Identifying and Surveying the Relationship of Some Important Predictors for Staff's Satisfaction towards On-The-Job Training Case: National Iranian Gas Company

Bahram Fadaiyan, Hamideh Reshadatjoo, Ali Taghipour Zahir, Seyyed Musa Golestaneh

Department of Education, Science and Research Branch, Islamic Azad University, Tehran, Iran.
Department of Psychology, Academic Faculty of Baushahr Persian Gulf University

ABSTRACT

Background: Today, planning and performing the OJT courses and significance of learners' satisfaction has become a clear notion for all successful and pioneer companies and organizations. Top managers are also trying to support OJT to develop the grounds of intellectual growth and staffs' satisfaction in job, operational, organizational, and individual areas as well. Objective: so this paper was to identify and survey the relationship of some important predictors for staff's satisfaction about OJT courses in National Iranian Gas Company (NIGC). Statistical population consisted of 40000 staff working in NIGC among which 384 persons were randomly selected based on multi-stage clustering sampling method. Data were obtained via two staff satisfaction standard questionnaires (Salanova, 2009; NIGC, 2013) from the 384 selected persons. Results: Findings, based on Pearson's Correlation Coefficient, showed that there would be a significant relationship between need assessment, goals and priorities, content, planning and implementation, evaluation method, executive management, instructor's ability. Conclusion: welfare affairs, facilities and equipments, time with learners' satisfaction about on-the-job training courses.

INTRODUCTION

The world and its rapid transformations have brought up continuous changes in both structural and operational ways in personal life and the social life of humans. Continual progresses in ICT has accelerated these changes and developed new shapes of local, regional, national, and international challenges. These challenges have also brought up many concepts and concerns for the 21st human and made it as a vast phenomenon somehow as quoted by Turner (1999), change and transformation plays a dominant role for sustainability any system in any competitive field.

Obviously, there would be no single and specific style for dealing with the rapid growth of globally new emerging phenomena; therefore, any institution willing to be survived among these changes and whirlpools, must prepare required facilities and equipments in various sections since, based on Abrahamson (2000), "the former bureaucratic styles of management is no longer able to cope with today changing world" (75).

Millmoore (2007), states that staff and individuals of any organization are the main and basic resource affecting all of the other related sections of management and one of the major aims of human resource management is to make sure of being ready for the present and future challenges. Jackson and Schuller (2000) also believe that "successful leaders concern human resources as the capital and assets which must be managed cautiously to meet organizational needs" (2).

According to Salanova (2010), the present human resource management in organizations could have found its specific significance and status since it is staffs' and their knowledge which will have the most important effects on organization productivity whereas one of the important aspects of human resource management is to measure the level of staffs' satisfaction and hence, organizations and companies must become sure which staffs' satisfaction is well-defined and evaluated since satisfaction is a precondition for increasing productivity, accountability, quality and supplying favourite services to customers.

Corresponding Author: Bahram Fadaiyan, Department of Education, Science and Research Branch, Islamic Azad University, Tehran, Iran.
[40]. believes that training is a social process and it will be responsible of individual’s collective behavior and it must be applied as a foundation on which any individual can make a strong nation, self-sufficient in economy, healthy in personality and finally make him/her a knowledge-worker and Shami[55] supports the above-mentioned idea and introduces training as the enterprise of the 21st century along with globalization and increasingly global competitions.

Learning, ojt and staff development in organizations are known as important sections of human resource management. In US, just $135 billions is annually spent for ojt of employees(Patel,2010) whereas many rich asian countries are also reviewing their educational systems to make required changes to train creative persons in such a way that promote and value their countries’ economy [23].

NIGC has been set up since 1966 having presently more than 40000 employees working in different parts of Iran and affiliated with Petroleum Ministry.

NIGC’s employees are generally trained via two known ways: as an apprentice under the supervision of NIGC’s Training Department (headquartered in Tehran) entitled “newly-employed courses” and performed collectively in one of the training centers affiliated with NIGC or any employee is asked to be trained in her/his workplace known as “on-the-job training” which are classified as job, individual, and organizational courses.

Although 10000 hours and considerable budget are concerned for ojt in NIGC, it is mosty seen ojt purposes are not met and consequently employees (or learners) are not satisfied.

To implement and continue an educational (training) system and ojt courses followed by satisfaction, some factors must be included such as need assessment, planning, performing, and evaluation whereas an attempt must be done to make the best content, syllabus, informing, executive management, instructor’s ability, training facilities, course quality, learners' readiness to measure various dimensions to achieve the desired goal; therefore, this paper is to identify and survey effective factors in NIGC learners’ satisfaction about ojt courses and finally develop some important predictors related to staffs’ satisfaction.

**Literature Review:**

Satisfaction, specifically job satisfaction, plays an essential role in human life since directly affects her/his judgement individually and socially and it is a two-sided action; namely, it affects the others' judgement towards her or him, so any dissatisfaction can affect individual's health psychologically and physically and finally "satisfaction can be defined through a format of emotional aspect of mind reflecting an affectional reaction towards a job or work status"[14]; [17]; [29]; [49].

According to Illham[24], staffs’ satisfaction refers to positive and negative aspects of staffs’ view about their own jobs or some of their working traits. Staffs’ satisfaction is a kind of terminology used by the staff describing their satisfaction level and meeting their requests about work context. Most of measures show that staff satisfaction is a factor for motivation, getting goals, keeping morale and appropriate morality in work place.

Thiery and Koopmann[65], presented several views about job satisfaction. They believe that job satisfaction may be resulted from a behaviour chain and perhaps it refers to individual's perception about the attraction level of positive and negative outcomes which are supposed to be avoided or gained through future time. Job satisfaction or dissatisfaction has specific effects; for example, dissatisfaction may be associated with absenteeism, poor psychological health, and turn over, complains about work place and so on.

Job satisfaction is sometimes define as "whatsoever individuals feel and perceive about their jobs and its various aspects. Job satisfaction represents a field in which people likes/dislikes their job[61]. Job satisfaction is typically measured by degree and it can be tested and measured through different views using multiple structures or multi-sided classifications, e.g. individual can be satisfied with some specific elements related to jobs while being indifferent about some things and being dissatisfied towards some other issues. Also, elements of a job has different degrees of significance and priority which in turn can cause these elements be weighted in the evaluation of job satisfaction level by different methods [60].

If it is supposed to define ojt, it must be said” its main essence in all organizations and institutions is to increase the staffs’ efficiency and to create agreeableness with context and consequently, the increase of ojt services is some attempts done for promotion of staffs' knowledge, awareness, job and professional skills, and implementing favourite behavior in any organization to make staffs prepare for doing tasks and job responsibilities optimally”[9].

Landy (1985) has defined ojt as “a set of planned activities in a section of an organization to promote knowledge, job skill or improve attitudes and social behavior of that organization's members in such a way that its goals and job requirements become harmonic”[306] and Patrick [44] introduces ojt as a systematic development of knowledge, skills, and specialty gained by a staff to do his/her duty or job well and effectively.

Definitions of job satisfaction [61] and ojt [30]: Patrick, [44], can be combined and represented in a new phenomenon and finally delivered as “whatsoever an employee feels and perceives about aspects of ojt that he/she is passing, taking part into, and gaining[53]. Satisfaction, based on ojt and development, is an important factor in decisions regarding to individuals’ jobs [69]. This factor is that one by which futuris staffs apply it to evaluate
the job process. A number of studies have clearly shown why workers accept or reject their job concerning specific performers or will to leave their organization or company and accept a new performer.

Buckley and Caple [8], believe that staff can gain intrinsic and extrinsic job satisfaction through using ojt. From the point of their views, intrinsic job satisfaction is gained when a staff can do his/her duty well and it is done when he/she can practice a newly gained skill whereas individual's extrinsic job satisfaction is a result of extra earnings achieved by improvement of job performance, promotion of organizational position, and organizational successes internally and externally as well. Also, they proposed that an approach of systems could be applied in organization to survey and explore a vast number of goals, function, and appropriateness of ojt [25].

Tracy and Tew [66], studied some educational plans and stated that any educational plan would be successful when it concerned the following items:

1. Needs of time, team, or interested people are met; the best values are achieved; it improves skills and also causes positive results be gained in work place while evaluating of ojt courses is not concerned as a constant style and an easy process; therefore, taking some special and complex ways are requested.

2. Crandall [11], defines and introduces ojt chain according to the following direction:
   - Plan enveloping, requirements gathering, plan practicing and delivering, learner encouraging to learn, problems correcting, continuing the practice and repetition of the last four steps until the required proficiency is gained.

   **Some similar performed studies in Iran:**

   Surveying the effect of ojt on satisfaction level and job stress among universities staff, Sharifi [57], could conclude that “performing ojt courses has increased job satisfaction and decreased university staffs’ job stress considerably”(1).

   Surveying the effect of ojt on the staffs’ empowerment of Islamic Azad University, Islami(2011) stated that “ojt could empower all working dimensions and those organizations which could not have developed skills and knowledge of staffs, would not be able to gain the organizational purposes correctly”(21).

   Studying the staffs’ satisfaction of Tehran Medical Sciences University about e-ojt, Alavi [3], claimed that the most average of staffs’ satisfaction referred to planning whereas the least one referred to content of ojt, so it would be compulsory to promote the quality of content of courses.

   Studying the effect of ojt on human resource efficiency based on university staffs’ view, Rabi [47], pointed out that “there would be a significant relationship between ojt and efficacy, job satisfaction, job skill, and staffs empowerment” and according to the subjects, “ojt courses could promote staffs efficacy, so it would be compulsory to concern personality traits, organizational culture, and staffs’ behavior to promote both job skill and efficacy simultaneously”(88).

   Studying the effect of ojt on the staffs of Martyr Foundation, Saiydi Rezvani [51], examined four items including theoretical, social, behavioural and administrative knowledge along with ojt and concluded that “ojt would be effective when its scientific principles were kept in designing and implementing of plans since it could not be expected to get positive changed just through mere implementation of ojt courses”(82).

   **Some similar globally performed studies:**

   Surveying the relationship between satisfaction, ojt and job satisfaction, Schmidt(2004) stated that “there would be a significant relationship between ojt satisfaction and job satisfaction generally and the spent time for ojt, methodologies, and the type of ojt represented a kind of significant relationship between variables and findings also showed that significant exchanges were seen among job responsibility and type of job when compared and tested with ojt satisfaction”(1).

   Eagan, Yang and Bartlett [16], stated that trying to leave organization had a negative relationship with organizational learning culture and job satisfaction.

   Rowden and Conine [48], found out that “one big part of workers’ perception about job satisfaction could be attributed to the opportunities of learning in work place” (463).

   Lowry, Simon and Kimberley [33], concluded that those staffs who have taken part into ojt courses could have gotten higher and more significant scores about job satisfaction than those who were not present in any ojt courses.

   Ranstad survey(2001) showed that 80% of participants have claimed that ojt has been a key section of what they have been following it in their own jobs and it could have increased their skill and ability(Schmidt, 2007:482).

   Bartlett [6], found out that there would be a positive relationship between ojt and organizational commitment and proposed that practitioners of human resource affairs” took new research method to show the organizational decision-makers that ojt and its development would help positive and favourite attitudes in work place…which in turn it might affect some behaviours like absenteeism and turn over”(349).

   Measuring job satisfaction among salespersons, Schwegker [54], used some structures such as job,
promotion, wage and salary, supervisory, logistic, company policy, costumers and colleagues. Surveying 400 professional individual working with computer, Violino [69], showed that ICT staffs felt ojt opportunities has been a vital factor and required need in their job satisfaction. Shields and Ward [58],examined nurses’ activity in the UK and claimed that dissatisfaction in job promotion and ojt have had a more powerful effect on job satisfaction than workload or the amount of wage. A performed research in Xerox commercial services center in Europe showed that ojt and educational issues have been key priorities for staffs [10].

The results of Lucentcare (2000) about 271 professional persons working on network affairs showed that "learning opportunity of new skills has been the most important factor in job satisfaction[7], and Melymuka [34], has also surveyed 575 professional persons working in the global computer and found out that dissatisfied staffs have claimed their job dissatisfaction has been resulted from not being allowed to take part into ojt courses though they would have requested it.

Bagiatis (1997) studied job satisfaction generally among workers and used a six-factor scale concluding work status, immediate supervision, wage, job itself, organization, and promotion opportunity. Studying about lawyers, Shapiro (1996) used a six-factor scale to measure job satisfaction which consisted of self-actualization, success/support, uselessfullness/avoidance, job affect, work status, and structures of professional self-esteee.

Miller and Osinski[35],believed that ojt need assessment would be a vital and basic processes and activity for training and development in organization while having claimed that the outcomes of need assessment would answer two main questions: "who would need ojt and what kind of ojt would be concerned" (3).

Tannenbaum (1991) studied about newly-employed persons and found out that "ojt could have motivated positive and negative effects and attitudes brought up by the learners" (769). These attitudes are important and Bartlett [4], argued that these attitudes could be emerged as ojt outcomes. Also, Nordhaug [39], believes that the presence of ojt instructor is valuable when it is possible to raise and exchange some questions with him/her and in turn, he/she can answer the questions patiently since instructor, question, and answering are important based on the learners’ viewpoint.

Research purposes:
a) Identifying the effective factors of ojt on Staffs' Satisfaction;
b) Difining the sharing of each of the ojt factors on Staffs' Satisfaction.

Research Questions:
- What are the effective factors of ojt on staffs' Satisfaction?
- How is the existing status of Staffs' Satisfaction based on ojt courses regarding the identified factors?

Research Hypotheses:
1) Nees assessment of ojt courses has a directive relationship with the promotion of Staffs' Satisfaction;
2) Difinition of goals and priorities of ojt courses has a directive relationship with the promotion of Staffs' Satisfaction;
3) Difinition of appropriate content of ojt courses has a directive relationship with the promotion of Staffs' Satisfaction;
4) Planning and implementation of ojt courses has a directive relationship with the promotion of Staffs' Satisfaction;
5) Evaluation method of ojt courses has a directive relationship with the promotion of Staffs' Satisfaction;
6) Executive management of ojt courses has a directive relationship with the promotion of Staffs' Satisfaction;
7) Instructor's ability of ojt courses has a directive relationship with the promotion of Staffs' Satisfaction;
8) Welfare affairs of ojt courses have a directive relationship with the promotion of Staffs' Satisfaction;
9) Equipments and Facilities of ojt courses have a directive relationship with the promotion of Staffs' Satisfaction;
10) Time of ojt courses has a directive relationship with the promotion of Staffs' Satisfaction.

Extracted indices and presenting a proposed framework for the paper:
In this paper, after surveying and studying theoretical and experimental literature related to the paper subject, a proposed framework is shaped according to some factors such as need assessment, goals and priorities, content, planning and implementation, evaluation method, executive management, instructor's ability, welfare affairs, equipments and facilities, and time.
According to Abbaszadegan[2],” selecting or developing any approach or framework for ojt depends on some various factors including organization's educational culture, level of education, philosophy and the goals having been set, resource and available facilities” and while accepting that” it can be said the common center for all approaches and frameworks will be the four basic functions in training and improving human resource including need assessment, planning, implementation, and evaluation”(51), the existing conceptual framework of this paper has been presented and finalized as followed:

Methodology:
This is a descriptive-surveying research trying to identify and survey the relationship of some important predictors for staff’s satisfaction about OJT courses in National Iranian Gas Company (NIGC). Statistical population consisted of 40000 staff working in NIGC among which 384 persons were randomly selected based on multi-stage clustering sampling method. Data were obtained via two staff satisfaction standard questionnaires (Salanov 2009; NIGC 2013) from the 384 selected persons. Both of questionnaires were formed based on a ten-rated scale having started from very little agree to very highly agree completed by the participants (staffs). Content validity and Chronbach’s Alpha(α=0.82) were used to measure the questionnaires validity and reliability.

To analyze the gathered data, descriptive and inferential statistical indices were used such as frequency, mean, standard deviation, and Pearson’s Correlation Coefficient.
Findings:

Table 1: Frequency distribution and percentage of participants.

<table>
<thead>
<tr>
<th>Gender Variables</th>
<th>Male</th>
<th>Percentage</th>
<th>Female</th>
<th>Percentage</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td></td>
<td>Freq.</td>
<td></td>
<td>Freq.</td>
<td></td>
</tr>
<tr>
<td>Studies H.S.Graduates</td>
<td>28</td>
<td>96.6</td>
<td>1</td>
<td>3.4</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td>A.D.</td>
<td>40</td>
<td>85.1</td>
<td>7</td>
<td>14.9</td>
<td>47</td>
<td>100</td>
</tr>
<tr>
<td>B.A &amp; B.S.</td>
<td>168</td>
<td>77.4</td>
<td>49</td>
<td>22.6</td>
<td>217</td>
<td>100</td>
</tr>
<tr>
<td>M.A &amp; M.S.</td>
<td>71</td>
<td>78</td>
<td>20</td>
<td>22</td>
<td>91</td>
<td>100</td>
</tr>
<tr>
<td>Marital Status Married</td>
<td>278</td>
<td>82.2</td>
<td>60</td>
<td>17.8</td>
<td>340</td>
<td>100</td>
</tr>
<tr>
<td>Single</td>
<td>29</td>
<td>63</td>
<td>17</td>
<td>37</td>
<td>44</td>
<td>100</td>
</tr>
<tr>
<td>Type of Employment Official</td>
<td>281</td>
<td>82.6</td>
<td>59</td>
<td>17.4</td>
<td>340</td>
<td>100</td>
</tr>
<tr>
<td>Contract</td>
<td>7</td>
<td>58.3</td>
<td>5</td>
<td>41.7</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Arbitrary</td>
<td>19</td>
<td>59.4</td>
<td>13</td>
<td>40.6</td>
<td>32</td>
<td>100</td>
</tr>
<tr>
<td>Work Experience Less than 10 years</td>
<td>110</td>
<td>62.1</td>
<td>67</td>
<td>37.9</td>
<td>177</td>
<td>100</td>
</tr>
<tr>
<td>10-20 years</td>
<td>116</td>
<td>95.9</td>
<td>5</td>
<td>4.1</td>
<td>121</td>
<td>100</td>
</tr>
<tr>
<td>20 years and more</td>
<td>81</td>
<td>94.2</td>
<td>5</td>
<td>5.8</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>Work Place Refining</td>
<td>24</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>Transferring</td>
<td>69</td>
<td>89.6</td>
<td>8</td>
<td>10.4</td>
<td>77</td>
<td>100</td>
</tr>
<tr>
<td>Dispatching</td>
<td>204</td>
<td>75.6</td>
<td>66</td>
<td>24.4</td>
<td>270</td>
<td>100</td>
</tr>
<tr>
<td>Headquarter</td>
<td>10</td>
<td>76.9</td>
<td>3</td>
<td>23.1</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2: Mean and SD of independent and dependent variables.

<table>
<thead>
<tr>
<th>Index Measures</th>
<th>Min. of score</th>
<th>Max. of score</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners' satisfaction</td>
<td>54</td>
<td>142</td>
<td>93.15</td>
<td>21.11</td>
</tr>
<tr>
<td>Need assessment</td>
<td>20</td>
<td>56</td>
<td>35.26</td>
<td>7.46</td>
</tr>
<tr>
<td>Goals and priorities</td>
<td>22</td>
<td>59</td>
<td>39.29</td>
<td>8.12</td>
</tr>
<tr>
<td>Content</td>
<td>13</td>
<td>54</td>
<td>30.51</td>
<td>6.52</td>
</tr>
<tr>
<td>Planning and implementation</td>
<td>21</td>
<td>57</td>
<td>34.83</td>
<td>8.32</td>
</tr>
<tr>
<td>Evaluation method</td>
<td>18</td>
<td>55</td>
<td>29.35</td>
<td>6.45</td>
</tr>
<tr>
<td>Executive management</td>
<td>14</td>
<td>56</td>
<td>30.95</td>
<td>7.00</td>
</tr>
<tr>
<td>Instructor's ability</td>
<td>6</td>
<td>24</td>
<td>15.18</td>
<td>3.42</td>
</tr>
<tr>
<td>Welfare affairs</td>
<td>7</td>
<td>24</td>
<td>15.11</td>
<td>3.33</td>
</tr>
<tr>
<td>Equipments and facilities</td>
<td>10</td>
<td>33</td>
<td>20.19</td>
<td>3.91</td>
</tr>
<tr>
<td>Time</td>
<td>23</td>
<td>65</td>
<td>38.98</td>
<td>10.36</td>
</tr>
</tbody>
</table>

Table 3: Correlation Coefficient among ten facors and staff's satisfaction promotion.

<table>
<thead>
<tr>
<th>Sig.</th>
<th>Correlation coefficient</th>
<th>Index Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.001</td>
<td>0.47</td>
<td>Need assessment-Learners' satisfaction</td>
</tr>
<tr>
<td>0.001</td>
<td>0.62</td>
<td>Goals and priorities-Learners' satisfaction</td>
</tr>
<tr>
<td>0.001</td>
<td>0.65</td>
<td>Content-Learners' satisfaction</td>
</tr>
<tr>
<td>0.001</td>
<td>0.73</td>
<td>Planning and implementation-Learners' satisfaction</td>
</tr>
<tr>
<td>0.001</td>
<td>0.66</td>
<td>Evaluation method-Learners' satisfaction</td>
</tr>
<tr>
<td>0.001</td>
<td>0.62</td>
<td>Executive management-Learners' satisfaction</td>
</tr>
<tr>
<td>0.001</td>
<td>0.68</td>
<td>Instructor's ability-Learners' satisfaction</td>
</tr>
<tr>
<td>0.001</td>
<td>0.66</td>
<td>Welfare affairs-Learners' satisfaction</td>
</tr>
<tr>
<td>0.001</td>
<td>0.46</td>
<td>Equipments and facilities-Learners' satisfaction</td>
</tr>
<tr>
<td>0.001</td>
<td>0.37</td>
<td>Time-Learners' satisfaction</td>
</tr>
</tbody>
</table>

Based on the literature and done studies in this paper, the following items are of the most significant effective factors on NIGC's staff satisfaction regarding ojt courses: need assessment, goals and priorities, content, planning and implementation, evaluation method, executive management, instructor's ability, welfare affairs, equipments and facilities, and time (question No. 1) and based on the calculated coefficient of beta (β), the status of learners' satisfaction predictors about ojt courses are quantitatively as following respectively:
The purpose of ojt need assessment is to identify executive requirements or organizationally inside needs and therefore, it helps resources be directed correctly and consequently, organization becomes closer to its micro and macro objectives to increase the level of productivity qualify products and improve services. Need assessment, is the first step in an ojt course known as the base and essential for defining the goals, recruitment, design, implementation, and finally the evaluation of educational plans. Ojt need assessment is done in three levels: organizational (organization effectiveness and where and under what status ojt should be done in organization), occupational (the status of the employee and job requirements should be concerned), and individual (which staff and what kind of training he or she needs). Goals and priorities are important since they bring up a kind of certainty by which any learner is exactly learning what has been described for her/his organizational job. Definition of ojt goals and priorities is individually and organizationally considerable. Individually, it helps staff gain their job and personal ideals and consequently, it facilitates the staff participation for achieving organizational goals and organizationally, it brings up the staff effectiveness; furthermore, it makes the organization responsible for environmental needs and challenges morally and commonly.

Content is in fact what is to be taught which is set and defined based on favourite outcomes and according to knowledge, attitude, skill, ideals and behaviours of the learners. However content which is supposed to be communicated, it requires applying scientific and applicable methods although some factors such as learners' characteristics, learning styles, and the content itself must be concerned. An appropriate and favourite content helps any learner to show what he or she has learnt from ojt courses correctly and rightly when necessary.

The purpose of planning and finally implementation of any ojt course is to achieve those goals which have been preset. Planning and implementation of ojt course must be drawn and operationalized to represent the short, mid and long term goals of organization. Educational planning helps the group of management and practitioners gather resources in the best way for developing, implementing and executing plans much better.

Ojt evaluation is a continuous and systematic process which consists of the measurement of hidden values and views in ojt courses. Results of evaluation is a bed for decision-making about designing, delivering and even developing some future organizational goals; therefore, the more exact and cohesive evaluation, the more appropriate shape of learners' satisfaction is measured and consequently, the future ojt courses will be more well-defined.

Executive management plays a critical role in an ojt course through right and correct supervision. In fact, executive management is a kind of chain between learner and instructor and he/she is not only controlling the whole responsibility of a course but also he/she is responsible for doing a right evaluation to identify when an acceptable level of performance and expectations have been achieved.

Ojt instructor must primarily be the responsible of communicating her/his knowledge to the learners and audiences and naturally, her/his status refers to the regulation, arrangement, and her/his professionalism level. An instructor of ojt course is teaching any educational content based on the existing and enacted syllabus and clearly, the more powerful to response the learners' questions, the more confidence he/she gives to the learners and certainly it will bring up satisfaction.

Need of any learner or any person being present in the ojt courses for claiming the expected satisfaction is not concluded in some general notions such as need assessment, goal setting, planning, implementation and even evaluation rather than some of its main parts refer to welfare affairs and the atmosphere of ojt itself. The colour of class or training conference room, air conditioning, light, cleaning, beauty of the existing tools in the class or conference room, how to hospitalizing and its type of food or drinks served, position of posters mounted on the walls, and even the position of instructor tribune and the board are some factors which is concerned immediately after the course (reaction level) and will show the satisfaction or dissatisfaction of learners.

Obviously, most of educational organization or institute are today trying to use more productivity through the time and place of training (education) and therefore, they have attempted to apply new equipments and facilities to set aside some traditional or old ones among which ICT is some how more dominant, so industrial organizations are also equipping ojt class and conference rooms with technologically modern tools by which, in turn, they make the knowledge communication facilitate through instructor to learner and bring up a certainty of satisfaction as well.

The basic purpose of ojt is to promote the level of learners' knowledge of how to deal with time correctly and appropriately. Whenever staffs' knowledge and attitude is promoted through right time and place, productivity and of course, the significance of external and internal values of an organization is emerged. An organization is to gain its predefined goals and is trying to meet tangible shortage and existing problems; therefore, allocating right time for ojt, it makes a condition in which any learner becomes free from common
and usually concerns and learner becomes energized while being present in courses, so he/she tries to combine what he/she has learnt in the course with what he/she has experienced in work place based on a satisfaction.

**Conclusion:**

Today, known as information age, organizations are not dependent on their material capitals but most of their own organizational values are attributed to intellectual capital as quoted by Edvinsson and Mallon(1997) are known as the possession of knowledge, working experience, organizational technology, customer relationships, and professional skills by which any organization shows in any competitive market.

Any organization and its staff is to follow and gain the organizational and individual goals and therefore, it would be under a specified pressure and circumstances to get those goals, so it must prepare the required tool if it is to gain the best results. Obviously, those organizations will be successful and excellent that prepares "required motivation" along with exact planning based on job standards to move towards the preset goals. Some preset planning for organizational Success and Excellency can be consisted of knowledge development, skill, and staffs' attitude in those organizations.

Knowledge, skill and attitude are those valuable capitals which are unwritten and can be shaped through individual or group assumptions in any organization and its emerge needs to apply some simple tool which is defined and explained in job satisfaction.

Cunningham and Mahoney[12], Chew and Chan(2008) could find out four different structures referred to having no motivation or satisfaction about staffs' job including poor ojt or lack of quality, privileges, incentives, and job energizers.

Financially, ojt is concerned and classified among cost affairs though in fact, ojt is a type of investment being so valuable by which so many institutes and organizations are annually budgeting and using billion dollars and so many thinkers, scientists, and knowledge workers have absolutely emphasized on its requirement and privileges[19].

Any organization spends some expenditure for planning and implementation of ojt but after finishing the course, it is expected to return a type of value capital to that organization explained and defined as the promotion of knowledge and skills and consequently, the staffs' productivity increase [38].

Ojt is concerned as investment based on some staffs' view since it increases their knowledge, skill and attitude and leads to promote her/his status personally and organizationally as well. Lownstien and Spletzer[32], found out the affect of an hour ojt in productivity growth, is as approximately as five times of the affect of wage growth and according to Bartel[5], this is the staffs themselves that "harvest" the whole part of capitals related to ojt since they generally know the ojt as a gift given by their organization and they at least show their commitment towards their organization through whose major part refers to their job and individual satisfaction(Barrett and O'Connell, 2001).

Those organizations which deliver more effective and essential ojt, have more satisfied and energized staffs trained who, in turn, have felt a commitment about the organization(Barrelet, 2001; Tanasky and Cohen, 2001) and show more motivation in achieving the organizational goals and values[27], and represent a double enthusiasm and activity in participative affairs in work place and consequently, emerge sustainability along with more attempt in organization[22]. Job satisfaction is among those topics discussed by so many researchers in various fields such as industrial and organizational psychology since, as Spector [60], states, it plays the main role in theories and models based on individual's behavior and attitude such as organizational justice, confidence, turn over and so on and it has been identified that it is related to specific behaviours by which it affects organizational function such as turnover, absenteeism, organizational behavior citizenship, job performance and it has different applications in the promotion of individual's life and organizational effectiveness as well.

Some researches [70], represent that the more job satisfaction of staffs, the more organizational effectiveness is gained. Job and personality characteristics explain job satisfaction; for example, Spector[61], showed that some job characteristics such as autonomy and feedback along with some individual characteristics such as locus of control and negative affectivity are related to job satisfaction.

Heathfield [22], points out to five factors by which the staffs request them from their organization and job: opportunity for growth and progress, improvement of skills through ojt, development and management of clear and measurable goals, belonging to group and taking feedback from their supervisors.

There are many factors in organizations by which the staffs' interest or lack of interest about ojt can be measured among which and in this paper, some factors such as need assessment, developing goals and priorities, content, planning and implementation, evaluation method, executive management, instructor's ability, welfare affairs, equipments and facilities, and time of any ojt courses are concerned as those factors through which the level of NIGC staffs' satisfaction is measured along with the other factors including motivation, reward, expectations, job organizing, and work place.

Gained results from data analysis represented a positive and strong relationship between ojt and job satisfaction and all raised hypotheses were supported and also showed that NIGC staffs would pay attention to
ojt courses and have concerned them as a required section for the promotion of their knowledge, skill, and attitude.

Obviously, staffs having more opportunity to take part into ojt courses will show more enthusiasm and motivation in work place and they are able to improve their professional knowledge and skills and even they can help the other staffs get organizational goals. This is an important view for NIGC top managers who are trying to develop and improve human resource status since NIGC top managers are always attempting to make the existing relationship between ojt and staffs, performance and finally the organizational satisfaction strength totally.

So many of organizations are facing a sever challenge staffs' job improvement and therefore, their organizational commitment and belonging rely on meeting some simple factors which result to the promotion of human resource and employees' satisfaction. Work place satisfaction is important since staffs' increasing satisfaction makes organization's increasing productivity and on the other hand, promotion and attempting to make staffs' satisfaction originates from human values.

Job satisfaction helps work place positive outcomes and reinforces Organizational Citizen Behaviors [41], life satisfaction is increased [28], decreases counterproductive work behaviors[13], and decreases working absenteeism[20], [18], believes that" various organizations and institutes in any society are generally shaped and developed according to defined needs; therefore, any organization goals has usually a sign of need or specified needs which are vital for the society and the organization will be alive until the specified needs are existing and the organization take a walk to meet those needs”(1) and Taghipoor Zahir[62], believes that”desing and planning for achieving goals are not separated from the definition of goals and therefore, planners must explain and well-dinef needs, goals and expectations”(27).

Ojt and human resource development are of valuable indices in oraganizational decision-making. Ojt is important since staffs can learn new situations which might be faced with them in their personal or working life; furthermore, ojt brings up a certainty that staffs get a good perception from their work place, working conditions, and clients' expectations.

To implement and continue an educational(training) system resulted to satisfaction, some factors must be concerned to get its ideal goals which are need assessment, planning, implementation, evaluation, along with the accuracy of course content, syllabus, informing, executive management, instructor's ability, educational equipments and facilities, quality of the course, readiness of learner.

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REFERENCES