

The Impact of Employees Training On the Job Performance in Education Sector of Pakistan

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Abstract: Training and development are continuous process in improving the caliber of employees. It is an attempt to improve their current and future performance but the organization should keep a track on their performance after imparting them training it means training needs assessment it is a systematic process of altering the behavior of employees in a direction to achieve the organization's goals. A training program is an effort by the employer to provide opportunities for the employees to acquire job interrelated skills, attitudes and information. In order to meet the ever-growing needs of education the sector has to become dynamic and updated in modern scenario and also to take up this sector to the heights of international excellence requires best combination of new technology and skillful and talented manpower In this research paper an attempt is made to learn that training and development exist in education sector and their impact to generate efficiency of employees to cater to the need of their customers.

Key words: Training • Performance • Education • Combination

INTRODUCTION

In this research we evaluate the importance of training in all sectors and their impact on the performance of organization and employees. As the training of teacher is much important a trained teacher can teach the students much better than an untrained teacher. Through training teachers personal and interpersonal skills would help teacher's efficiency growth. According to this research article training availability is low. Many companies' tries to hire and retain skilled and educated employees as work specific training can become a burden in time and resources. Some organizations choose online teaching programs for that training of teachers is necessary. Faculties who will be teaching online are successful when they participate in formal training. Online teachers should have different skills than who teach face to face.

Employee's fitness programs are also important in increasing the employees as well as the organization performance. Employee after training in fitness programs can work harder mentally and their performance is also improved. It also decrease employees absenteeism and employees turnover. Training of employees is necessary to increase the productivity and economic growth. High

returns on investment can be getting through high level of education and training. As the technologies changes the employee's skills should be changed as computerization has made more important than manual skills.

In this research I would explore how should training groups be formed and how trainee's previous experience influence the effectiveness of work. It is beneficial for organization to assemble geographically heterogeneous groups of training. The initials and further education and training over the life course of workers. The continuing education and training depends on the nature of the work. Mostly organization keeps on training programs in vocations for keeping maintain the interest of their employees. The trainee researchers found that for acquisition of skills personality and motivation is very important. As the personality test also becomes the part of the candidate's medical examination. Trainee mostly gives attention towards the acquiring of new knowledge about current issues. The emergence of new technologies, the growth of the service economy and increased work force diversity have all encouraged companies to rethink how they do business. Job satisfaction is matter a lot on the performance of the organization. If the employees are

satisfied with their job they will perform better as compared to others. A more attractive approach for dealing with marginal workers would be to design a training programs specifically modified to address the situational and individual factors contributing to the problem.

Problem Statement: Based on the above discussion, the study aims to identify the impact of training and development benefits, on the time training, equal compensation, Organizational Policies, on the job and off the job training on employee's performance in education sector of Pakistan.

Objective of the Study: The following are the objectives:

- To determine the relationship of training with job performance in education sector of Pakistan.
- To conclude the correlation of development with job performance in education sector of Pakistan.
- Understand the need to link organizational policies and practices with the job performance in education sector of Pakistan.
- To determine the relationship of on the time training with job performance in education sector of Pakistan.
- To determine the relationship of on the job training and off the job training with job performance in education sector of Pakistan.

Literature Review: Training is part of Human Resource Development (HRD). Human resource development is concerned with training, development and education. HRD has been defined as an organized learning practice, conducted in a specific time period, to increase the opportunity of improving job performance and growth. Training is defined as learning that is provided in order to improve performance on the present job (Nadler and Leonard, 1984)

Improvement of high quality managerial manpower in the country is considered essential for coping with the rapidly changing business environment. This has led to expansion in the number of training activities and institutions. The training and development closely look at whether the development is matching the qualitative requirements of our changing environment. (Seth P., 1980) Different organizations have different cultures moreover every department of an organization have its own culture. Employees should be trained according to their work specifications [1].

The purpose of a training needs assessment is to

identify performance requirements or needs within an organization in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services (Janice A. Miller, SPHR and Diana M. Osinski, Reviewed July 2002.) The most important asset of a 20th century company was its production Equipment [2-5]. The most important asset of a 21st century institution will be its knowledge Workers and their efficiency (Drucker 1999).

After employees have been selected for various positions in an organizations training them for the specific tasks in which they have been assigned assumes huge importance [6-8]. It is correct in many organizations that before an employee is fitted into a harmonious working relationship with new employees, he is given sufficient training [9, 13]. Training is the work of growing the knowledge and skills of an employee for performing a particular job. The main result of training is learning. A trainee learns new behavior, refined skills and useful knowledge during the training that helps him get better performance. Training allows an employee to do his current job more efficiently and prepare himself for a higher level job. (V S Rama Rao, 2010)

The impact of training on outcomes other than job performance, or on variables that serve as experiento job performance. However, we emphasize that these additional benefits of training are not necessarily unrelated to job performance. In fact, in many cases they are indirectly related to performance and, in others, they may be related to individual and team well-being, variables arguably also indirectly related to job performance.

The skills of the employees and their capability to adapt to the rapidly changing economic environment are a key source of competitive advantage (IBEC 2000, p.3). Training of the employed is key to achieving a elastic work force. In work training is defined as, "The range of activities that are provided by agreement between employers and employees, either at the workplace or financed by or through the workplace" (National Economic and Social Forum (NESF), 2003, p.47).

The emphasis on lifelong learning demands that a formal accreditation system for in-company training is set up which recognizes all employee training and skills development based on a certain national standard and thus promotes 'access, transfer and progression within a coherent overall framework' (Qualifications (Education and Training) Act, 1999). Formal assessment and

I. Theoretical Framework
certification procedures are important in ensuring the quality and

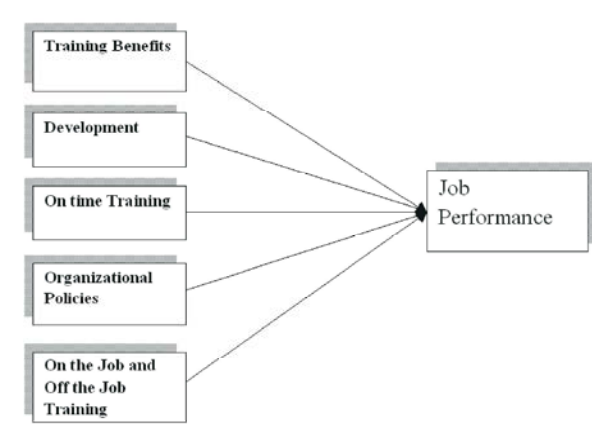


Fig. 1: Theoretical framework

Transferability of training courses (Skillnets Review, 2001, p.18). Qualifications can act as a gateway to further learning' (Taskforce on Lifelong Learning, 2002, p.17)

Formal assessment and qualification procedures such as a National Qualifications Framework would facilitate access to learning (NQAI, 2002, P.24) and promote labor mobility; reduce costs to employers who do not have to invest in their own testing system; set standards of achievement that can guide curriculum development; serve as criteria for monitoring the performance of training institutions (Middleton and Demsky, 1989 in NESC, 1993, P.125).

Current education and training systems do not satisfy the needs of a lifelong learning approach to training and development (National Employment Action Plan, 2002, p.36). To facilitate the diverse range of demands, from both companies and individual employees, educational and training systems must become more flexible (EU Commission White Paper on Teaching and Learning, 1995, p.36; Green Paper on Adult Education, 1998, p.9; National Employment Action Plan, 2002). There must be access to training throughout life.

Rapid changes in the economic environment, which have been accompanied by equally dramatic technological advances, demand that employees have easy access to training. The volume, quality and relevance of workplace training for all in the enterprise sector' must be increased (Tansey, 2003, p.19)

Why Training for Employees:

- To get an insight of the job by the new employees and also to understand work culture followed in the organization.
- To acquire knowledge in order to adopt any change in technology or any change affecting the working of organization.
- To get promotion as again change in nature of the work but increase in payment will increase responsibility and challenges involved.
- To deal with the expansion and diversification where

Figure 1 shows that the independent variables including training benefits, development, on time training, organizational policies and on the job, off the job training may affect the dependent variable job performance in education sector of Pakistan.

Hypothesis

Training Benefits and Job Performance:

H1: There exists a positive correlation between the training benefits and job performance in education sector of Pakistan.

Development and Job Performance:

H2: There is a relationship between development and job performance in education sector of Pakistan.

On time Training and Job Performance:

H3: There is a relationship between on time training development and job performance in education sector of Pakistan.

Organizational Policies and Job Performance:

H4: There exists a relationship between organizational policies and job performance in education sector of Pakistan.

On the Job, Off the Job Training and Job Performance:

H5: There is a relationship between On the Job, Off the Job Training and job performance in education sector of Pakistan.

Methodology: A descriptive research design with survey method will be applied in the research. Both the primary and the secondary data will be used for the purpose of this study. Secondary data is collected from available books, publications, research studies, articles and websites.

A closed-ended interview-schedule is designed to collect primary data as questionnaire interviews would get

the best desired results. A 200 sample size is selected to conduct this research. Correlation and simple regressions would be used to analyze the data. Primary data will be collected from different Pakistani colleges' teachers. A visit will be conducted by the researcher at different Pakistani colleges talk informally with teachers for collecting information regarding training. After collecting all necessary data, data will be analyzed and tabulated descriptively. This tabulated information will be used to measure the perceived performance level of teachers. To measure the performance level of teachers, a 5 point Likert scale questionnaire will be used.

Findings of the Study

Reliability: Table 1 shows that instrument used in this study was reliable with cronbach's alpha value of 1st independent variable (Training Benefits) 0.863, with cronbach's alpha value of 2nd independent variable (Development) 0.822, with cronbach's alpha value of 3rd independent variable (On time Training) 0.832, with cronbach's alpha value of 4th independent variable (Organizational Policies) 0.889 and with cronbach's alpha value of 5th independent variable (On the Job and Off the Job Training) 0.874.

Data Analysis Techniques: Two techniques are used to extract the results that are:

- Correlation
- Regression

Correlation: Table 2 shows that association between all variables is positive. Significant relationship is also found among many variables. Training Benefits has a positive and strong correlation with Development, on time Training, Organizational Policies, On the Job and Off the Job Training and Job Performance at 0.01 significant levels. Development has a positive and strong correlation with, on time Training, Organizational Policies, On the Job and Off the Job Training and Job Performance at 0.01 significant levels. On time training has a positive and strong correlation with Organizational Policies, On the Job and Off the Job Training and Job Performance at 0.01 significant levels. On the Job and Off the Job Training has a positive and strong correlation with Job Performance

Regression: Regression table measures the amount of total variation in dependent variable due to independent variable. Table 3 shows the value of Adjusted R² is 0.401. This value indicates that there is almost 40% variation in dependent variable (Job Performance) due to one unit

change in independent variables. The F value is 27.648 at 0.000 significant levels which show that the model is good as its value is less than 0.05.

Table 1: Reliability coefficients

Scale	Chronbach alpha coefficient	Items
Training Benefits	0.863	3
Development	0.822	3
On time Training	0.832	3
Organizational Policies	0.889	3
On the Job and Off the Job Training	0.874	3

Table 2: Pearson's coefficient of correlation matrix for key variables in the study

Variables	TB	DMNT	OTT	OP	OJOF	JP
TB1.00						
DMNT0.863	1.00					
OTT0.673	0.647	1.00				
OP0.574	0.582	0.636	1.00			
OJOF0.589	0.556	0.567	0.445	1.00		
JP0.565	0.505	0.551	0.556	0.383	1.00	

Correlation is significant at the 0.01 level (2-tailed), N = 200, TB=Training Benefits, Dmnt=Development, OTT=on time Training, OP= Organizational Policies, OJOF=On the Job and Off the Job Training, JP=Job Performance

Table 3: Multiple-regression of independent variables on job performance

Independent variables	Standard error	Beta-value	t-value	P
Training Benefits	0.112	0.315	2.928	0.004
Development	0.121	-0.040	-0.389	0.698
On time Training	0.115	0.196	2.317	0.022
Organizational Policies	0.081	0.282	3.780	0.000
On the Job and Off the Job Training	0.075	-0.016	-0.224	0.823

N=200, Adjusted R Square = 0.401, F = 27.648, overall model significance = 0.000 level

Moving on the beta value of independent variable (Training Benefits) is 0.315 with t value 2.928 and significant level of 0.004. The beta value of independent variable (Development) is -0.410 with t value -0.389 and significant level of 0.698. The beta value of independent variable (On time Training) is 0.196 with t value 2.317 and significant level of 0.022. The beta value of independent variable (Organizational Policies) is 0.282 with t value 3.780 and significant level of 0.000. The beta value of independent variable (On the Job and Off the Job Training) is -0.016 with t value -0.224 and significant level of 0.823. This beta value indicates the amount of change

in the dependent variable (Job Performance) due to changes in independent variables (Training Benefits, Development, on time Training, Organizational Policies, On the Job and Off the Job Training).

CONCLUSION

We take the point of view that training leads to important benefits for individuals and teams, organizations and society. The present review suggests that these benefits range from individual and team performance to the economic prosperity of a nation. To understand these benefits of training, we adopted a multilevel, multidisciplinary and global perspective. We also included a discussion of how to maximize the benefits of training. These factors include paying attention to needs assessment and pertaining states of trainees (e.g., trainee motivation), training design and delivery (e.g., advantages of using error training), training evaluation (e.g., documenting training success differently depending on the stakeholder in question) and transfer of training (i.e., the importance of interpersonal factors).

Research is needed to understand the factors that facilitate a smooth cross-level transfer of benefits. Of special interest is the question of vertical transfer: how effects of training on individuals (increased knowledge and skills) translate directly into better functioning at the team and organizational level. Although good conceptual models of this process exist (e.g., Kozlowski and Salas 1997) Effect sizes for the quality of performance may not be the same as those for the speed at which individuals, teams and organizations identify and implement solutions to new problems.

Given competition and market related pressures, organizations need to realize the benefits of training faster and faster. Research on this issue is lacking in the scholarly literature; work is needed regarding the factors that can accelerate the realization of the benefits of training at various levels of analysis. This research may profit from initial studies on the effects of training on innovation and performance adaptability. Although the role of affect has been acknowledged in the measurement of reactions to training, affect could play a more central role in the training process in general.

Prior research has focused on the relationship between liking a training program (positive reactions) and employee learning or subsequent performance (Alliger *et al.*, 1997), but has paid less attention to relationships between affective states during training and learning.

Offering employees training opportunities can be seen as a message that the organization cares for its employees (Aguinis 2009).

Training alone may not be able to realize its benefits if it is disconnected from other human resource management functions or the organization is dysfunctional in other areas (e.g., interpersonal relationships). Training will have the greatest impact when it is bundled together with other human resource management practices and these practices are also implemented following sound principles and empirical research.

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