Investigating the Influence of Training Aspects on the Job Performance in the Privet Educational Sectors in the Developing Countries

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Abstract

Human resource management (HRM) is contentiously creating and maintaining positive relationship among the employees in any organization to enhance their final job performance. This study would significantly contribute on the firm's outcomes, job performance and the implemented training programs in the educational sectors in developing countries. Here investigations for the effect of perceived access to training, perceived support for training and perceived benefits from training on the job performance have been performed. This study would be an added value step in investigating the effect of the training on the job performance and significance of the traditional training programs in the educational sectors in the developing countries. The current study introduced practical insight for Syrian private universities or firms to distinguish the central role of training in achieving and enhancing the final job performance.

Keywords: Human resource management; Job performance; Perceived access to training; Educational sector; Developing countries.

Introduction

The employee's job oriented skills are considered the key driver for enhancing the job performance. Human resource management (HRM), therefore, is contentiously creating and maintaining positive relationship among the employees in the organization to enhance their final job performance. This idea is supported in literature by various theories and empirical studies in management and strategy studies, which obviously demonstrate the critical role of human resources in organizations in developing both individual and organizational performance (Elsenhardt & Martin, 2000; Helfat & Peteraf, 2009). Thus, organizations always try to satisfy the employees 'needs to motivate them to fulfill the required tasks. Although developing the individual as well as organizational performance was found to be of paramount importance in the human resource management field and was supported with

several theories such as the resource-based theory (Barney, 1991) and its variants like the dynamic capability theory (Elsenhardt & Martin, 2000; Helfat & Peteraf, 2009) the competency-based theory (Acedo, Barroso, & Galan, 2006) and the knowledge-based theory (Nonaka et al., 2008), the employee attributes were found to be directly influenced by both HRM policies and practices from one side (Kusluvan, Kusluvan, Ilhan, & Buyruk, 2010), and by the organizational commitment on the other side (Ortega-Parra & Ángel Sastre-Castillo, 2013; Porter, Steers, Mowday, & Boulian, 1974). That is; employees who have a strong faith in the values and beliefs of an organization are readily accept its goals and objectives and would be ready to exert extra effort for or on behalf of the organization, whereas those who didn't have such commitment to their organizations would not enhance their performances unless they were enforced to do so (Ortega-Parra & Ángel Sastre-Castillo, 2013; Porter et al., 1974). Therefore, employees and the way in which they are managed appear as determinant factors for customer satisfaction, loyalty, service quality and performance (Saravanan & Rao, 2007c).

This study would significantly contribute on the firm's outcomes, job performance and the implemented training programs in the educational sectors in developing countries.
The rest of this paper is organized as follow: Second section contains several review sub-sections about the topics that are related to the proposed model. Section three contains the proposed model along with testing results. Finally, Section four concludes the paper.

Related Work

A systematic review for the effect of training programs on the final performance of the employees found a noticeable relationships with both job performance and the applied training programs in various industrial and management sectors (Dhar, 2015; Jehanzeb, Rasheed, & Rasheed, 2013; Naqvi & Bashir, 2011; Newman, Thanacoody, & Hui, 2011; Trang, Armanu, Sudiro, & Noermijati, 2013); (Riaz, Idrees, & Imran, 2013); (Yeh & Chien, 2012).

Training

Training is defined as the utilization of systematic and well-structured instruction activities to enhance learning. It requires the use of formal procedures to transmit knowledge and aid employees to obtain the essential skills needed for them to perform satisfactorily in the organization (K. Z. Ahmad & Bakar, 2003). One of the methods of assuring that learning takes place is through formal training. Formal training can be justified when the work demand skills that are best developed by formal instruction. Various employees require different skills which should be thought on time to meet new necessities and it cannot be obtained by depending on mere experience. Training is also required when the task are very specialized or complicated that employees are unable to quickly master or use their intrinsic skills. For employees to effectively discharge their responsibilities, valuable knowledge should be imparted to them. Training programmers can be a platform to disseminate common knowledge or skills (i.e. induction, essential IT, and communication skills) needed by many workers. (Robbins, Judge, Millett, & Boyle, 2013) reported that employees are willing to learn provided what they are to learn is useful, transferable, job related, not complicate and supported by line managers, as well as when they are confident, committed and engaged.

Training is among the most significant tools for any firm to further develop. Thus, the output of the conducted training has to be genuinely assessed to ensure that the invested time, cost and efforts are rewarding for the firm. (Hamblin, 1974) has described the process of evaluating training as: 'Any attempt to obtain information (feedback) on the effects of a training programmer, and to assess the value of the training in the light of that information.' Evaluation leads to control, which implies determining whether or not the training was beneficial and what new developments are needed to render it even more cost-effective. (Olaniyan & Okemakinde, 2008) had mentioned that the primary factor to determine the progress of an organization or even a nation is the skills, knowledge and competence of their people. However, (Davenport, 1999) refuted the asset-based content of the human capital theory. He discredit the idea of treating workers as passive asset wherein the employer buy, sale and substitute them at their own caprices. Training policies always deserved remarkable focus within the studies related to human resource management in the educational sphere (Hussey, 1985; Park & Jacobs, 2011). Since, several empirical studies have manifested the existence of a gloomy relationship between training policies and performance outcomes, it is expected that the organization investments to provide training for their workers will reflect in the organizational performance (Aragon-Sanchez et al., 2003; Ghebregiorgis & Karsten, 2007).

Job Performance

Job performance is reialized as the levels of achievement of each job (Byars & Rue, 2000) and the fulfillment of organizational rules, hopes, or requirements for an official role (Campbell, 1990). It is the impact to organizational objectives and can be measured by outcomes (Borman & Motowidlo, 1993). Furthermore, job performance is productivity that expresses the amount, quality and impact of a job. When productivity is high the overall performance within the organization will be high (Su, 1999; Schermerhorn, 2000; Sun, 2001). That is, job performance is an employee's overall work outcomes, including efficiency, competence, and effectiveness (Tsao, Huang, Huang, Chang, & Wang, 1997; Hsu, 2005). Schermerhorn (1992) argued that job performance is the results of quality and quantity after completion of a mission by an individual or a group. Human behavior in work is affected by various factors. The final job performance of employees can be improved by several means including enriching their experiences with proper learning and training schemes to allow them satisfactorily perform the work tasks. However, the expected efficiency of any training opportunities were not always found fair and optimistic toward improving the final performance for the employees. Blumberg and Pringle (1982) suggested that willing to perform, ability to perform and opportunity to perform are three factors to power job performance. Korman (1977) also said that job ability and skill in addition to the motivation and role perception are elements to affect individual job performance. Moreover, Hsu (2000) mentioned that the performance evaluation can be used to make administrative members understand their contributions.

Proposed Model

Based on the literature, it can be seen that that human behavior, thoughts and performance in wok can result from the interaction of the environmental events or variables (Bandura, 1986).

Research design is a framework that is utilized to organize the research and direct the researcher for data collection and interpretation. The research design is imperative for answering the research questions and test hypotheses. In order to ensure that the work (quantitative research) has a strong and impactful research design, many considerations such as using statistical precision for examining the hypotheses, control of irrelevant variables, freedom from bias and confounding are imperative (Jurs & Wiersma, 2009). In the current study, a number of methods such as probability sampling and discussion with many academic leaders in private universities were employed during the preliminary study in order to select a suitable research design. Moreover, an in depth literature review was conducted to figure out the problems and gaps in previous studies; so as to highlight the significance of this study and address issues that would be of great benefit to the research community.
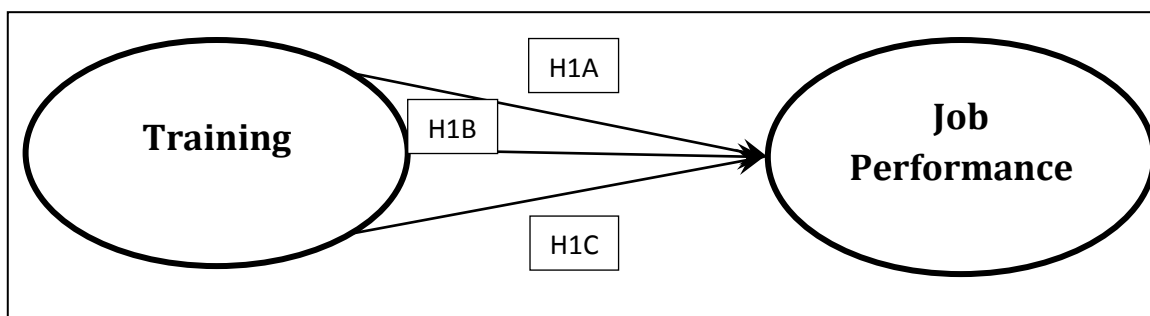

Figure 1: The proposed general framework for the current study

Based on the literature review this study will examine the following hypotheses shown in Fig. 1:

- H1: There is a relationship between training and job performance.
  - H1A: There is a relationship between Perceived Access to Training and job performance.
  - H1B: There is a relationship between Perceived Support for Training and job performance.
  - H1C: There is a relationship between Perceived Benefits from Training and job performance.

A quantitative survey design methodology has been used to examine the relationship between the study variables. The focus of this research was to determine the direct relationship between the training and job performance in the Syrian private universities.

Population and Sampling Method

The population for this study were the private universities in Syria. These universities were chosen because they are recognized as having well established human resources departments as well as other supportive ones. The survey method was used. Furthermore, the target respondents for this study were various employees in human resources as well as other supportive departments with various age, sex, experience, education levels and positions. Based on this method, around 280 questionnaires were distributed and collected within an appropriate period of time to be examined and analyzed.

4

Data Collection

The selection of the method for data collection depends on the information needs and value, budget, resources available and the timing associated with a research project (Alreck & Settle, 2004). In descriptive research, the major methods employed are survey and observation. Quantitative survey is a major method applied both within and outside universities (Newman, 1997). Several areas of application in government, marketing, private policy research, mass media, and universities rely heavily on the use of surveys, which allows the information to be obtained through structured questioning. The term "structured" refers to the degree of standardization imposed on the data collection process. Respondents might be asked a variety of questions regarding their behaviour, intentions, attitudes, awareness, motivation, demographic and lifestyle characteristics. Unsupervised self-administered questionnaire technique were used here for two reasons: the majority of the respondents' offices were located in the same building or areas that would make it easy when distributing and collecting the questionnaires; and some of the respondents in universities were spread a wide geographical area over all the country.

Results And Discussion

This section describes the analysis conducted and displays the empirical results used to examine the hypothesis H1 with all its branches of this study, using AMOS (AMOS is statistical software and it stands for analysis of a moment structures). The principal construct measures were based on existing instruments. Table 1 summarizes the first order and second order constructs together with their relative measurement items.

Table 1, List of Constructs and Measurement Items

2nd Order Constructs	1st Order Constructs	Item Number (62)
Training (TRN)	Perceived Accessibility (PA)	3
	Perceived Benefit (PB)	12
	Perceived Support (PS)	6
Job Performance (JPR)	Task Performance (TP)	9
	Contextual Performance (CP)	12

Data pre-processing

Missing data occurs when respondents failed to answer one or more items in the survey. The screening of the data indicates that there is a minimal amount of missing data (less than 5%). Cohen and Cohen (1983) stress that missing data up to 10% may not cause any serious problem in the interpretation of the findings. As for the treatment of missing data, recent literature suggests that Expected Maximization (EM) is a better method to be adopted in treating missing data compared to other methods such as list-wise deletion and mean substitution (Graham et al. 1997). However, since there was minimal missing data, the choice of method may not have any significant influence on the results because each method has their advantages and disadvantages (Hair et al. 1998). Therefore, these missing data were

replaced with the variable median responses for each variable. This method is deemed the most appropriate because median substitution is the most common (Schwab 2005) and widely used methods (Hair et al. 1998) to treat missing data as it is based on valid responses that make the median the best single replacement of missing data. The treatment of outliers is an imperative step in the data screening method. Outliers refer to observations with a unique combination of characteristics identifiable as distinctly different from the other observations (Hair et al. 1998). Outliers were identified using univariate (histograms, box-plots and standardised z score) and multivariate detections (Mahalanobis D2 distance). Checking for outliers is important as outliers could affect the normality of the data which could then distort the statistical results (Hair et al. 1998; Tabachnick and Fidell 2001).

Sample Profile

Over 280 received questionnaires, 159 responses were received from the male (56.8%) and 121 from the female (43.2%). Therefore, the sample of this study is mainly dominated by male. The responders were asked to specify their age. As the result, 14.3% of the respondents have 26 to 30 years old, 23.9% have 31 to35 years old, 26.8% have 36 to 40 years old, 23.6% have 41 to 45 years old and 11.4% have more than 45 years old. In specifying the educational level of the respondents, 23.2% of the respondents have high school certificate, 31.8% have degree, 30.4% have master and 14.6% have PhD certificate. Finally the responders were asked to specify their working experience in year. As the result, 17.5% of the respondents have less than 5 years of working experience, 31.8% have 5 to 10 years, 30.7% have 11 – 15 years and 20% have more than 15 years of experience as seen in Table 2.

Table 2: Frequencies and percentages of the demographical variables.

Group	Frequency	Percentage
Gender		
Male	159	56.8%
Female	121	43.2%
Age		
26-30 years	40	14.3%
31-35 years	67	23.9%
36-40 years	75	26.8%
41-45 years	66	23.6%
More than 45 years	32	11.4%
Educational Level		
High school	65	23.2%
Degree (BA)	89	31.8%
Master	85	30.4%
PhD	41	14.6%
Working Experience		
Less than 5 years	49	17.5%

5-10 years	89	31.8%
11-15 years	86	30.7%
More than 15 years	56	20.0%

Measurement Model (CFA)

Operationalization of constructs is a very important step (Hair, 2006) in the process of ensuring accuracy. Researchers have a choice of several established scales in attempting to ensure theoretical accuracy. However, despite the availability of a varied number of scales, researchers are often plagued by the problem of a lack of established scales and are thus driven to developing new measurement scales or greatly modifying existing scales to accommodate new context. Given all these considerations, the basis for the SEM analysis is in the selection of items to measure the constructs (Hair, et al., 2006).

This study comprised 2 individual CFA models – as there are 3 second order constructs, namely Training (TRN) and Job Performance (JPR). The results of testing the uni-dimensionality of each construct are presented, using AMOS 20.0.

CFA MODEL FOR TRAINING (TRN)

In this study, 21 items were used to measure three first-order constructs in Training (TRN): Perceived Accessibility (PA), Perceived Benefit (PB) and Perceived Support (PS). The results of assessing the standardized loadings of the model's items showed that the factor loadings of four items (PB3, PB7, PB12 and PS5) were below the cut-off 0.5. Thus these items were removed from the model. The revised model with 17 remaining items was again tested to ensure whether the factor structure remained stable. As the result, the second standardised factor loadings for all items were more than 0.5, ranged from 0.778 to 0.865 Therefore, no any further item was deleted because of insufficient factor loading as shown in Figure 2.
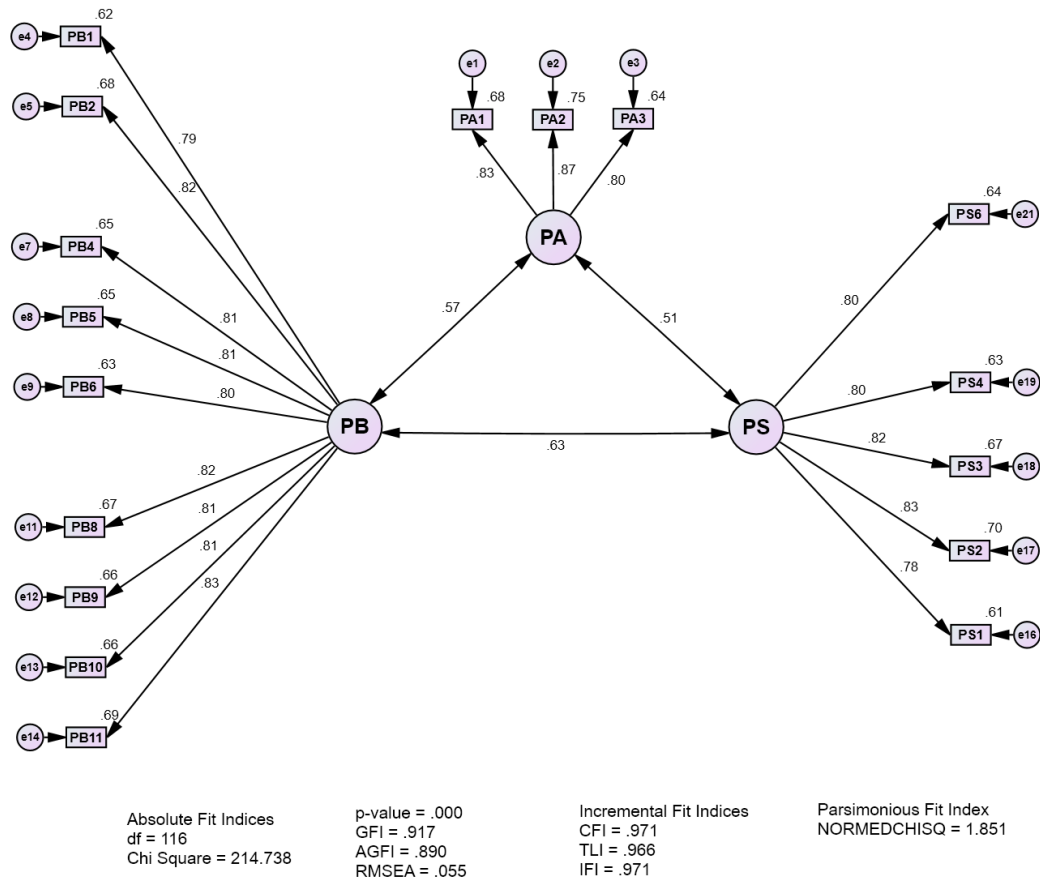
Figure 2, Measurement Model for Training (TRN) with Remaining 17 Items

CFA MODEL FOR JOB PERFORMANCE (JPR)

In this study, 21 items were used to measure two first-order constructs in Job Performance (JPR): Task Performance (TP) and Contextual Performance (CP). After iteratively removing these items, the Job Performance CFA model with 15 remaining items was performed once again (Figure 2). The results indicated that the modified measurement model for Job Performance (JPR) provided adequate fit of the data with all 15 remaining items. Chi-square = 227.224, df = 86, p-value = 0.000, GFI = 0.903, AGFI = 0.864, CFI = 0.958, TLI = 0.949, IFI = 0.9581, RMSEA = 0.077 and Chi-square/df = 2.642 as in Figure 1.
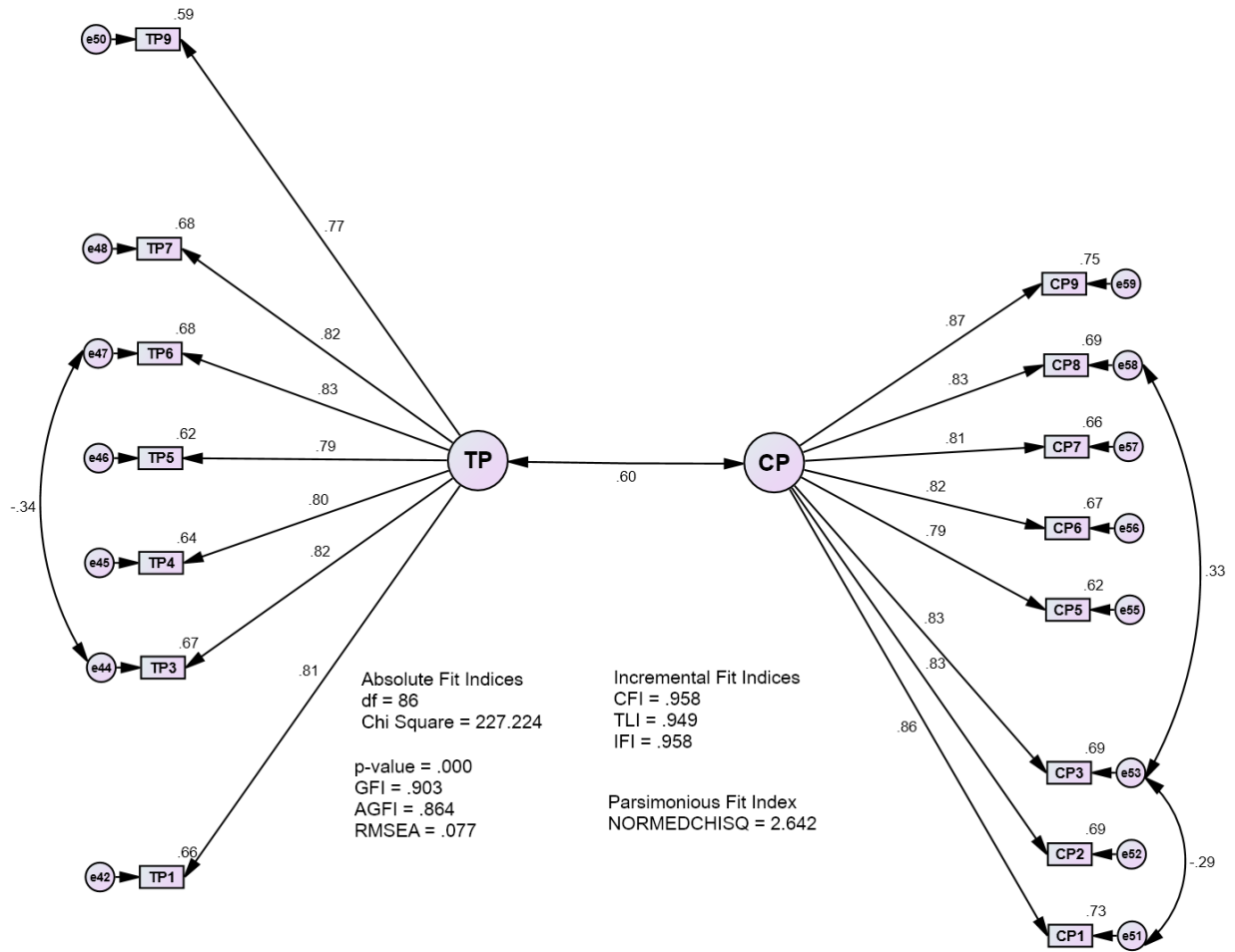
Figure 2, Measurement Model for Job Performance (JPR) with Remaining 15 Items

DESCRIPTIVE ANALYSIS

In this analysis, covariance matrix method was used to calculate the descriptive function so that all of the variables could be included in the analysis. The composite scores of the variables were computed by parcelling the original measurement item scores. Parcels are sum or averages of several individual indicators or items based on their factor loadings on the construct (Coffman & Maccallum, 2005; Hair, et al., 2006). Table 3 displays the means and standard deviation of the constructs, assessed on a 5-point Likert scale. Results of descriptive statistic for variables are demonstrated in Table 3.

Table 3, Results of Descriptive Statistic for Variables

Constructs	Mean	Standard Deviation	Minimum	Maximum

2nd Order Constructs				
• Training (TRN)	3.340	0.684	1.72	4.68
• Privacy Factors (PRF)	3.377	0.773	1.37	4.63
• Job Performance (JPR)	3.366	0.735	1.46	4.61
1st Order Constructs				
• Perceived Accessibility (PA)	3.284	0.853	1.33	4.67
• Perceived Benefit (PB)	3.343	0.838	1.33	4.78
• Perceived Support (PS)	3.395	0.801	1.2	5
• Task Performance (TP)	3.369	0.812	1.43	4.71
• Contextual Performance (CP)	3.365	0.852	1.25	5

The mean was applied as a measure of central tendency, which indicated that the mean values of all constructs were above their midpoint level of 3. The constructs with mean values above the midpoint level of 3 indicated that the consensus respondents' perception toward these constructs were above the average. The standard deviation was applied as a dispersion index to indicate the degree to which individuals within each variable differ from the variable mean. The survey participants were most varying in this variable from each other. At the other side, the lowest deviation from mean belonged to Training (TRN) with the standard deviation of 0.684. Figure Ошибка! **Текст указанного стиля в документе отсутствует.** gives a good illustration for the mean of all variables together with their standard deviations.
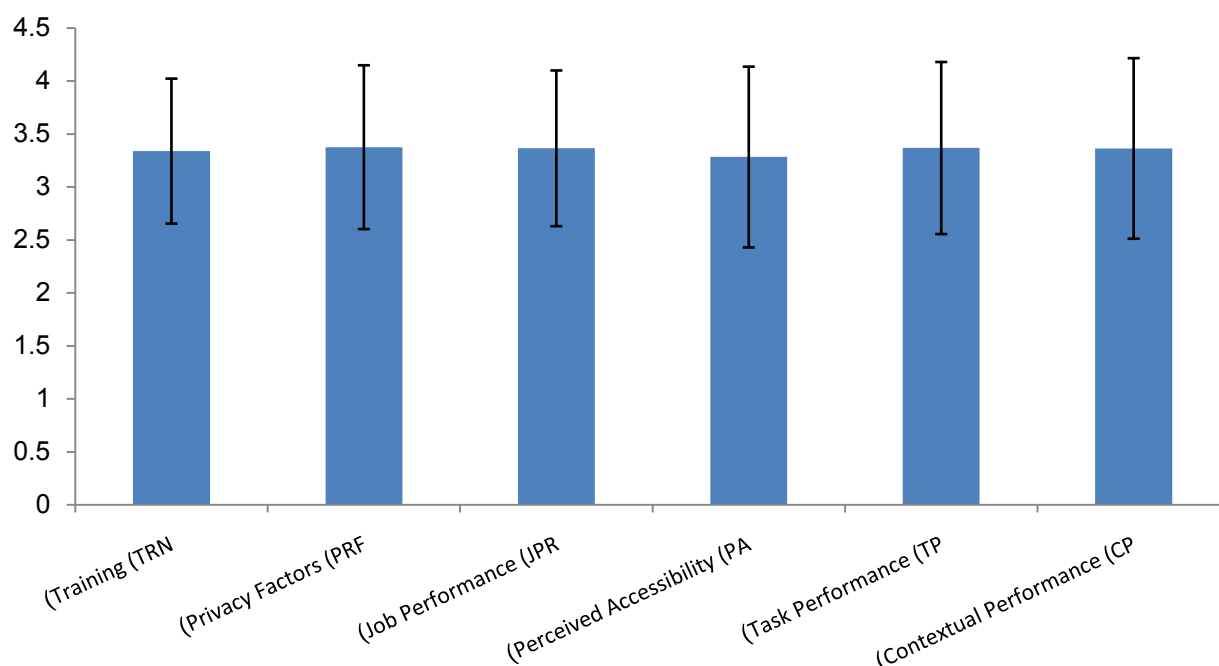
Figure **Ошибка! Текст указанного стиля в документе отсутствует.**, Means and Standard Variations of All Variables

Direct Effects of the Variables

In the structural model for this study, the direct effects of Training (TRN) as independent variable on Job Performance (JPR) as dependent variables were examined (i.e., H1). The coefficient parameters estimates are then examined to test the hypothesized direct effects of the variables. The path coefficients and the results of examining hypothesized direct effects are displayed in Table 4.

Table **Ошибка! Текст указанного стиля в документе отсутствует.**, Examining Results of Hypothesized Direct Effects of the Variables

Path	Unstandardized Estimate		Standardised Estimate	c.r.	P-value	Hypothesis Result
	Estimate	S.E.	Beta			
TRN $\rightarrow$ JPR	0.624	0.1	0.575***	6.249	0.000	H1) Supported

*p< 0.05 , **p< 0.01, ***p< 0.001

As shown in
Table Ошибка**! Текст указанного стиля в документе отсутствует.**, path from Training (TRN) on Job Performance (JPR) was statistically significant as its p-values was below the standard significance level of 0.05. Thus the hypotheses H1was supported.

Conclusions

This study pointedly contributed to the existing literature on the effect of training on the final desired job performance. The results established that integrated concept to the study variables were successfully studied in the Syrian private universities. Moreover this study would significantly contribute to the theoretical as well as practical aspects that are found in the literature regarding the final firm's outcomes, employee performance, and the implemented training programs in the educational sectors in the developing countries. This study would be an added value step in investigating the effect of the training on the job performance and significance of the traditional training programs in the educational sectors in the developing countries. The current study introduced practical insight for Syrian private universities or firms to distinguish the central role of training in achieving and enhancing the final job performance. Moreover, the findings of this study added significant practical contributions related to the important of knowledge assets in Syrian private universities, as the effect of enhancing training opportunities would dramatically enhance and support the feeling that employee practically belongs to the firm and thus take the training opportunity seriously to improve their job performance.

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