Assessing the Efficiency of Training Periods Held in Cooperative Organizations

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Abstract: This study aims to assess the efficiency of training periods held in cooperative organizations in West Azerbaijan Province. This survey is of descriptive type with applied goals. Statistical population of this study includes all 6500 participants of cooperative training periods. Using stratified random sampling and Morgan Sampling Table, 340 people were selected as the sample. To gather data, a researcher-made questionnaire was distributed whose validity was confirmed by the experts. To prove its consistency, Cronbach Alfa test was used for which the value of 0.92 was achieved. The results showed that the efficiency of training periods in increasing professional knowledge of the staff, professional skills of the staff, professional performance of the staff, staff attitudes toward training period was higher than average. Also, there was no significant difference in the efficiency of training periods hold among the participants with different education levels.

Key words: efficiency, training period, cooperative organizations, West Azerbaijan Province

INTRODUCTION

Nowadays, people should take the responsibility of different activities, especially economical duties in the society. A way of active presences of the people in economical area and reducing governmental dominance is developing cooperative organizations. Cooperative organizations create a field which gives the opportunity and efficiency to the small capitals inside the organizations along with the government and micro investors. The more the economical activities in private section, the more legal governmental income will result. So, the government will not have to spend oil income for executive fields rather than fundamental areas (Islaminasab 2001). In this arena, the organizations are not proud of their production rate, financial resources, and the frequency of human forces anymore. Instead, human capital with knowledge and expertise is regarded as a vital factor in organizational success. Cooperation Training Principal was introduced by Chedil in the Directory of Fair Pioneers’ Activities, legislated by International Cooperation Union in 3 amendments. Every organization needs trained and experienced people to fulfill their missions. If the abilities of the staff meet organizational expectations, training is not needed. But, if not, skills, abilities and adoptability of the stuff should be promoted. Along with complexity increase in the jobs, the importance of staff training has increased. Recent changes in developed societies have caused increasing pressures on the organizations to adopt themselves with demands, necessary skills, and new production methods (Shimon et al 2009). Regarding training principals from the side of cooperative companies increases their activities, persistence, and efficiency. But, neglecting them weakens the motivations of the managers and members, causes arguments, passivity or even their elimination from competition markets. It must be noticed that using advanced and various educational techniques motivates cooperative organizations’ managers and staff for continuous training to promote their quality, strengthen cooperation among themselves, and provide more developments in the organization. This study aims to examine the efficiency, quality and quantity of training periods and familiarity of the managers and experts with them by assessing the efficiency of training periods held in cooperative organizations.

Related Literature:

Human beings have cleverly found that the best strategy for meeting their needs and expectations is self-organization. For this purpose, they should have cooperation and coordination to reach their common goals. As Koran, the holly book of Muslims, says:” Cooperate in good deeds but never help in misdeeds and sins” (Nezam Shahidi 2001). Since cooperative activities are in group form, they need education. In other words, to reach common goals, the mangers and the staff should be educated to be coordinated. According to 44th principal of Iran Constitution, cooperation is one of three important economic sections which benefits from governmental supports. Education and exerting new ways for it needs the managers’ special attention. It can be said that cooperative movement is not possible without education or else it will lose its real cooperative features; because, education is a constant reminiscence that teaches the members to commit to the organization and respect its goals. The success of the company is not limited to the frame of exact execution of cooperative rules; but, it is the role of education to promote productivity and social economical developments in the society. In this respect,
training periods held by cooperation ministry, unions, and institutes for their managers and staff can play a great role in promoting its dynamism and efficiency.

**The Concepts of Cooperation and Cooperative Organizations:**
In general term, cooperation means working together; but, in technical term, it refers to a type of economical or social organization which has an important role in the development of all societies. Formal cooperation is arranging co-working via specific management methods in a formal place like an organization. refers to the cooperation as a way of living and a life philosophy in the form of a set of attempts and behavioral methods which provide some principals for individual and social lives of the humans. Cooperation is a combination of helping the self and the others, tending to establish global values. Such organizations are collaborative institutes, controlled by cooperative members and under their own supervision and democratic principles (Rostami 2010).

**Cooperative Advantages:**
Cooperative organizations connect other organizations that have ties with others like, fishery, labor, manufacturing, financial service, credit and saving, housing, public service, and insurance cooperative organizations may work together for specific goals.

Different cooperative organizations from activity aspect
1. Manufacturing cooperative organizations. These companies deal with the employment affairs of agricultural, farming, fishery, mining, and rural sections.
2. Distributional cooperative organizations. These companies concern with the affairs related to providing and distributing houses, goods, and services or other needs of the members. Such companies whose activities are always distributional and productive are called distributional cooperative organizations

Different cooperative companies from the aspect of membership type
1. Public cooperative companies. This is a company whose membership is free for everyone. Members' number in these organizations is at least 500 people, determined based on cooperative organization type identified by cooperation ministry.
2. Specific cooperative companies. This is a company whose membership is possible for specific groups like workers, students, farmers, doctors and etc. The members of each work group are identified regarding voluntary conditions.

**Cooperative Goals:**
- Providing work conditions and facilities for everyone to create employment
- Providing professional tools for the people who can work but don’t have enough facilities
- Preventing from unfair wealth concentration in the hands of specific people for fulfilling social justice
- Preventing from full authority of the government
- Putting management at the service of work force for the direct utilization of their own work
- Preventing from exclusion, inflation, and economic abnormalities (http://nkh.icm.ir)

**Education**
Organizations are the tools for fulfilling different goals in the society and meeting its needs and ideals. Examining the formation and revolution of the organizations shows that in the past, for the simplicity of human life and limited technology, the structure and functions of the organizations were rudimentary and people didn’t need much knowledge. The changes that occurred later in the social lives spread the development of different organizational life, making its goals, duties, and responsibilities more difficult. In such conditions people couldn’t do their duties without necessary skills and knowledge. The consequence of such industrial, technological, and economical changes in 19th and 20th century, necessitated education in the organizations (Samkhanian 2004, 11). Human Force Service Commission offers a widespread definition of education. It says that education is a designed process for revising thoughts, knowledge, skills, or the behaviors to achieve effective performance in an activity or in a range of them whose goal is developing the abilities and increasing present and future satisfaction of human force in educational workshops (Haji Karimi & Rangriz 2000, 266).

**The Goals of Staff Training:**
1. Creating or promoting knowledge or awareness levels in the staff
2. Creating or promoting professional and social skills along with their perceptual concepts
3. Creating or promoting the attitudes of the people
4. Creating a favorable behavior proper to the values of the society exerted on the staff (Abtahi 1998).
The Importance and Necessity of Staff Training:

The basis of wealth production in present economic world is knowledge and expertise. The evidences imply that a revolution will occur in the near future whose drive is human thoughts. Undoubtedly, the present arena is the time of the organizations whose directors are humans who can cause the promotion of the organizations by thought power - the biggest power source. In the accelerating competitive world of today, the significant factor in creating competitive advantages is qualitative, dynamic and creative human force. Then, at the moment, knowledgeable human resources are the major intangible assets of the companies and golden keys for improving the quality and productivity of organizational processes (Tabarsa & Ahadian, 2008).

Evaluating the Efficiency of the Education:

There is not a comprehensive definition for education efficiency; this is because the process of reaching it is difficult. Evaluating the efficiency of the education can refer to the extent to which exerted education leads to the necessary skills of the organization practically. It also can have the following implications:
- determining the extent of fulfilling educational goals
- determining observable results from the learners based on exerted education
- identifying the adoption of learners' behaviors with organizational expectations
- determining the extent of fulfilling the correct job which has been the final goal of education
- determining the extent of created skills as a result of education for reaching goals
- determining the extent of added value as the quality and the amount of added value to the educational system

The extent to which the present status of the learners and practitioners can be attributed to the knowledge, attitude, and practical skills in any way is called added value (Bazargan 1983, 129).

Educational Evaluation:

Educational evaluation is an essential tool for educational management. It is also an inseparable part of systematic attitude toward education. The goal of education like supervision is data gathering for improving planning processes. It must be noticed that evaluation shouldn’t be done just once after performing educational programs. Instead, it should be continuous during the training period to match the performance with planning goals (UNESCO Consultant Group 1990, 150). More attention to measuring education and development efficiency has been paid by Ashrij Management Research Group as a specific feature of the most focused attitude towards in-service training. The people who want to gain a degree or ranking in the governmental projects of England should demonstrate that there is an evaluation in their programs (Sloeman 2003, 184). Evaluation is a trend that provides essential data and information for decision - makings. Evaluation includes description and judgment. A more comprehensive definition includes more elements. Bibay believes that evaluation is systematic evidence-gathering and interpretation, leading to value judgment, regarding done actions (Fathi & Ejargah 1998, 250). Based on Humbling, any attempt for gaining information (feedback) on the effects of educational program and fulfilling education values by it is evaluation which has 5 stages of reaction, learning, job behavior, organization, and final value (Sloeman 2003, 18).

The ways of identifying the efficiency of educational activities and introducing evaluation indices

According to David and Vrsr, educational efficiency indices include:
1. Learners' reaction to the content and processes of education
2. Acquired knowledge and experience by education
3. Behavioral changes resulting from education
4. Measurable improvements in personal and organizational levels like decreasing job quit, absenteeism, bad events, and etc.

Related Literature:

In a study titled “The effects of educational period on the staff efficiency of Tax Department in Tabriz, Hoseini (2004) examined in-service training efficiency in the staff of Tax Department. He concluded that the efficiency of trained staff is better and more than total efficiency of the staff in the organization whose reason can be the lack of experience in untrained staff. There was also a significant correlation between in-service training and the familiarity of the staff with professional skills in different levels. A significant correlation was also observed between the way of performing educational period and performance efficiency in the staff. But, no correlation was observed between the time of holding those trainings and staff presence extent.

To evaluate in-service training efficiency in the staff of Telecommunication Department in Tehran, Karimi (2001) did a casual comparative study and concluded that held training periods raise general knowledge, expertise, and cooperation among the staff and customer satisfaction; but, they don’t increase job satisfaction in the staff. Rezazadeh (1994) evaluated in-service training efficiency in the staff and supervisors and concluded that short-term education promotes job quality, technical knowledge, skills, accuracy, and regulation, decreasing wastes.
Mohammadi (2010) evaluated in-service training efficiency in the managers of Medicine Faculty in Mashhad including 220 people and concluded that held classes have been efficient for improving professional (technical, human, and perceptual ) knowledge, performance, managerial functions (planning, organizing, and leadership) and preparing managers for accepting more responsibilities. Evaluating in-service training efficiency in the staff of Azad University, Shariatmadari (2007) concluded that such trainings improve staff regulation, working spirit, professional skills, innovation, and cooperation, as well as decreasing wastes. Andersen (2000) examined the relation between educational evaluation and educational and organizational achievements and concluded a positive and significant correlation between them.

William James from Harvard University showed that the staff work with 20-30% of their ability in that university; but, if they are trained well, they can even reveal 80-90% of their abilities (Moshbeki 2001). Flen et al (2003) studied the effects of supervision training in Harster Company, focused on manager trainings efficiency. Managers were trained to treat with more considerate manner i.e. they should perform given activities and responsibilities in the frame of regulated organizational, scientific, pre-experienced, and knowledge –based manner, resulting from training periods. In this study, manager-training based on internal criteria didn’t yield significant results, but external results like absenteeism, events, complaints, job change and etc had positive results.

**Hypotheses:**
1. The extent of training period efficiency in increasing professional knowledge of the staff is above average.
2. The extent of training period’s efficiency in increasing professional skills of the staff is above average.
3. The extent of training period efficiency in increasing professional performance of the staff is above average.
4. The extent of training period efficiency in increasing the attitudes of the staff is above average.
5. The extent of total training period efficiency in cooperative organizations is above average.
6. The extent of training period efficiency in cooperative organizations is different for the people with different educational level.

**Methodology:**
This survey is of descriptive type with applied goals. Statistical population included all 6500 participants (1977 women & 4523 men) in training periods of cooperative organizations. By stratified random sampling and Morgan Sampling Table, 340 people were selected as the sample. To gather data, a researcher-made questionnaire was gathered whose validity was confirmed by experts for which Cronbach Alfa value of 0.92 resulted.

**Data Analysis and Discussions:**
Based on Table 1, after testing H1, t =15.60, df =339, and sig=0.000 resulted. Since significance level is smaller than 0.05, H1 is confirmed. So, with 95% confidence, it can be said that the extent of training period efficiency in increasing professional knowledge of the staff is above average.

**Table 1: T-test results for H1**

<table>
<thead>
<tr>
<th>H1</th>
<th>One-Sample Test</th>
<th>Test Value = 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>df</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>15.602</td>
<td>339</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Based on Table 2: after testing H2, t=30.92, df =339, and sig=0.000 resulted. Since significance value is smaller than 0.05, H2 is confirmed. So, with 95% confidence, it can be said that the extent of training period efficiency in increasing professional skills of the staff is above average.

**Table 2: T-test results for H2**

<table>
<thead>
<tr>
<th>H2</th>
<th>One-Sample Test</th>
<th>Test Value = 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>df</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>30.923</td>
<td>339</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Based on Table 3: after testing H3, t=24.08, df =339, and sig=0.000 resulted. Since significance value is smaller than 0.05, H3 is confirmed. So, with 95% confidence, it can be said that the extent of training period’s efficiency in increasing professional performance of the staff is above average.
Table 3: T-test results for H3

<table>
<thead>
<tr>
<th>H3</th>
<th>Test Value = 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>df</td>
</tr>
<tr>
<td>24.086</td>
<td>339</td>
</tr>
</tbody>
</table>

Based on Table 4: after testing H4, t=6.02, df=339, and sig=0.000 resulted. Since significance value is smaller than 0.05, H4 is confirmed. So, with 95% confidence, it can be said that the extent of training period’s efficiency in increasing the positive attitudes of the staff toward training period is above average.

Table 4: T-test results for H4

<table>
<thead>
<tr>
<th>H4</th>
<th>Test Value = 45</th>
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<tbody>
<tr>
<td>t</td>
<td>df</td>
</tr>
<tr>
<td>6.029</td>
<td>339</td>
</tr>
</tbody>
</table>

Based on Table 5: after testing H5, t=9.011, df=339 and sig=0.000 resulted. Since significance value is smaller than 0.05, H5 is confirmed. So, with 95% confidence, it can be said that the extent of total training period efficiency in cooperative organizations is above average.

Table 5: T-test results for H5

<table>
<thead>
<tr>
<th>H5</th>
<th>Test Value = 96</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>df</td>
</tr>
<tr>
<td>9.011</td>
<td>339</td>
</tr>
</tbody>
</table>

Based on Table 6: after testing H6, t=9.011, df=339, and sig=0.083 resulted. Since significance value is over 0.05, H6 is rejected. So, with 95% confidence, it can be said that the extent of training period efficiency in cooperative organizations is not different for the people with different education level.

Table 6: Variance analysis test results.

<table>
<thead>
<tr>
<th>ANOVA</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>H6</td>
<td>Between Groups</td>
<td>3019.566</td>
<td>3</td>
<td>1006.522</td>
<td>2.919</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>72421.710</td>
<td>210</td>
<td>344.865</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>75441.276</td>
<td>213</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusion:

H1. The extent of training period efficiency in increasing professional knowledge of the staff is above average. After testing H1, t=15.60, df=339, and sig=0.000 resulted. Since significance level is smaller than 0.05, H1 is confirmed. Considering aforementioned findings it is observed that holding educational period for cooperative organization of West Azerbaijan Province is efficient in above average level. Confirming this hypothesis shows the efficiency of educational period for professional knowledge variable. This result agrees with the studies of Hoseini (2004), Pishdari Motlagh (2005), and Karimi (2001).

H2. The extent of training period’s efficiency in increasing professional skills of the staff is above average. After testing H2, t=30.92, df=339, and sig=0.000 resulted. Since significance value is smaller than 0.05, H2 is confirmed. The answers to the questions about the extent to which attending educational periods can decrease work problems or increase the ability of doing difficult tasks, new duties, innovative ways of doing works, using tools level, group cooperation, regarding rules, and work speed confirmed the efficiency of training periods in incrementing professional skills above average level. This result consists with the findings of Rezazadeh (1994), Mohammadi (2010), Vahidi (2010), Asgari (2005), and Sullivan (1998).

H3. The extent of training period efficiency in increasing professional performance of the staff is above average. After testing H3, t=24.08, df=339, and sig=0.000 resulted. Since significance value is smaller than 0.05, H3 is confirmed. Also, the answers to the questions about the ability of doing complex tasks, motivation creation, and applications confirm the efficiency in increasing professional performance of the staff in above average level. The findings of this study agrees with the findings of Asgari (2005), Shariatmadari (2007), Barzegar (2004), and Anderson (2000).

4. The extent of training period efficiency in increasing the attitudes of the staff is above average. After testing H4, t=6.02, df=339, and sig=0.000 resulted. Since significance value is smaller than 0.05, H4 is confirmed. Also, the answers to the questions about the staff view toward error reduction, coordination at work, prevention from redoing a job, loss decrease, and optimized resource usage. So, the extent of training period
efficiency in increasing the attitudes of the staff is above average. This finding agrees with the study of Hoseini (2004), Pishdari (2005), and Barzegar (2004).

5. The extent of total training period efficiency in cooperative organizations is above average. After testing $H_0$, $t=9.011$, $df=339$, and $sig=0.000$ resulted. Since significance value is smaller than 0.05, $H_0$ is confirmed. The score for 4 efficiency dimension shows above-average efficiency of the training periods. So, it can be said that the extent of total training period efficiency in cooperative organizations is above average.

6. The extent of training period efficiency in cooperative organizations is different for the people with different educational level. After testing $H_6$, $t=9.011$, $df=339$, and $sig=0.083$ resulted. Since significance value is over 0.05, $H_6$ is rejected. So, with 95% confidence, it can be said that the extent of training period efficiency in cooperative organizations is not different for the people with different education level. The results of this study consist with the findings of Creg Patric (2007), Rezazadeh (1993), Shariatmadari (2007), Mohamamdi (2009), Vahidi (2010), Asgari (2005), Sullivan (1998), Hoseini (2004), Pishdari (2005), Barzegar (2004), and Andersen (2000).

**Applied Suggestions:**
- Holding training periods based on the culture and educational needs of every area.
- Creating the fields for performing electronic and virtual education for the staff of cooperative organizations.
- Emphasizing the design and performance of applied and practical educational periods in cooperative organizations.

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