

Original research

The Relationship between Employee Training Status, Job Enthusiasm and Job Self-Efficacy of Female Employees of Government Organizations in Yazd provinceElahehalsadat Salari,¹ Marieh Dehghan Manshadi^{*2}**Abstract**

Introduction: Organizational performance depends on the performance of individual employees and can be influenced by factors such as job satisfaction. As a result, organizational learning and performance improvement creates a sustainable competitive advantage for organizations, so this research was conducted with the aim of investigating the relationship between employee training status, job enthusiasm and job self-efficacy of female employees of government organizations in Yazd province.

Research Methods: This was descriptive correlational research. The statistical population of the present study included all female employees of government organizations in Yazd province in 2021, among whom 315 were selected using available sampling method. Shoufeli and Salanova (2002), job self-efficacy questionnaire was used by Riggs and Knight (1994). Data were analyzed with SPSS version 24 software and using Pearson's correlation coefficient.

Findings: The results indicate that the standard and non-standard coefficients of the regression analysis showed job enthusiasm and job self-efficacy with employee training. Job self-efficacy cannot predict employee training with a regression coefficient of -0.05 ($p < 0.05$) and job enthusiasm with a regression coefficient of 0.71 can significantly predict employee training ($p < 0.01$). This finding shows that job enthusiasm is a positive predictor of employee training.

Conclusion: According to the findings, it can be concluded that job enthusiasm and job self-efficacy have an effect on the training status of employees of government organizations in Yazd province, and job enthusiasm and job self-efficacy have an effect on the training status of employees of government organizations in Yazd province.

Keywords: Employee Training, Job Enthusiasm, Female Employees, Job Self Efficacy

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Introduction:

As the most precious resource of the organization, human power plays a very important role in the flourishing of talents and continuous achievement of superior performance (1). The research of Salimi Koch et al. (2) shows that there is a relationship between communication skills and job satisfaction, and on the other hand, there is a relationship between job enthusiasm and job satisfaction of elementary teachers, and the research of Assareh et al. (3) also shows that there is a relationship between job enthusiasm and job performance. There are relationship teachers.

The job enthusiasm of employees is an optimistic set of minds, a work-oriented motivation (4); which is described by work enthusiasm, work persistence and work immersion (5), factors such as salary, work environment, leadership and education can influence work enthusiasm, also between self-efficacy and job satisfaction in previous researches Significant relationships have been obtained (6), also, self-efficacy increases employee satisfaction; Because it increases employees' sense of competence and self-confidence and helps them better deal with stressful factors in the work environment (7). Self-efficacy is used as a belief about a person's ability to perform tasks and achieve desired goals, and when people successfully complete a job task, they are more likely to believe that they can succeed in that job again because of their beliefs about They are motivated to perform their job duties, which refers to the concept of job self-efficacy, and this element plays a key role in the professional development of people and brings job satisfaction (8).

In the conditions of increased job demand, employees with low self-efficacy give up easily, while employees with high self-efficacy make more efforts to overcome challenges, and to achieve goals, developing employees' self-efficacy is very important (9). Employees who have high self-efficacy and job enthusiasm feel powerful in performing their duties and are actively and committed to their work. Also, they are more willing to strive and continuously improve at work and bring better performance (10). Employees with high job enthusiasm easily react to actions and apply creativity and initiative in their work (11). Professional self-efficacy beliefs have an important effect on people's motivation and work behavior. For example, people with high self-efficacy are more inclined to perform tasks; because they have more confidence in their ability to deal with challenges and problems (12). Also, professional self-efficacy plays an important role in job satisfaction and is related to it. Professional self-efficacy can contribute to job commitment and satisfaction. These beliefs are also considered as a form of basic self-evaluations, and people with high self-efficacy may generally have a better perception of job characteristics. It can be claimed without exaggeration that the correct selection of employees and the provision of effective training, along with the superior performance of organizational members, as the key the progress of an organization is important. In this regard, the research of Shabani et al showed that the optimization of educational management has a significant relationship with the self-efficacy of employees (13).

Predictable and unpredictable changes in the organizational environment bring different reactions from employees. In this situation, the main role of human resources in managing these changes is very important (14). HR professionals must do their best to ensure that the pace of employee learning is in sync with the pace of change in the organization's environment. For this purpose,

they can use different methods such as training and development of employees, promotion of necessary skills and information, and promotion of individual and organizational awareness. In addition, the processes of transferring knowledge and experiences can also help to create the organization's ability to adapt to changes (15). Training, by improving the knowledge and skills of employees, improves them and creates new capabilities in them. Also, training increases the satisfaction and motivation of employees, and as a result, improves the performance and raises the level of the organization's performance (16). Ahmadi and his colleagues have also shown in their research that there is a relationship between teachers' job enthusiasm and job performance with the mediation of communication skills and that teaching skills can be increased with training (14). Organizational performance depends on the performance of individual employees and can be influenced by factors such as job satisfaction. As a result, organizational learning and performance improvement creates a sustainable competitive advantage for organizations, and in this regard, Hosseinpour et al.'s research showed that there is a relationship between job performance and self-efficacy with the professional development of secondary school teachers in Qom, hence the research This article aims to answer the question whether there is a relationship between the state of employee training, job enthusiasm and job self-efficacy of employees of government organizations in Yazd province.

Research Methods:

This descriptive research was correlation type. The statistical population of the present study included all female employees of government organizations in Yazd province in 2021. According to the statistics obtained from the management and planning organization of the province, there are 3831 government employees, of which 315 people were selected as the sample size based on the population size and the Cochran table, using the available sampling method.

The criteria for entering the research (1) the ability to work with a computer system; (2) being at least 20 years old and at most 50 years old and (3) filling the informed consent form to participate in the research. The criteria for withdrawing from the research include (1) drug abuse, (2) lack of consent to participate in the research, (3) inability to learn assigned tasks, (4) non-participation in the organization's training classes, and the presence of any chronic physical or psychiatric illness affecting work. It is executive.

The research tools were: (1) **Neefe Organizational Learning Questionnaire** designed by Neefe in 2001. This questionnaire contains 24 questions that measure a total of 5 dimensions of organizational learning, which are individual skills, mental models, shared vision, team learning and systems thinking. Neefe (17) reported the reliability of this questionnaire as 0.89 and evaluated its construct validity as optimal. In Iran, Biddekhti et al. (18) reported Cronbach's alpha value of 0.95 to determine the reliability of this questionnaire; also, to determine the validity of the questionnaire, the method of content validity and review of the views of experts and experts in this field as well as construct validity was used and the researchers reported its validity as favorable.

(2) **Utrecht Job Enthusiasm Questionnaire Schaufeli, Salanova**: This questionnaire was created by Schaufeli, Salanova in 2002 and is considered the most famous and widely used tool for

measuring this variable. This questionnaire has 17 questions and each question is scored on a 7-point Likert scale from "never" to "always". The creators of the questionnaire have determined three subscales for this tool, which are: power, commitment and attraction. The validity and reliability of this questionnaire was investigated by Schaufeli, Salanova, Gonzalez-Roma and Baker (18) and the results indicated the appropriateness of the psychometric properties of this tool. In their research, the reliability of this questionnaire was checked by Cronbach's alpha method and 0.80 was obtained for the power subscale, 0.91 for the commitment subscale, and 0.75 for the attraction subscale. Also, concurrent validity was used to check the validity of the questionnaire, and the correlation of this questionnaire with the burnout test was 0.42, which indicates its appropriate validity. In Iran, the validity and reliability of this questionnaire was investigated by Janabadi et al. in 2015. They used the content validity method to check the validity of the questionnaire. In this regard, the questionnaire was approved by the professors of educational sciences of the University of Sistan and Baluchistan and it was ensured that the questionnaires measure the same characteristics as the researchers and have the necessary validity. Cronbach's alpha method was used to determine the reliability of this questionnaire, and its value was 0.79 for the entire questionnaire.⁽¹⁹⁾

(3) **Job Self-Efficacy Questionnaire:** This questionnaire was created by Riggs and Knight in 1994. This questionnaire, which consists of 31 questions, measures four dimensions of job self-efficacy, which include individual self-efficacy beliefs, individual outcome expectations, collective efficacy beliefs, and collective outcome expectations (20). The psychometric features of this questionnaire were examined after its design. Cronbach's alpha obtained for the dimensions of this questionnaire was between 0.85 and 0.88, which is 0.86 for individual self-efficacy beliefs, 0.88 for individual outcome expectations, 0.88 for collective efficacy beliefs, and 0.85 for collective outcome expectations. Also, the internal correlation between the subscales was reported between 0.06 and 0.56, and the individual efficiency scale was found to be the most independent scale. In Iran and in the research of Marashian et al. (21), Cronbach's alpha and binomial coefficients were obtained as 0.53 and 0.75, respectively. The statements of this questionnaire are scored on a five-point scale. Data were analyzed with SPSS version 24 software and using Pearson's correlation coefficient.

Findings:

The results of this study showed that out of 315 employees who participated in the study, 247 (78.4%) were male and 68 (21.6%) were female. The education of the employees included a bachelor's degree of 179 people (56.8%), a master's degree of 128 people (40.6%), and a doctorate of 8 people (2.5%). The results showed that 8.9% of the statistical sample is 20 to 30 years old, 38.1% is 31 to 40 years old, and 53% is 41 to 50 years old. In this research, three important fields have been examined in organizations: employee training, job self-efficacy and job enthusiasm. The data show that in the field of employee training, the average scores in individual skills and mental models were 30.87 and 30.34, respectively, which indicates attention to the development of individual skills and understanding of mental models.

On the other hand, shared vision and team learning with an average of 20.25 indicate the importance of paying attention to cooperation and interaction in the work environment. Systemic thinking with an average of 20/20 refers to the importance of broad thinking and understanding of the organizational community. In the field of job self-efficacy, various variables including individual self-efficacy beliefs, individual outcome expectations, collective efficacy beliefs and collective outcome expectations have been investigated. The results showed that the average scores in individual self-efficacy beliefs and expectation of individual outcomes were 32.19 and 24.71, respectively, which indicates the importance of trust in individual capabilities and people's expectations of work results. On the other hand, the collective efficacy beliefs and the expectation of collective consequences also point to the importance of motivation and influence of the group environment with an average of 16.64 and 21.37. In the field of job enthusiasm, the average scores in the variables of strength, commitment, and attraction were 26.40, 22.25, and 24.61, respectively, and show that job enthusiasm is studied by emphasizing strength and commitment to work, as well as attraction to the work environment. Also, the average score of job enthusiasm with a value of 73.06 indicates the special importance of this factor in stimulating and motivating employees. In general, this research showed that various variables in the studied fields have a significant effect on the performance and behavior of employees, and paying attention to these factors can help improve the work environment and efficiency of organizations (Table 1).

Table 1: Mean and standard deviation of research variables

	Research Variables	Number	M	SD
Staff training	Individual skills	315	30.87	6.40
	Mental models	315	30.34	5.79
	Shared vision	315	20.25	4.23
	Team learning	315	20.25	4.41
	Systematic thinking	315	20.20	4.44
	Staff training	315	121.93	20.65
Job self-efficacy	Individual self-efficacy beliefs	315	32.19	5.72
	Expect individual outcomes	315	24.71	4.54
	Collective efficacy beliefs	315	16.64	3.79
	Expecting collective consequences	315	21.37	3.16
	Job self-efficacy	315	97.92	11.12
Career passion	power	315	26.40	5.74
	obligation	315	22.05	5.37
	attraction	315	24.61	6.70
	Career passion	315	73.06	15.46

Table 1 showed the Pearson correlation coefficients between different variables. In this table, the numerical values indicate the degree of correlation between two variables, which are called correlation coefficients. Positive values indicate a positive relationship between two variables, in the sense that an increase in one variable is accompanied by an increase in the other variable. Negative values indicate a negative relationship between two variables, in the sense that an

increase in one variable is associated with a decrease in the other variable. The correlation coefficient between individual skills and mental models is 0.691. This indicates that there is a relatively strong positive relationship between individual skills and mental models. The correlation coefficient between individual self-efficacy beliefs and the expectation of collective outcomes is -0.353. This indicates the presence of a relatively moderate negative relationship between these two variables.

The correlation coefficient between job enthusiasm and job self-efficacy is -0.848. This indicates the existence of a strong positive relationship between these two variables, in the sense that increasing job self-efficacy increases job enthusiasm. The results showed that there is a positive and significant relationship between job enthusiasm and employee training ($p < 0.01$), but between There is no significant correlation between job self-efficacy and employee training ($p < 0.05$), which is discussed in the research hypotheses.

The standard and non-standard coefficients show the regression analysis of job enthusiasm and job self-efficacy with employee training. In the second model, these coefficients show that job self-efficacy cannot predict employee training with a regression coefficient of -0.13 ($p < 0.05$) and job enthusiasm with a regression coefficient of 0.71 can significantly predict employee training ($p < 0.01$). This finding shows that job enthusiasm is a positive predictor of employee training (Table 2).

Table 2: Regression analysis coefficients of job enthusiasm and job self-efficacy with employee training

	predictor variables	Non-standard coefficients		Standard coefficients	t	Sig
		B	SD	Beta coefficient		
1	Constant	70.79	4.90	-	14.44	0.001
	Career passion	0.70	0.07	0.52	10.67	0.001
2	Constant	82.67	9.68	-	8.54	0.001
	Career passion	0.71	0.07	0.53	10.78	0.001
	Job self-efficacy	0.13	0.09	-0.07	-1.42	0.16

Discussion and conclusion:

The issue of job self-efficacy and job enthusiasm plays a significant role in the improvement and progress of the organization and the health of the workforce. Knowing the factors affecting the motivation of employees, one of which is the training of employees in order to progress and achieve the organization's goals, can help to improve their work and thereby cause the progress and effectiveness of the organization's situation. Finally, the aim of the current research is to investigate the relationship between education status, related to job enthusiasm and job self-efficacy of employees of government organizations in Yazd province. According to the results of the research, it was confirmed that job enthusiasm and job self-efficacy have an effect on the state of training of employees of government organizations in Yazd province. According to the results of the research, it was confirmed that job enthusiasm and job self-efficacy have an effect on the

state of training of employees of government organizations in Yazd province. These findings are in line with the results of Akbari, Pourabrahim (16) and Mirheidri et al. (23). It can be said that the reason that the state of employee training had an effect on the job enthusiasm and job self-efficacy of the employees of government organizations in Yazd province is that these three variables are significantly related to each other. The training status of employees as the most important preparatory factor has a direct effect on their job enthusiasm. When employees effectively participate in job-related courses and training and acquire the necessary skills, they feel enhanced and improved in their capabilities, which clearly motivates their job enthusiasm. In fact, having the necessary skills, employees feel more in control in performing their duties, and this sense of control and mastery helps their job self-efficacy. In other words, proper training of employees directly leads to improvement of their job enthusiasm. On the other hand, the job passion created in a person can have its effect on his job self-efficacy. Job enthusiasm can give employees confidence in their abilities, and this increases their job self-efficacy and improves performance in performing job duties. As a result, improving the training status of employees has a direct effect on job enthusiasm and improving their job self-efficacy in government organizations of Yazd province. This positive interaction between these three important variables can help to improve the overall working environment, increase the performance of employees and increase the efficiency of organizations. According to this explanation, the present study sought to respond to the effect of job enthusiasm and job self-efficacy on the training status of employees of government organizations in Yazd province.

Limitation: The time limit in conducting this research has had an impact on the accuracy and comprehensiveness of the research. Social, economic and political conditions in Yazd province may have an effect on the job enthusiasm and job self-efficacy of employees, which requires checking and controlling the limitations related to them. Restrictions in access to employees, permission to distribute questionnaires faced problems, which had an effect on the sampling and generalizability of the results.

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