Presenting an Effective Training Model for Red Crescent Society Staff of Zanjan Province

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Original Article

Abstract

INTRODUCTION: The most basic problems in the field of in-service training for employees of the Red Crescent Society (RCS) can be seen in cases such as training efficiency, improving the performance of employees through training, planning training courses and not matching the content of the courses with the training needs of employees. The aim of this research is to present an effective training model for the RCS staff of Zanjan province.

METHODS: In this mixed methods research, the statistical population in the qualitative section was 12 experts and managers of the RCS of Zanjan province who were selected by available sampling method and studied through semi-structured interviews. In the quantitative section, a researcher-made questionnaire was designed and distributed among the RCS staff of Zanjan province (132 ones) using a simple random sampling after extracting components and indicators the interviews. Structural equation modeling (SEM) was used for data analysis through SPSS-24 and Lisreal-8.8 software.

FINDINGS: The findings indicated that 6 dimensions, 22 components and 140 indicators were extracted.

CONCLUSION: According to the results, avoiding job alienation, cradle sleep in organizations, lack of sense of duty and lack of meaningful feeling in the courses of in-service training are the problems that cause the loss of emotional connection, and the RCS should achieve this by improving the level of awareness and behavioral class of its staff.

Keywords: Employees' training; In-service training; Staff professional development.

Introduction

Human resources are often the most important factor in achieving organizational goals in organizational systems, because other sources of input to the organization cannot achieve organizational goals alone. In a productive system, Human resource managers are trying to create programs to create coordination between the goals and needs of human resources and the way of achieving organizational goals (1).

Human resource management is a specialty that plans and tries to satisfy employees and achieve organizational goals. In the present era, high-level managers have come to the conclusion that the absence of an effective and efficient human resources manager in the organization makes it difficult to achieve organizational goals; meanwhile, according to research, there is a very strong relationship between the performance of social duties and responsibilities of an organization, on one hand, and the performance of its human resources management unit, on the other hand (2).

One of the basic and new features in the management of today's organizations is the existence of the necessary infrastructure for

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measuring and managing human resources and analyzing its results and achievements. Due to the emergence of new technologies, developed countries are progressing at a rapid pace and distance from developing countries (3). However, increasing the efficiency of organizations depends on increasing the efficiency of human resources, and this increasing depends on training, developing knowledge and skills, and creating desirable behaviors to successfully perform jobs. In the meantime, training create and increase efficiency that are purposeful, continuous and comprehensive and are planned and implemented by experienced experts, professors and instructors in educational affairs; therefore, along with the advances in science and technology, these trainings can move the human forces in organizations and be effective in improving the quality and quantity of their work (4).

Past experience points out that change in the career path and methods of business are inevitable and paying attention to training and development of human resources in the course of these changes is the only bridge that can lead us from today's world to the changing world of tomorrow. In other words, it can be said that the possibility of learning the arts and professions of today's youth and ensuring that they do not change or cancel that profession in about forty years seems impossible. However, the necessity of continuing, purposeful, planned training and keeping pace with the advances in science and technology should be seriously considered in the management process (5). Training is one of the key duties of human resource managers, which is essential due to the rapid changes in the environment and the technologies used (6).

The success of any educational program is primarily related to the proper educational needs assessment. Human resource managers in small companies find out more easily about the needs of their employees due to the small number of human resources and direct communication between managers and employees and plan to solve it properly. By receiving timely feedback about continuing or changing the process of educational programs, they act very quickly. It should be kept in mind that any change in the company is impossible without a change in the behavior and attitude of the employees because the organization consists of people working in it and training is a way to change the attitude and behavior of employees (7).

Önalan and Gürsoy (2020) developed research on the quality of education by examining the role of transition conditions such as situations, technologies, and the outcomes that each of the barriers and supports in order to facilitate the transmission of what has been learned from education. They discussed four situational factors: target factor, community factor, task factor, and self-control factor. These cases remind trainees of what they have learned or at least provide an opportunity to apply what they have learned (8).

Gorozidis et al (2020) in a study evaluated the impact of in-service training for teachers through the Facebook called PE.T.Co.N which is an innovative and promising approach to teacher training according to their findings (2).

Esfijani and Zamani (2020) investigated factors affecting teachers' use of information and communication technology and the role of in-service training courses and accessibility. Their results indicated that although there is a desire to access computers and Internet, their use in different areas remains an unsolved problem (3).

Taherkhani and Hamidi (2020) also evaluated the effectiveness of in-service training courses in increasing employees' empowerment and their results showed that in-service training at reaction level was not effective on staff empowerment of Qazvin Province Document Registration Office, but it was effective in learning and behavior levels and the rate of this effect was higher in learning level (13).

Organizations need in-service training to survive and thrive in today's changing world. According to the mentioned points, it is worth noting that merely training and implementing training courses cannot help the organization to achieve its goals, since the training should be based on scientific principles and methods to meet the existing needs. Regarding the status quo of in-service training among the employees of the RCS of Zanjan province, it should be said that the current education in this Society is based on traditional patterns and due to the multiplicity of subjects as well as new and efficient methods of in-service training, revisions should be made in this structure (14). Among these problems, cases like the inefficiency of training courses, absence of many employees, not taking education seriously, non-participation along with attention and accuracy in the courses, ineffectiveness of the courses, learning theoretical bases in employee evaluation, taking the test instead of each other

should be mentioned which makes these courses fail to achieve the desired goal. Therefore, in-service training for the RCS staff of Zanjan province is important that needs more detailed investigation (15).

At the moment, among the most basic problems in-service training of the RCS of Zanjan province, the following can be listed: training efficiency, improving the performance of employees through in-service training, planning training courses as well as problems caused by aligning and companionship the content of the training courses with the educational needs of the RCS staff of Zanjan province.

In fact, when the training content is not aligned with the operational needs of employees, neither the employees take the educational content seriously nor what is taught in these courses is useful to them. According to what was said, the purpose of this research is to provide a model for improving the effectiveness of in service training courses in RCS of Zanjan province. If the training content is not aligned with the operational needs of the employees, they will not take the training content seriously and what is taught in these courses will not be useful to the employees. According to what was said, the aim of this research is to provide a model for improving the effectiveness of in-service training courses in the RCS of Zanjan province.

Methods

The present study is a mixed (quantitative-qualitative) research. The required data were collected through library and field. In the qualitative part, the statistical population was formed by experts and specialists with sufficient knowledge of the subject. Theoretical saturation was achieved after 12 interviews by available sampling method and semi-structured interview were used. Data were analyzed using open, axial and selective coding method. The interview started with general questions and attempted to advance with more advanced questions. For example, at the beginning of the interview, while explaining the topic and purpose of the research, experts were asked what subjects they were teaching and what educational methods they used. It was requested to provide their information on the in-service training courses of the RCS. Indirect factors affecting the employees' reactions during these periods were questioned. Finally,

experts were asked to mention their own factors regarding the subject of research considering their experience and background in training, especially in-service training. The main questions discussed in this study are as follows:

- What is the executive model of effective training of RCS staff of Zanjan province?
- What are the causal factors, background, phenomena, intervening factors, strategies and the consequences of effective training of RCS staff in Zanjan province?

For coding, after implementing the discussions on paper, *open coding* (reading line by line of data, extracting concepts and main sentences, forming categories and primary classes), *axial coding* (classification of data, specifying subcategories, forming final classes), *selective coding* (linking subcategories to each other) categories were extracted. Finally, the dimensions, components and indicators of the model for improving the effectiveness of in-service training courses of RCS employees were identified and a conceptual model was presented.

To ensure the validity and reliability of the research, interview questions were confirmed by several experts. In order to achieve these issues, the following measures were taken: implementation of interviews and continuous analysis along with data collection during interviews, examination of the coding method of interviews by another expert to ensure the accuracy of coding and lack of taste of the researcher's understanding of the content of the interviews.

Table 1. Reliability Assessment

Reliability between two coders(%)	Disagreement Codes	Agreed Codes	Code No	Interview No
88	5	38	43	1
73	14	41	56	2
91	3	29	32	3
82	19	108	131	Total

Table 2. Cronbach's alpha results

Cronbach's alpha	Variable
0.84	Interventionist
0.82	Strategies
0.91	Factors on
0.84	Consequences
0.70	Contextual factors
0.82	Phenomenon

In quantitative section, after extracting dimensions, components and indicators related to improving the effectiveness of in-service training courses of RCS employees, a questionnaire was designed. The statistical population of the present study is the RCS employees (210 people). According to Morgan's table, about 132 ones were selected and studied using simple random sampling method. Data obtained from the questionnaires were analyzed SPSS-24 and Lisreal-8.8 software. The validity of the questions was confirmed by the related experts and reliability was calculated by Cronbach's alpha coefficient. Meanwhile, the validity and reliability of the questionnaire is approved by experts. The

validity score is 88.57% therefore, the validity of the interview protocol is supported. To evaluate the reliability of the interview protocol, the percentage of agreement between two coders is used. However, two coders randomly encode three interviews randomly finally they declare their opinion about the similarities as a disagreement or agreement, and the percentage of numerical calculation agreement is according to Table 1. The coefficient of reliability was 0.82 % and this value was more than 0.6 and is therefore approved based on the Table 2.
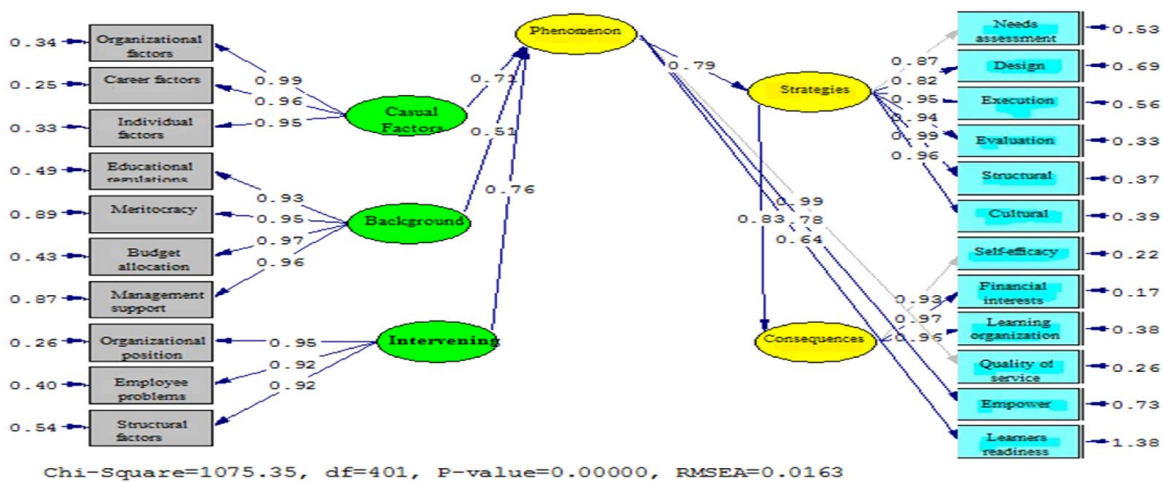

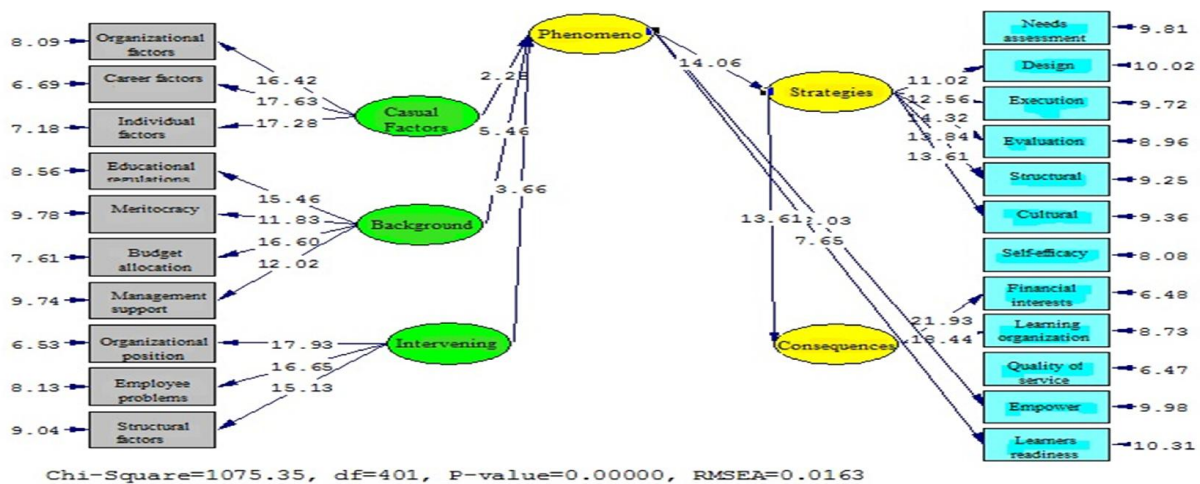**Figure1.** Meaningful state of the structural model

Figure 2. T-value

Table 4. The results of open, axial and selective coding of the research

Selective coding	Axial coding	Open coding
Casual factors	Organizational	Creating an appropriate environment for expressing thoughts and ideas /promoting team activities/encouraging employees to active learning (lifelong)/ creating solidarity between employees and the organization/not being purposeful and mission-oriented organizations providing skill trainings/creating opportunities for applying training findings in the workplace/establishing mechanisms for encouraging and punishing/ coordinating between different institutions providing skills training services in the country /acquaintance of organizations' managers with provider centers of skills training
	Career	Task sensitivity/level of specialization of the task /continuous and orientation of training courses/importance of duty/work-oriented nature of technical and professional and skill trainings/ theoretical training along with practical work for the training of creative and active human resources
	Individual	Individuals interest in learning/mental readiness of learner/ having the necessary motivation for applying the learned items in the workplace/making changes in personal behavior/ increasing the skills level of employees/ internal motivations/ external motivations/ increasing self-confidence in the learners
Background	Educational regulations	Existence of laws and regulations guaranteed, for continuous training of all employees/rules related to the characteristics of instructor or executive/rules related to the implementation of training (in-person/online, theoretical/ practical /internship)
	Meritocracy	Relationship between job promotion and training courses in organizational hierarchy/ meritocracy/connecting training to staff upgrade system/ connecting system salary and wages
	Budget allocation	Financial support for holding training courses/timely payment of training costs/financial guidelines for systematically organizing staff training/collecting educational credits/ Allocation of a part of employees' salaries and benefits to self-education/considering material incentives for employees' efforts to learn and teach
	Management support	Supporting managers and colleagues to apply the learned items in workplace/senior management support for staff training/management's belief in the importance of staff training/ giving authority and autonomy in doing tasks and helping people learn/ allocation of training spaces for employees/ encouraging employees to training through continuous management participation in training courses
Intervening factors	Organizational position	Existence of an independent structure and position for training and development of employees in the organization
	Employee problems	Management change and rapid displacement hinder the growth of in-service training
	Structural factors	Structural focus/organizational communication/learning organization/benefiting from a holistic education system/ creating conditions for gaining experience and learning through new ways of doing work/ existence of management stability in the organization training system/existence of a great policymaker manpower in the organization's skill training
Phenomenon	Learners readiness Empower Self-efficacy	Increasing the level of employees' skills/employees' empowerment/self-efficacy
Strategies	Needs assessment	Systematic and scientific process of educational needs assessment/comprehensiveness of educational needs assessment/application of educational needs assessment/cooperation of all employees in the educational needs assessment process/fit of the need assessment method with the type of work and requirements of the workplace/fit between goals and strategies of the organization with determination of educational needs/fitness of educational needs with job competencies/ identifying the difference between existing and desired competencies
	Design	Determining the overall and behavioral goals of educational courses/ determining the relationship between training and occupation/defining and predicting educational and experimental prerequisites for training courses/ appropriateness of course content with the needs of the students/ design and compilation of educational materials according to the headings/ determination of test or method of measuring the realization of learning goals/ determining the teaching method according to educational goals and syllabus/ defining and predicting the required educational technology to achieve the goals training/new and up-to-date course content/motivational mechanisms of training/content fitness/fitness of course with people's experiences/appropriateness of course with education and expertise/ compilation of measurable educational indicators
	Execution	Instructor's knowledge of the organization and employees educational needs/interaction and mutual relationship between the instructor and learners/use of experienced and specialized instructors/the ability of the instructor to attract the students participation/ability of the teacher to run the class/ appropriate timing in presenting the course materials/ instructor use of technology and educational aids/ mastery of teaching methods/ applying different methods and techniques to transfer the content/ teacher's mastery of the material/ consideration ability and capacity of learners in terms of gender, age and etc./ training schedule/ international and virtual education/having a field of study related to the subject of education/ having the necessary skills to provide training materials/previous teaching experience in the field of training/ practical projects in the field of education/ writing scientific paper on the educational subject/writing a book on the educational subject/ consulting to companies and institutions on the subject of education/ enjoying the educational environment of global and national standards/being a learner. Educational environment/ attraction of the educational environment in creating interest in learners/ existence of appropriate educational space based on national and international standards/ quality of training place in terms of color, light, sound, cooling etc. /presence of educational spaces outside the workplace/ enjoying modifiable training spaces to use different teaching methods/ quiet and favorable environment for learning/ forecasting and allocation of required credits for training courses.

	Continued	
	Evaluation	Exam, practice, performance measurement/ management feedback on the learning of individuals in practice/evaluation of all educational levels such as reaction, learning, behavior and results/ providing effective feedback to address challenges and learning problems/measuring the impact of course content on improving individual performance/measuring the impact of course content on solving of work problems/ measuring the impact of course content on meeting needs and performing better job duties.
	Structural	Adaptation of the structure to the organizational training process/library and workshop equipment/computer infrastructure being available/ creating training with new and advanced technologies/ creating training complex/ human capacity building, capacity development/ existence of comprehensive system software/ having an electronic learning system/having educational communication systems to communicate with the teacher and other learners/existence of internet and internet platform in the place of training/having a flexible organizational structure/drawing up the model of job competencies to measure and conform to specific criteria/matching training strategies with organizational goals/ defining and formulating the vision and educational goals of the organization
	Cultural	Institutionalizing the virtual learning culture in organization and staff/ modeling training for employees/ development of learning culture and development
Consequences	**Financial interests**	Empowerment/ prevention of government weakening
	Quality of service	Preventing customer rights violations/reducing mistakes/reducing mental stresses/reducing job confusion/standardization of services/coordinating tasks
	Learning organization	Formation of learning community/learning transfer/capacity building of human resources

Findings

Analyzing data from interviews and presenting extracted categories

In this section, the results of open, axial and selective coding extracted from the research as 123 concepts with 20 categories (Table 4).

Investigating the fit of the research model

In this study, several criteria were used to investigate the fit of the structural model of the research; the most basic criterion was the significant coefficients of t. Structural model fitting using t coefficients is that these coefficients should be greater than 1.96 in order to confirm the significance at 95% confidence level. Figure 2 shows the significant results of the coefficients based on the t-value of the t, standard numbers above 0.4 are acceptable.

The second criterion is the Chi-2, if this value is less than 2 is desirable and less than 5 is acceptable with condescension.

The third criterion is the Root of the Mean Square of Estimated Error (RMSEA). This index is also calculable for different confidence intervals and acceptable models and has a value less than 0.1.The fitting of models with values higher than 0.1 is weak and is not confirmed.

The next criterion is the Comparative Fit Index (CFI). The researchers believe that the acceptable value for this index is higher than 0.9.

Another criterion is the Goodness of Fit Index (GFI). The acceptable value should be greater than 9.0.

The last criterion is the Adaptive Fit Index or NFI which is based on correlation between the variables in the model. The high coefficient of correlation between the variables leads to high values of adaptive fit index. The acceptable value must be greater than 0.9.

Table 3. Model Fit

Fitting Acceptable	Amount	
Greater than 5%	35/1075	**Absolute fit indices**
GFI >%90%	0/92	
AGFI >%%٩٠	0/92	**Adaptive Fitting Indices**
CFI > %90	0/94	
10%>RMSEA	0/160	**Destination Fitting Indicators**

Discussion and Conclusion

The main goal of this research was to present an effective training model for RCS staff of Zanjan province, and the findings of this research showed that improving the effectiveness of these training courses requires the use of a set of features and efforts.

The officials of the organizational units inevitably think about the position and success of their organization and one of the options for the scientific growth of the organization is the participation of employees in in-service training courses. The employees are the most important resources and the capital of the organization and the level of productivity and efficiency of an organization has a direct relationship with the level of knowledge, skill, orientation and attitude of the employees of the organization. Therefore, it is very important to pay attention to the education

and flourishing of the talents. One of the most effective and efficient ways to train employees is through in-service training which is defined as training that takes place after hiring employees with the aim of preparing them to better perform their duties and responsibilities. Supervisors believe that these training courses can develop appropriate knowledge, skills, behavioral and attitude capabilities in employees. Sometimes they neglect the underlying factors of behavior change in employees, which makes all their efforts to improve the organization fail.

In this study, avoiding job alienation was one of the categories that found in this study. In fact, this component shows that all efforts in in-service training courses should be aimed at reducing job alienation. The important discussion in today's organizations is that employees feel alienated from work after a short period. This issue can have different causes and contexts, including not matching the job with the abilities. On the other hand, the issue that may be annoying is that the person does not feel valuable in the work environment.

One of the problems of organizations is cradle sleep, which was also mentioned in this study. Cradle sleep is actually the situation that most organizations go through after a while, and growth and self-development at the individual and organizational level disappears. This means if the organization fails to disrupt the dull and sleepy process of the workplace, it will have cradle sleep and individual and organizational performance will be affected. As a result, in-service training is a platform where people can disturb this uniformity and turn the workplace into an arena for learning and education.

Responsibility instead of sense of duty is the second pillar that should occur in organizations and should also be considered in improving the effectiveness of in-service training courses. In fact, in-service training should be able to institutionalize the sense of responsibility in RCS staff. This issue is realized when the organization creates a sense of responsibility, which is an internal matter, in people through in-service courses. Internalizing responsibilities is an attempt to improve the skill level as well as to engage employees mentally and professionally with the work. Therefore, the main issue that should be considered in the field of in-service training is that these courses become an arena for

internalizing responsibilities as well as cultural values of the organization. Therefore, in order to increase the effectiveness of in-service training courses, the topics and educational content of the courses should be adjusted according to the work and job needs of individuals.

Meaningful feeling is one of the most important components that should be added to in-service training courses. In fact, attending in-service training courses is pointless for many employees because in their viewpoints, it is pointless thing and just to complete the task without any benefit. So, to increase the effectiveness of these courses in the organization, they must be meaningful through various strategies such as being effective in job promotion and financial benefits. In addition, employees should feel its impact directly in their jobs.

The results of the research led to the development of a model for improving the effectiveness of in-service training courses for RCS staff. The findings of the present study are in line with the studies of Tortop (2016), Barret et al (2012); Cooke (2015); Ezzati et al. (2017), Khorasani, Shams and Mokhtari (2017); Galanaki et al (2015); and Taghipour et al (2017). (16-22)

In-service training courses are the best opportunity to create the feeling which is missing in governmental organizations and in particular the RCS and that is the love to work. Economic and social crises as well as problems related to financial payments have led to the formation of a situation in recent years in which people are unable to meet their needs with a single job. However, many people turn to the second job, turning the first job into an office that is the basis of the second job. In this case, people in the organization are developing consultations for earn more income for the second job rather than addressing their work issues and concerns.

This is where we see that the emotional connection with the organization disappears. In this case, in-service training courses are the best opportunity to reconnect with the organization and prevent the phenomenon of organizational anesthesia. Now, after accepting what has been said, the RCS must also look outside as well. Looking outside is actually the effort of the Society in order to achieve the components that are not inside the organization but can improve the external aspect of the organization and employees. Today, organizational social

responsibilities are at the top of the responsibilities applied to organizations. Organizations should be able to achieve this by raising the level of awareness and behavioral type of their employees and taking steps towards sustainable development while observing environmental considerations and ethics.

Acknowledgments

Conflict of Interests

The authors declare that there were no conflicts of interest in this study.

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