

Investigating the Impact of Training Methods on Human Resources productivity in Saman Bank

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Abstract

This study examined the Investigating the Impact of Training Methods on Human Resources productivity in Saman Bank. This was an applied study and the data were collected through descriptive-survey methods. The study population consisted of all managers of Saman bank in Tehran, Iran, among whom 180 individuals were selected using convenience sampling. The data were collected using a valid and reliable questionnaire, and were analyzed in SPSS using the least squares analysis method. The results revealed that considering the raised hypotheses in the present research, now we deal with the gained results: The effect of On the Job training on productivity is more than other methods. Regarding the lack of simulation education and test conclusions ($\text{sig} = 0.001$), it can be said that the effect of On the Job training on productivity is more than the effect of other methods. Note: Because of the lack of simulation education in Saman Bank, The hypotheses number 1, 2, 3, and 5 are removed. Also the effect of On the Job training on productivity in hypotheses number 4 and 6 is more than the effect of presenting information. Because of the lack of simulation test, it is the same as general hypotheses.

Keywords

TRAINING METHODS, HUMAN RESOURCES, PRODUCTIVITY, SAMAN BANK

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1. Introduction

Comprehensive productivity is increased as a necessity for human life and the promotion of a prosperous national society targets for all countries in the world; productivity is considered by experts to be said that the main mission of politics, economics and management science, for achieving higher productivity; and always this purpose has been really important for top managers of organization and reengineering of organizations. Human resources management scientists use variety of training methods to improve and increase the productivity of organization. According to the extraordinary importance of this issue in the world and specially in middle east countries such as IRAN.

In this thesis, we have tried to express the importance of this issue to Investigate the impact of training methods on human resources productivity in Saman bank. The main issue is that the effect of different types of training methods on productivity, is the main purpose that we want to know about it, and the results we want to achieve is in Saman Bank.

At this time there are about a million people in the Islamic Republic of Iran that this huge population are engaged in various activities such as industrial sectors, government and business to meet the needs of the country and the problems that they are also involved in.

It can't be claimed These people with knowledge, technical skills and behaviors needed to perform their job responsibilities, or at least raise the quality and quantity of their work. they always need useful and effective training techniques.

On the other hand, the increasing advances in science and technology, changes in the way products and organizational services, expanding or limiting the overall goals of the organization, self-sufficiency goals and other changes in political, economic, social, cultural, etc. indicate the need and dependence on new training techniques and talks about the need of train more troops in the expression of human resources.

However, recent events in the human and economic efforts have always been focused on those who obtain the maximum results from minimum effort and resources, this tendency can be called desire to achieve greater productivity. Human innovations of the earliest tools used in primitive times to the present time, most complex and most complex mechanical and electronic equipment is influenced by this desire, Every wise man wants to do the best and achieve the best productivity in the training of human resources and today it has a dramatic effect on productivity improvement. (۱)(۲).

Therefore, in this study we are trying to improve the productivity and effectiveness of training human resources in order to examine the saman bank.

2. Literature review

Productivity

In the first years of the third millennium, countries in all over the world are trying to dedicate more portions of world trade to themselves For doing so, they have to improve their power of competitiveness, and this would not be possible except by improving the productivity indeed. In fact, human beings in both individual and group activities have been trying to gain the best results out of the lowest efforts and least sources and facilities, in regards to improve the life level and more welfare. And this kind of tendency and eagerness is indeed achieving more productivity.

Considering lack of sources and unlimited degree of human's needs, increase of population and high sense of unfair competition in the economic world, the improvement of productivity

is not just a choice but also a necessity. The effort for intensifying the rate of productivity, is in fact the effort for a better life and more welfare for individuals and society.

Productivity of Knowledge Workers

The industry which was dependent on the manual work force at first, is now extremely dependent on the knowledge workers. Regarding the movement of organizations from manual production toward machinery production, and based on the knowledge, the portion of the knowledge workers has noticeably increased. Knowledge workers are being the biggest work force of developmental countries very rapidly (Drucker 1999, Helton 1988). Although it has not been always like this.

In 1920, manual workers were double in relation to knowledge workers, until 1980, knowledge workers had been double in relation to manual workers. It seems that the central point of this transmission was the year 1956, the year in which the high rated workers intensified against the manual workers (Naisbitt, 1982, Thomas and Baron, 1994).

Nickolas (2002), states that it seems the transmission path from the manual workers to knowledge workers has a continual and fixed manner. Some believes that the outburst of knowledge workers is due to the outcome of sudden and huge transmission from industrialized societies to a high-industrialized ones (Drucker, 1987).

Significance, necessity, and benefits of human resources' education

Teaching the employees has a deep and vast meaning in which it does not involve the training, probation or practical training in a specific field. Also, its domain becomes vaster and bigger, to the extent that it begins from learning a simple skill and goes on to cover all complicated sciences, being professional in supervising and management in governmental, industrial and commercial organizations, and also to learning how to behave and react toward human, economic, social and cultural issues (Redman, 2006).

About the necessity and urgent of the employees' education, experts have provided lots of views, such as Glen Stalen an expert from official sciences who believes, education is the tool of management and these two are an integral part of each other. The duty of the manager toward the education is prominent as it is for arrangement and provision of organization's budget. The manager has to facilitate the importance of educational backgrounds with emphasizing the education and cooperation, and he has to support this issue (Dessler, 2005).

Fredrich Taylor, the founder of scientific management school, says: Employees should be choose according to scientific methods, and teach them based on this principle, so that they would be prepared for duties which they are engaged to do, not to be responsible to choose their jobs and training their aptitude (Saadat, 1379).

The following hypotheses are proposed based on above discussions:

How is the impact of most important training method on human resources productivity in Saman Bank?

Which method is the effective method of training based on it's impact on human resources productivity in Saman Bank?

≠ Why this question is relevant?

Based on the model the results can be explained the attitude of the top managers of Saman Bank about the impact of the training of the human resources on productivity.

≠ Hypothesis:

According to what has been stated above, the main hypothesis can be written as follows:

The main hypothesis:

The effect of in-service training is higher than other training methods.

Specific hypotheses:

1. Effect of expressing data to improve productivity is greater than the effect of simulation.
2. Effect of the simulation on improvement of productivity is greater than the effect of on the job training.
3. Effect of on the job training.on improvement of simulation is greater than the effect of simulation.
4. Effect of on the job training on improvement of simulation is greater than the effect of expressing data
5. Effect of the simulation on improvement of simulation is greater than the effect of expressing data
6. Effect of expressing data on improvement of productivity is greater than the effect of on the job training.

≠ Research Key words and variables

Productivity;Human Resources;Training methods. Effectiveness; Efficiency.

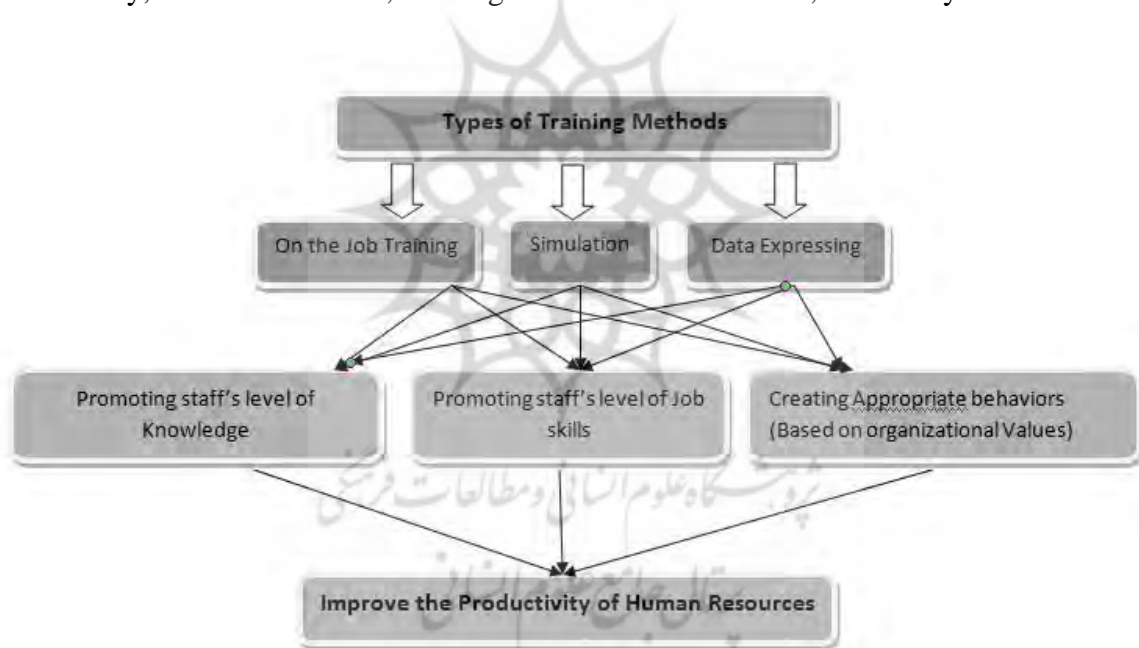


Figure 1: Conceptual research model

3. Research method

The research method is Descriptive survey.

Data collection is done in various ways. For the complete set of theoretical principles and theoretical studies library is used. To test the hypothesis, the questionnaire will be closed questionnaire.

Methods of data collection:

In this study, data for hypothesis testing can be obtained through a questionnaire and the questions raised in the questionnaire are trying to knowledge, interests and attitudes and

beliefs of individuals evaluated and to realize his previous experience and knowledge of what has already been done.

≠ Data Collection Techniques and instruments

Period of study:

The study period is 4 months after enactment.

Site research:

The present study will be conducted in Saman Bank.

The population:

The study population consisted of all levels of human resources (staff, employees, experts, professionals and managers) of the Saman bank.

≠ Data Analysis

The results of the sampling randomly from the list of human resources is systematic. Investigating the relationship between two factors will be analyzed with ANOVA Analyze and T Exam.

3.1 Data analysis

The T Test is used In order to investigate the Relation between kind of methods and productivity in Saman Bank. The T test helps that with considering the level of significance ($\alpha=5\%$), its significance can be investigated. In this research, we have summarized the productivity variable into two dimension of efficiency and effectiveness, and in the question form, there are questions about the effectiveness and efficiency for every one of the education technique. Now, regarding the lack of simulation teaching in Saman Bank, we have tested the effectiveness and efficiency of On the Job training and presenting information education. As it is seen in the below table, the average efficiency of On the Job training is 3.2353, and the average effectiveness of presenting information education is 2.9548. And the standard deviation of effectiveness in these two kinds of education are in order 0.81329 and 0.96246. On the other hand the average efficiency of On the Job training is 3.2633 and the average efficiency of presenting information education is 2.9128. And the standard deviation in these two kinds of education are in order 0.84813 and 0.86640.

Correlation Test:

Correlation test between the effectiveness of On the Job training and presenting information education shows that these two educations correlate to the amount of 0.367, and the correlation between the efficiency of On the Job training and presenting information education is 0.349.

Table 1: Correlation Test1

		Correlation
population 1	Effectiveness of in-service and presenting information	367/ .
population 2	Efficiency of in-service and presenting information	349/ .

T Test:

General hypothesis Test

General hypothesis: the effect of On the Job training in improving productivity is more than the effects of other educational methods.

Designing of the H0 hypothesis

There is not a significant difference between On the Job training and other methods of education at the Saman Bank.

$$= \mu_2 - \mu_1 = \mu \text{ H0:}$$

Designing the H1 hypothesis

There is a significant difference between On the Job training and other methods of education in Saman Bank.

$$\neq \mu_2 - \mu_1 \neq \mu \text{ H1:}$$

Regarding the Analysis data and lack of simulation teaching in Saman Bank, and considering the fact that the amount of gained sig (at the level of 5 percent) is 0.001, therefor the H0 hypothesis is rejected, meaning that we will see a significant difference between these two educations. (On the Job training and presenting information education). In other words, with regard to the fact that both low and high limits in the mentioned test were positive, we conclude that the effect of On the Job training on productivity (effectiveness and efficiency) of human resource in Saman Bank is more than the effect of presenting information education.

Table 2: Correlation Test2

		Low limit	High limit	sig
population 1	Effectiveness of in-service and presenting information	0.12178	0.43927	0.001
Population ۲	Efficiency of in service and presenting information	0.19616	0.50469	0

Particular hypothesis test

Particular hypotheses:

- 1-effect of presenting information on improving productivity is more than the effect of simulation.
- 2- Effect of simulation on improving productivity is more than the effect of in-service education.
- 3-the effect of On the Job training on improving productivity is more than the effect of simulation effect.
- 4-the effect of On the Job training on improving productivity is more than the effect of presenting information.
- 5-the effect of simulation on improving productivity is more than presenting information.
- 6-the effect of presenting information on improving productivity is more than the effect of in-service education.

Note:

Regarding the lack of simulation education in Saman Bank and not completing the questions related to simulation education in the question form, the hypotheses number 1, 2, 3, and 5 are removed. Hypotheses number 4 and 6 with regard to lack of simulation education, are similar to the general hypotheses

Hypotheses test about the indices

In this part we can compare the conditions of every one of indices in these two kinds of education in terms of efficiency and effectiveness. Therefore, for making an example, we test the innovation and creativity in these two kinds of education:

Designing of H0 hypotheses

There is not a significant difference in On the Job training and presenting information education in terms of creativity and innovation.

$$H_0 = \mu_1 = \mu_2$$

Designing the H1 hypotheses

There is a significance difference in On the Job training and presenting information education in terms of creativity and innovation.

$$H_1 = \mu_1 \neq \mu_2$$

Regarding the Spss output and the gained sig (at the level of 5 percent) that is 0.553, therefore the H0 hypotheses is accepted, meaning that we do not see a significant difference in these two kinds of education in terms of creativity and innovation.

Table 3: Correlation Test3

		Low limit	High limit	sig
Questions 1 and 16	Creativity and innovation in in-service and presenting information	-0.279	0.15	0.553

Binomial Test :

The Binomial Test has been used In order to investigate the appropriateness or inappropriateness of the conditions of every one of the variances related to every kind of educational techniques in Saman Bank. Regarding the lack of simulation education in Saman Bank, we use Binomial Test for education in-service and presenting information education.

Hypotheses test related to the two-sentenced test

On the Job training

Hypothesis test number one

First hypothesis: On the Job training has some effects on productivity of human resource in Saman Bank.

Designing H0 hypothesis

On the Job training has some effects on productivity of human resource in Saman Bank.

Designing H1 hypothesis

On the Job training has no effects on productivity of human resource in Saman Bank.

$$H_1 : p \neq 0.5$$

In order to test the hypotheses, the method of Z has been used. Considering the Spss output and the fact that the gained sig is zero and also is less than the significance level of 5 percent, therefore, the H0 hypothesis is rejected. So, considering the significance number, it can be said that at the assurance level of 95 percent, On the Job training has great effect on productivity of human resources in Saman Bank.

The below table shows the summary of mentioned cases.

Binomial Test table, in order to investigate the effect of On the Job training on productivity of human resources in Saman Bank.

Table 4: Correlation Test4

Variable	hypothesis	number	Observed proportion	Test proportion	Sig
In-service education	$p \leq 3$	56	0.31	0.5	Less than 0.05
	$p > 3$	124	0.69		

Presenting information education

Hypothesis test number two

Second hypothesis: Presenting information education has some effects on productivity of human resource in Saman Bank.

Designing the H0 hypothesis

Presenting information education has some effects on productivity of human resource in Saman Bank.

$$H_0: p \approx 3$$

Designing the H1 hypothesis

Presenting information education has no effects on productivity of human resource in Saman Bank.

Considering the Spss output and the fact that the gained sig is 0.030 and also is less than the significance level of 5 percent, therefore, the H0 hypothesis is rejected. So, considering the significance number, it can be said that at the assurance level of 95 percent, presenting information education has great effect on productivity of human resources in Saman Bank.

The below table shows the summary of mentioned cases

Binomial Testtable, in order to investigate the effect of On the Job training on productivity of human resources in Saman Bank

Table 5: Correlation Test5

Variable	hypothesis	number	Observed proportion	Test proportion	Sig
Presenting information education	$p \leq 3$	105	0.58	0.5	Less than 0.05
	$p > 3$	75	0.42		

Suggestion:

Since the gained sig for both kinds of education is less than the significance level of 5 percent and the H0 hypothesis has been rejected, therefore, the researcher suggests that this kind of education is put to test at the level of 1 percent, so that it can be cleared which of them has more effect.

Fredman's variance analysis Test

As it was mentioned in chapter 3, Fredman's test has been used for ranking every factor related to the kinds of education technique and for affecting on the productivity of human resources.

A: kinds of education technique

Hypothesis test: there is a significant difference between the kinds of education technique.

Therefore, regarding the lack of simulation education in Saman bank, the below hypothesis can be raised:

∴H

There is no significant difference between On the Job training and presenting information education.

H1:

There is a significant difference between On the Job training and presenting information education.

The Spss output includes two tables. In the first table, the average ranking of each variable has been inserted and in the second table the statistic characteristics of has been inserted. Regarding the Spss output, the mount of significance number has been zero and it is less than the significance standard level. Therefore the H0 hypothesis at the assurance level of 95% is rejected. So we can conclude that these two kinds of education do not stand at the same rank. Below the related tables are seen.

As it is seen in the below table, the highest rank goes to On the Job training with the average of 1.70.

Table 6: Correlation Test6

Kinds of education	Average rank
In-service education	1.7
Presenting info education	1.3

Table 7: Fredman's significance table test.

Calculated numbers	Statistical indices
180	Number
29.455	χ^2
1	Freedom degree
0	(sig)

4. Discussion and conclusion

Suggestions based on the research findings

In order to improve the kinds of educational techniques and their effectiveness on improving the productivity of human resources and regarding the results gained from data analysis, the below suggestions must be taken for granted. For giving suggestions here, we use the results of Fredman's test.

Simulation education

- 1-holding simulation education courses by Saman Bank Education academy
- 2-creating simulation education courses to face and entering person into the real world
- 3- Creating simulation education courses to increase the ability of personnel in solving problem
- 4- Creating simulation education courses to increase the ability of decision making of the trainees.

Presenting information education

- 1-Holding educational courses as giving speech in order to have access to lots of information in a short time
- 2- Holding educational courses as giving speech for its acceptability and its being economical
- 3- Holding educational courses as seminar so that personnel actively participate
- 4- Holding educational courses as seminar in order to train according to the trimness' learning abilities.
- 5- Holding educational courses as seminar to exchange opinions and evaluating the trainees.

On the Job training

- 1- Creating belief in managers of organizations about the efficiency and effectiveness and the quality of in-service education. To do so, the manager's population of organization should receive educational services.
- 2- To see On the Job training plans systematically, because On the Job training is a systematic process and should be seen systematically. Needs assessment, preparing the plans and setting goals, and performing and evaluation must be done step by step and each of these should be done systematically and the final results must be given to the performing units, planning and other related unites.
- 3-On the Job training courses must be constantly held and organizations prepare especial educational plans for their personnel to be practiced constantly, because On the Job training will not be fruitful in partly courses.
- 4-creating the research and studies unit in personnel's educational centers in order to investigate personnel's problems as research project.
- 5-creating informing unit in educational centers and making it on-line and also having computer communication with data bases of both in and out of country so that by this way useful information is collected and is organized.
- 6-appropriateness of in- service educational courses along with needs, willing, and adults characteristics as the main participants of the plan and fitting the lesson hours, appropriate time period of the classes, practicality of the classes and using suitable teaching methods.
- 7- Justifying On the Job training courses for personnel and getting them familiar with the educational goals and providing facilities for the participants.

Therefore, we must consider the education of personnel in every organization a very critical matter and in educational courses the lessons should not be excluded only to a set of theoretical and abstract lessons but should include practical ones in a way that the trainee has opportunity to put his learning into practice. Briefly, it must be created an environment that the trainee is not only the listener in it but actively participate in the processes of education and learning.

Suggestions for future researches

Regarding the results of the present research, the below suggestions seem necessary for future researches:

- 1- Evaluation of information productivity of university system based on education of human resources.
- 2- Investigating the role of education of personnel in improving the culture of productivity
- 3- Investigating the role of in-service educational courses in increasing personnel's efficiency
- 4- The role of education and justifying the personnel in effectiveness of organization
- 5- Challenges and solutions for improving productivity
- 6- Measuring productivity: guidance for managers
- 7- Investigating the relation between faith and improving personnel's efficiency
- 8- Investigating the evaluation of in-service educational courses and its effect on improving productivity
- 9- Designing and deploying a pattern of productivity managing in organization

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