which, 35 individuals were selected through the random sampling method. In this study, a researcher-made questionnaire was used to collect data. In addition, the statistical methods of chi-square and t-test were used in this study.

RESULTS: Trainees positively responded to training programs, the null hypothesis is rejected. There was a significant difference in international training programs in learning and behavior before and after attending the training periods, then the contrary assumption is confirmed.

CONCLUSION: The trainees positively responded the training program. Therefore, the training programs had a (positive) effect in learning and behavior.

KEYWORDS: Program Effectiveness, Training, Educational Activities, Consultation

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Introduction

Today, capital, human resources, technology and management form the cornerstones of the organizations, and according to many scholars, human resource is the most important element among these elements, since the efficiency of the organizations depends on the proper performance of the workforce in the sphere of trade and staff. Since 70% of the resources and capital of organizations are human resources, therefore, the provision of this human capital requires regular educational activities at all

organizational levels.¹ Therefore, in a changing society, training of the staff is not only desirable, but also an activity that any organization must take into account for these resources in order to have efficient human resources.² However, the type and amount of training of employees of organizations depends on the importance of the quality of products and services provided to customers or clients, and also the importance of the required skills among the workforce for organizations. The general classification of staff training is divided into two types of pre-service training and in-service training.³ Each organization should provide a platform for the

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development of the knowledge of its employees and create appropriate groundwork in this regard. This will start by organizing classes and briefings to familiarize the newly recruited staff with the organization's tasks and processes. This process also continues throughout the service through updating the knowledge and information of staff by regularly organizing retraining courses and training classes so that they can enhance their knowledge and capabilities by combining their knowledge and experience.

In this regard, paying attention to training of the staff in order to increase their abilities is very important for organizations.

Today, the advances and developments of organizations depends on improving the level of knowledge, skills, behavior, and human resources. Accordingly, it can be observed that the leading institutions and organizations increasingly focus on the training and development of human resources, in such a way that explaining the true place of education is a great mission in the direction of development of organizations. Increasing knowledge and technological advances have led organizations to focus on human resource training as the focal point of development and use all facilities to increase the capabilities of their employees, as the extent of learning in today world directly depends on dynamic methodology. However, using this methodology requires a close relationship with superior tools to provide the best facilities for easy and dynamic learning. Throughout the centuries, education has exploited instruments and tools access to which has been along with spending the life of researchers on research, in such a way that many researches have been ceased due to the lack of tools and resources in this way. Today it has been accepted by everyone that this difficult path has been passed as quickly as possible and easy access to education through different methods can be achieved. Trainers have always been willing to

use the combination of writing and listening to achieve the highest efficiency in the field of teaching and training. The existence of multimedia equipment and the use of all teaching tools would result in the success of this method.⁴ Regarding the fact that the analysis of effectiveness of training seems apparently problematic and controversial, it is a serious necessity, and in most today organizations, there is a serious need for assessing staff training abilities and capabilities. The existence of appropriate training programs as one of the important factors affecting the performance of employees is very important and lack of effective and appropriate programs will reduce the effectiveness of the organization, and will cause negative effects on the staff morale. Unfortunately, in most organizations and institutions in our country, when downsizing the workforce, the organization's training unit is one of the first target units; this is due to the fact that this unit is ignored and less important is given compared to other units. Accordingly, the necessity and importance of analyzing and evaluating the effectiveness of educational programs can be noticed. Therefore, the main reasons for choosing this issue can be stated as follows:

- Justifying the existence of the activities and training programs and indicating the role and importance of these activities in realizing the goals of the organization.

- Introducing ways to improve the training activities of organizations in the future.

Today's organizations need to compete with leading organizations to survive. Therefore, considering the improvement of human resources and modern educational tools is necessary for the development of organizations in different aspects of economics, organizational culture and technology. The development charter of organizations which consists of four dimensions, including financial and economic development, technical and technological development, organization cultural

development, and educational development. The educational development of organizations is considered not only as the cornerstone of the organization's development, but also the development of all dimensions and sub-sets of organizational development.⁵ In Iran, a huge amount of costs is expended on the in-service training, however, most of these methods are traditional and the effectiveness of their dimensions are unclear. Nevertheless, there are some organizations that use a variety of compact discs (CDs) and educational software and e-learning in general. It is worth noting that most of these training methods are conducted in an organization without analyzing different dimensions of their effectiveness. Investigating the formation and evolution of organizations shows that in the past, due to the simplicity of human life and limited technology, the structure and functions of organizations were simple and primitive, and individuals did not need much knowledge and professional skills to carry out their activities. The changes that were made in the form of social life later became widespread in various dimensions of the organization, making their goals, tasks and responsibilities more complicated and more difficult to manage. In such a situation, other individuals were not able to carry out the tasks and activities of the organizations without the necessary knowledge and skills. The consequence of such massive industrial, technological, economic, and other changes in the nineteenth and early twentieth centuries was the vital need for education in all the organizations.⁶ Iran Health and Human Services Commission (HHSC) provides a broad definition of education and considers education as a process designed to refine thinking, knowledge, or behavioral skills through experiential learning, to achieve effective performance in an activity or in a range of activities and goals in the workshops to develop the capabilities of individuals and gain the current and future satisfaction of the human

resources of the organizations.⁷ However, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), education is all actions, effects, ways and means for developing and expanding mental and cognitive capabilities, and human skills, attitudes and behaviors, of course, in such a way to enhance the personality of human as much as possible to be one of the positive values of the society in which they lives.⁸ Education is a learning experience designed to make relatively stable changes in the individuals so that they can improve their abilities to perform their tasks. In other words, teaching is a predetermined activity or strategy that aims to facilitate the process of learning for trainees. Education is defined as providing opportunities for students to learn. In fact, education is referred to activities designed to facilitate learning by a teacher or trainers and the interacting between the teacher and learners,⁹ to ultimately achieve the development of the attitude, knowledge, skills, and behavioral patterns required by individuals to perform appropriate functions in a particular task. However, training is defined as a systematic and continuous improvement of the workforce in terms of knowledge, skills, abilities and behaviors which helps them improve their well-being and provides better conditions for their promotion.¹⁰ In all these definitions, education is a key factor in human promotion and this promotion can also be effective in subtilizing the employee relationships and management. Individuals who are well familiar with their work, enjoy working and are satisfied with it, and subconsciously consider this satisfaction due to the satisfactory workplace; this goal can be well achieved through learning.¹¹ The role of learning in the organization has been highlighted in recent years. Knowledge on the learning process and how it affects the subsequent behavior are very useful. This is because many organizations expend a huge

amount of resources to train employees.

All complex behaviors of individuals are achieved through learning, and if managers desire to predict or control the behaviors of the individuals, they must know how they have learnt these behaviors.¹² The present study was conducted aiming to examine the effectiveness of educational activities of the organizations, in addition to studying the effectiveness of these activities and providing the necessary solutions for the development of educational activities.

Materials and Methods

Research objectives: -Assessing the effectiveness of educational programs and providing the necessary strategies for the effectiveness of educational programs of Shohada hospital in Sarpol-e Zahab City, Iran.

-Examining learners satisfaction with organizational curriculum

-Investigating the effectiveness of training programs

-Investigating the impact of educational programs on behaviors

-Determining the strengths and weaknesses of educational programs in the organization

-Attempting to fill the research gap in the training programs

-Assisting the organization in enhancing training programs by providing solutions and suggestions

This study was a descriptive-survey research. Since the present study was an ex-post facto, the causal-comparative method was used. This method is commonly used for studies in which the researcher examines the possible causes of the occurrence of the research according to the dependent variables. In other words, the present study is a retrospective research which tries to ascertain the effect from the probable cause of the research.^{13,14}

The population in this study included all 90 individuals of Shohada hospital in Sarpol-e Zahab City among which, 35 individuals were

selected through the random sampling method. In this study, a researcher-made questionnaire was used to collect data. In addition, the chi-square test and independent t-test were used for statistical analysis.

The data were collected through library studies, reviewing documents and files, and also the questionnaire, which was the main tool for collecting information in this study. The questionnaire consisted of three sections: the first part was related to demographic questions, which included descriptive findings. The second section contained 15 questions and was related to the first hypothesis. The third section contained 7 questions related to the second hypothesis.

The validity of this questionnaire has been verified by three management professors. The results of this test have been confirmed by 86% Cronbach's alpha coefficient, showing a good validity.

Results

Descriptive statistics: According to the results, the educational programs of Shohada hospital in Sarpol-e Zahab City were effective as learners positively reacted to training programs and there was a significant difference between training programs in learning and behavior before and after the training courses.

As table 1 shows, 54% and 46% of the respondents were men and women, respectively.

Table 1. Gender breakdown of respondents

Gender	Rate	Percentage	Cumulative percentage	Percentage of confidence
Man	19	54.3	54.3	54.3
Woman	16	45.7	45.7	100.0
Total	35	100.0	100.0	

In addition, as shown in table 2, 42%, 23%, 11%, 17%, 3%, and 2% of the subjects were in the age range of 24-30, 30-36, 36-42, 42-48, 48-54, and 54-60 years, respectively.

Table 2. Age breakdown of respondents

Age range	Rate	Percentage	Cumulative percentage	Percentage of confidence
24-30	15	42.9	42.9	42.9
30-36	8	22.9	22.9	65.7
36-42	4	11.4	11.4	77.1
42-48	6	17.1	17.1	94.3
48-54	1	2.9	2.9	97.1
54-60	1	2.9	2.9	100.0
Total	35	100.0	100.0	

Moreover, as demonstrated in table 3, in terms of education status, 11%, 17%, 68%, and 3% of the respondents had a degree of diploma or below, associate degree, bachelor's degree, and master's degree, respectively. Furthermore, according to table 4, 34%, 31%, 22.9%, and 11% of the subjects had a working experience of less than 10, 5-10, 10-15, and above 15 years, respectively. As table 5 shows, in terms of service status, 85% and 14% of the respondents were either operational or in line and staff, respectively.

Inferential Statistics

Hypothesis 1: Learners' reaction was positive about the training curriculum.

Since the chi-square test results obtained for the questions 1 to 15 related to the hypothesis 1 with a degree of freedom of d.f = 4, were greater than the chi-square at the significance level of $P = 0.05$ (9.49), the null hypothesis was rejected and Hypothesis 1 was approved, hence the learners positively responded the training program (Table 6).

Hypothesis 2: There was a significant difference between educational programs in terms of the learning level and behavior before and after attending the training courses.

Comparing the learning level and behavior before and after attending the course in terms

of the significance level ($P = 0.030$) given in table 7, and based on the allowable error rate of 0.05, the hypothesis null is rejected and Hypothesis 2 is approved with a 95% confidence level. Therefore, according to the higher mean score after attending the training period as 26.62 compared to this value before the period as 24.77, it can be concluded that the training period had a positive effect on the learning level and behavior of subjects during the training period.

Discussion

Hypothesis 1: Since the chi-square test values obtained for questions 1 to 15 related to the Hypothesis 1 with a degree of freedom (df) = 4, were greater than the chi-square at the significance level of $P = 0.050$ (9.49), the null hypothesis was rejected and Hypothesis 1 was approved, hence the learners positively responded the educational program.

Hypothesis 2: Comparing the learning level and behavior before and after attending the course in terms of the significance level given in table 7, and based on the allowable error rate of 0.05, the hypothesis null is rejected and Hypothesis 2 is approved with a 95% confidence level.

Table 3. Education level of respondents

Education	Rate	Percentage	Cumulative percentage	Percentage of confidence
Diploma or below	4	11.4	11.4	11.4
Associate degree	6	17.1	17.1	28.6
Bachelor degree	24	68.6	68.6	97.1
Master's degree	1	2.9	2.9	100.0
Total	35	100.0	100.0	

Table 4. Working experience of respondents

Working experience	Rate	Percentage	Cumulative percentage	Percentage of confidence
Bellow 10 years	12	34.3	34.3	34.3
5-10 years	11	31.4	31.4	65.7
10-15 years	8	22.9	22.9	88.6
Above 15 years	4	11.4	11.4	100.0
Total	35	100.0	100.0	

Therefore, according to the higher mean score after attending the training period compared to before the period, it can be concluded that the training period had a positive effect on the learning level and behavior of subjects during the training period.

The education of human resources in the organization has not been systematically studied until the emergence of a scientific management school in the late nineteenth and early twentieth centuries. With the rapid growth of cities, the growing number of governmental departments, and the complexity of the administration of public affairs in the early 20th century, employee training was considered.

The first signs of regular training of human resources can be found in the school of scientific management. Until World War II, there was no comprehensive training programs for governmental agencies in countries like United Kingdom (UK). However after this war, the United States (US) Treasury Department of Apprenticeship and Education was established and began its training programs to solve national development issues. A few years later in France, a new training center called the National School of Administration was established for the first time. The center was committed to implementing comprehensive

training programs to improve the quality and efficiency of human resources in governmental agencies. The United States (US) government also opened the way for human resources training in the public sector in 1958 with the adoption of first law in the government. Political and social developments in Iran also brought the government's attention to the training of human resources in the public sector. As the country employment act was approved in 1965, a separate chapter was devoted to staff training. This was considered a start-up point in the training of manpower on a broad and regular basis. The establishment of a public administration training center in 1968 and the beginning of its training activities for extensive and systematic training in short and long term courses, in addition to providing training for government employees, revealed the importance of the issue more than ever and opened the way for the renewal of manpower in government agencies.^{1,12}

Application of the study results: This study can be a step to fill the research gap in the field of training program. In addition, it can provide solutions and suggestions for the effectiveness of educational programs.

Suggestions: -Creating and strengthening a positive attitude toward education by senior managers.

Table 5. Service status of respondents

Service	Rate	Percentage	Cumulative percentage	Percentage of confidence
Line or operational	30	85.7	85.7	85.7
Staff	5	14.3	14.3	100.0
Total	35	100.0	100.0	

Table 6. Positive reaction of learners about the curriculum

Question	Excellent	Very good	Good	Moderate	Weak	Chi-square	P
1	3	13	17	1	1	32.00	< 0.001
2	3	4	16	0	12	13.57	0.040
3	1	8	16	0	10	13.14	0.040
4	1	10	13	11	0	9.68	0.021
5	3	3	16	11	2	22.00	< 0.001
6	2	7	13	8	5	9.42	0.051
7	3	5	14	8	5	10.57	0.032
8	5	14	11	4	1	16.28	0.003
9	2	7	16	10	0	11.74	0.008
10	4	11	11	12	1	12.28	0.015
11	4	10	17	4	0	13.11	0.004
12	3	5	20	7	0	20.20	< 0.001
13	2	15	10	6	2	17.17	0.001
14	2	12	12	9	0	7.62	0.050
15	4	9	17	5	0	11.97	0.007

– Strengthening of experts and training personnel in terms of skills, expertise, knowledge, and experience as a tool for enhancing expertly assessment (reinforcement of professors in terms of transferring practical materials)

– Creating managerial stability and focusing on employee training programs

– Strengthening the position of the training unit in organizations

– Properly assessing the effectiveness of the courses and reflecting it to the top executives and retaining the organizational experiences

– It is suggested that the period of the courses to be in accordance with the subject matter of the courses or the needs determined by the organization and to be held in the form of a seminar, periodically, communicational, in person, or in the form of a scientific-recreational camp.

– Creating an effectiveness database of networked educational programs: establishing an integrated information center (on-line)

regarding the procedure of program implementation, place of holding, professors, duration, evaluation scores, effectiveness level, etc., and access of members to the results.

– The contents should correspond exactly to the determined objectives and should be related to the daily issues of the staff.

Suggestion for future researches: -Due to the high usage of the questionnaire in the process of measuring the effectiveness of educational programs, the routine and excessive use of questionnaire in organizations has reduced its credibility. Therefore, it is suggested that interviews, observation and examination of documents should also be taken into account in addition to the questionnaire.

– Using mathematical models including fuzzy logic and dynamic systems in the effectiveness measuring process

Familiarity with the effectiveness of psychology principles in interviewing the employees.

Table 7. Independent t-test values

Course	Rate	Mean	SD	DF	t	P
Before training period	35	24.77	3.72	68	2.11	< 0.030
After training period	35	26.62	3.63			

SD: Standard deviation; DF: Degree of freedom

Conclusion

Proper training of human resources, while promoting the performance of staff and organization in the level of the governmental agencies, also provides the field for appropriate dealing of employees with clients.

Conflict of Interests

Authors have no conflict of interests.

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