



The Relationship Between Training and Employee Performance: A Case of Jordanian Public Universities

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ABSTRACT

Training is a process which able the employees to change their skills, knowledge, attitudes, and behavior. Organizations have capitalized on training in order to increase their human capital skills and competences. The training was employed as a tool for creating competitive advantage for organization. This research paper objective is aim to investigate the relationship between training program and employee performance in public universities in Jordan and the research question, Is there a relationship between job training and employee performance? Is there a relationship between training quality and employee performance? Is there a relationship between training strategy and employees' performance? The significant of study, is there a significant relationship between training and employee performance in the management of public universities in Jordan? Three independent variables are incorporated; job training, quality training, and training strategy. The data was collected from 63 employees and manager at public universities in Jordan and the questionnaire consisted of three sections. This study employs a quantitative approach and it is used the software package for statistical analysis SPSS (Statistical Package for Social Sciences) for testing the hypotheses, the finding reveals that the relationship between job training, quality training, and training strategy, and employee performance is positive and significant. Quality training was found to be the highest contributor to employee performance. Discussion and future directions are given.

Keywords: Training, Quality, Employee Performance, University, Jordan.

1. Introduction

Harrison, (2005) Training of workforce has become an urgent need for all organizations in developing countries. The term has been known by several names, including employee development, human resource development, and learning and development. De Cenzo & Robbins, (1998) Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior. Karlan & Valdivia, (2011) In this

context, training involves designing and supporting learning activities that result in a desired level of performance. The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work. Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors. AbuKhalifeh, Som, and AlBattat, (2013); Beer, (2011); Aguinis & Kraiger, (2009), Despite the fact that there is rich literature on the influence of training on employee performance studies on public universities are few and this relationship has not been investigated. Further, the literature has general tendency to focus on individuals' training rather than on the policy and strategy of training of organizations. Ahire et al., (1996) Furthermore, in recent decade, there has been shift toward implementation Total Quality Management (TQM). Employee training within TQM has been linked with increased quality performance and Rahman and Bullock, (2005) increased customer delivery performance. Public universities in Jordan are competing with local private universities and other regional universities. Developing high quality employees can play a role in increasing the competitiveness of these universities. It is believed that by developing training program, focusing on quality training, and adopting the right training strategy, the employees could increase their performance and ultimately, the organizational performance would increase. This paper aims to provide better understanding of the influence of training on employees' performance. The paper consists of five sections. First section introduces the topic and highlights its objectives and significance. This followed by the literature review section. Next, the paper presents the methodology. After that, the paper presents the findings and lastly the conclusion and direction for future work along with the limitation are presented.

2.0 Literature review

The definition of training according to McClelland, (2002) Training is a process of building up confidence of employees at workplace in terms of better performance. Training plays an important role in human resource development to achieve objectives in the organization. According to Cooke, (2000) the definition of performance is the achievement of specific task which is measured against predetermined standards of accuracy, completeness, speed and cost. In an employment contract, performance is considered to be an achievement of the employee commitment that releases the performer from all liabilities that is designed under

the contract. Efficiency and effectiveness are components of performance regardless of competitiveness and productivity, which is the best way of training to increasing performance of individual. Paul Chapman, (1993) claims that a great development in the training is coming from the uniqueness of training relevance to an extensive tasks and the training which is more particularly to the job and organizations, general training and particular training. General training enhances employee's future productivity not only in the organization which are providing it, as well as in other organizations in the labor market. Kate et al, (2009) concluded that the practices of training and development which had a significant impact on preparing the employees to be more effective in work, increasing technical abilities, good interpersonal abilities, raise teamwork, job confidence and motivation of work. Jia-Fang, (2010) has pointed out that organizations should work continuously to develop and supply the workforce because of its role in improving the working environment in any organization. Because of this most managers all over the world are creating and enhancing their role in giving intensive training in order to achieve the goals set for the organization. It can not only raise the position of the staff, but also raise the image of the organization to the outside world. Guzzo, et al. (1985) found that training had a positive influence on employee's output quality and quantity, and a meta-analysis of the impacts on employees' productivity based on organizational interventions showed that such programs raised employees' productivity by nearly one-half standard deviation. The strength of impacts was found to vary by type of intervention, criterion of productivity, contextual factors in organizations, and features of research design. Chandler and McEvoy, (2000) claim That the relationship between organizational strategy and firm performance is significantly positive. the sample consists of 66 small to medium-sized manufacturing firms, which lead to find that a TQM strategy was mostly effective when supported by significant training and group-based incentive compensation. This finding is discussed between the current debate in the field about "best practice" and "fit" models of human resource management and business strategy. Maddern, et al. (2007) found that there is significant relationship between the staff satisfaction and service quality, the results of five year study of the relationship between customer satisfaction and the service quality suggests that technical service quality plays an important role in determining customer satisfaction. Johnson, (1996) found that the service quality literature must be created and maintain a climate for service in order to make the workers more effectively to deliver service. There is significant relationship between the staff and customer satisfaction and service quality. Human resource profile are related to the (number of

workers, nationality and gender) and to human resource strategies (recruitment, hiring and training strategies). The results shows that a hard human resource approach prevails and those hotels apply the same human resource strategies regardless of their category or competitive strategy. NaderBarzegar, (2011) states based on descriptive- survey that organizations should create training programs that fit most of employee and it should be conducted regularly and properly to get greater efficiency. Therefore, before handling of training program, the organization should advise the employees about conditions, goals of the courses, and Interest to participate in courses. Khan, (2011) argues as stated in data were collected by means of questionnaires that training and development, On the Job Training, Training Design and Delivery style are four of the most important aspects in organization, so the relationship between these four aspects have effects on organizational performance. Therefore, It is very important for the organization to design the training very carefully, the design of the training should be according to the needs of the staff. So those organizations which create a good training design according to the needs of the staff are more likely to get good results and achieve organizational goals, Mollahoseini and Farjad, (2012) state according to descriptive-survey that the effectiveness of training depends on well designing and implementation of Training, Learner Involvement, Learner Attitude change, provides opportunity to Application New skills and Knowledge in Workplace, Job Commitment, Top Managers views for Training, and connection training to organization's Vision and Strategies. Elnaga and Imran, (2012) claims according to analysis of the existing literature of different studies that training program should be designed for each job regard to individual, vocational and organization needs. Training programs is the incentives that all employees need to improve their performance and capabilities, therefore increase organizational productivity. Consequently, training should be form or design on the basis of organization specific needs and objectives. Black and Lynch, (1996) outline the differences between employees who acquire a formal training and the employees who do not. employees are more likely to acquire training if their occupations have the following characteristics: high value added jobs where the individual has great responsibility, cognitively complex jobs (e.g. professional, technical and managerial jobs), sales jobs for complicated, changing and customized products, use expensive machinery on their job, regular, non-temporary jobs, full-time jobs, and jobs where the skills learned are not useful at many other firms in the labor market. Also employee may have other employee characteristics, such as the probability and the size of formal training in a current year for employees rely upon the characteristics of the jobs that they working in, the

organizations that they work for, and the characteristics of the employees themselves. Therefore, organizations are usually analyzing the training needs to decide when and where the training is needed and who needs to be trained. Simon and Kimberley, (2002) claim that training is the best factor that would enhance employee commitment and maximize potential of employees. The training process is one of the most prevalent means for enhancing the individual's productivity and communicating organizational goals to employees. According to Leslie, (1990) there are requirements and prerequisites for training, first thing is motivation, if employees do not have it they will not be able to learn from training. The second thing is response; training should be instantly followed by positive reinforcement so the trainee can feel the response. Last is the feedback; it is the information which trainee receives and specifies the quality of his response; this response should be quickly to ensure the successful of training. Laurie, (1996) states that the feedback of employees can clarify to organizations the full image about their job satisfaction, commitment to work, learning, and the issues that may face them while working in a group or team. Support and guidance is very important thing that should carry from highly qualified team members or from supervisor or management, those who are taking charge of solving employees' issues. Employees' feedback must be positively entertained, otherwise feedback usually is not available because of the lack transparency of employees, if the feedback is high level or low employees will not let them know the worries of each other. Becci, (2006) views that employees' who are having knowledge can do their tasks and assignment successfully with a very high self-assessment. Every high qualification employees need a different level of training from those with lower qualification employees. Lower qualified employees must have extensive training and high motivation which is urgent necessity to make them able to work with other highly qualified employees. Sunardi, et al. (2012) claims based on descriptive- survey and data analysis that the impact of training can be evaluated by comparing the behavioral style of each employee prior and after the training program. The member of the control group, as the comparison group which was not experienced any training treatment, have no significant behavioral changes, even after the six months period of real-implementation working experience. The important factor to be considered by the company is the material of training program. It is suggested that the company gives more effort to develop a comprehensive training material and methods. In the other hand Jagero, Komba and Mlingi, (2012) argue according to data were collected by means of questionnaires and samples that the job training leads to progress employee performance, but it still not the only factor that leads to good performance rather it

is a combination of factors such as working environment, employee skills and knowledge, motivation and rewards. All these factors may directly or indirectly engage in performance. It is hard to achieve a high level of performance without training. So the link, influence or effect of on the job training on employee performance is very high. Sultana, et al. (2012) states based on previews literature review that if training is increases this will result in increase of performance and salary, as well as increases in salary will led to increase in performance. This relationship is positive and significant between these three factors (training, performance, and salary). But Srivastava and Agarwal, (2014) found according to data were collected by means of questionnaires and samples that there is no significant difference between training methods in public sector bank and private sector bank, and there is no significant difference between Trainers of public sector bank and private sector bank, as well as there no significant difference between effectiveness of new method of public sector bank and private sector bank. Training of private sector banks is better than public sector banks. Public Sector Banks have to do effective measure to improve their training. Tax and Brown, (1998) found that the employee quality training has been found to increase employee capabilities such as creative thinking and quality of training. And Bettencourt and Gwinner, (1996) claim that the ability to deal with varying customer demands effected quality of training. Harrold, (2000) stated that it has also been shown to improve aspects of service system performance such as productivity. And Babakus, et al. (2003).there is significant relationship between operating performance and quality of training. Yamoah, (2012) examines the employee training, empowerment and job performance, and the relationships between employee training and job performance, employee empowerment and job performance, and to propose a model for achieving high job performance. It is eventually the improvement in the skills and abilities of employee's results in improved performance. Therefore there are significant relationships between training and employee performance, and also, empowerment and employee performance, but Yamoah and Maiyo, (2013) explores the impact of training on employee performance and showed how it is widely supposed that improvement in the skills and abilities of workers results in improved performance. This means that there is significant relationship between training and workers performance. Training could not always answer job performance problems as 87.5% of the respondents could not associate training to any poor performance problems among the employees of the company.

Huang, (2001) claims that the owners and administrators of SMEs should be evaluated the costs and benefits of implementing an independent training unit before they go any further. The training process in firms that have achieved better training effectiveness is more comprehensive than that in firms that have been less successful in training. generally, a firm that has conducted needs assessment, devised training objectives, submitted training results to management, and coordinated training activities with other HRM practices is more likely to achieve success in training than are those firms that have not made such efforts. However, there is strong relationship between management support and training effectiveness. Similarly, Shiryan, Shee, and Stewart, (2012) found according to data were collected by means of questionnaires and samples that workforce training is a huge problem in Saudi Arabia's SMEs. The quality of training content is positively impact the training results of the firm, and management involvement in training will result in improved training outcomes. As well as management motivation is positively associated with training outcomes. Firm performance and its correlation with each of the three parameters: nature of training, executive involvement in training and executive motivation. If the nature of training content positively affects the training outcomes, these outcomes will positively affect firm performance, and if management involvement in training positively affects training outcomes, these outcomes will positively affect firm performance, and if management motivation is positively associated with training outcomes, these outcomes will positively affect firm performance. According to Mooney and Brinkerhoff, (2008) training would be more effective and efficiency, only if employees apply new skills and knowledge in the daily job performance. Salas and Bowers, (2001) concluded that there is a big differences between gaining the knowledge during training and apply this knowledge on the job. The training effectiveness depends on whether the learned outcomes are applied in the workplace. April, (2010) claims that in any development organization the trainings have played critical role to increase productivity and performance, and it's obviously rise the firm position among competitors. Therefore the human resources are an effective tool to distinguish between major and minor companies and to stay in competition with each other, and this means that there are obvious differences between the organizations which trains their members and organization which do not. According to Kenney et al (1992) evaluation of the training program must be done during or after its completion and must be done by a training manager, the line manager, and the trainees themselves. Training can be evaluated in so many ways, some of these are through questionnaires which will serve as the feedback from the

participants; case studies where 15 the participants will have to apply the learned skills to real work situations and many others, Farjad, (2012) claims that evaluating any training program through questionnaires must inform us whether the training program has been able to deliver the goals and objectives in terms of cost incurred and benefits achieved, And the result shows that Reaction Level, Learning, and Behavior are almost acceptable and needed to seriously attention to Training effectiveness in the Eslamshahr University. Mumanthi, et al. (2011) claims that training need assessment should be implement to determine the level of performance, and should be implement for the organization both departmental level and for individuals. The training need assessment should be able to identify the blank which requires training interventions. It also concluded that training needs assessment needs to identify the training needs necessary to meet the strategic goals of the organization. It should also identify the deficiency of the skills, knowledge and competencies that are important for employees to perform work, and its result should be shared with stakeholders and should be programmed after the training needs assessment has been ended. All these showed a very high level of agreements with the statements that are presented to the respondents, Miller, et al. (1996) state that training needs assessment is to recognize performance requirements or needs inside any organization, in order to support direct resources to the areas of greatest need. The employees who are related to achieve the organization goals and objectives are more closely improving productivity and providing quality products and services. Therefore, the training manager can develop the instructional objectives for the training and development program. All three levels of needs analysis are interrelated and the data collected from each level is critical to a thorough and effective needs assessment. Brown, (2003) claims that the main logic for developing a training program is largely dependent on the identification of training needs, and to justify the costs and benefits to the organization. Without a clear understanding of needs, training efforts are at best randomly useful and at worst, useless. The trainers will only be effective and perceived only if the extent of needs are carefully assessed, and programs developed and improved to achieve those needs. The final result is a more accurate picture of training needs, which is leading to increase in performance improvement, oriented training program and better results from training. Thus, that will increase employee's performance at their highest level. According to Marco-Lajara and Úbeda-García, (2013) It appears to us that those hotels which do a more noteworthy financial expense in their workers qualification, but they take after a separation procedure rather than an expense strategy, and one of the columns for that separation is high capability staff. The results that is obtained

from Kehoe and Wright (2013) is supported the causal relationship between hotel and employees' performances and training strategy. Thus, 12.77% of the variance the 'Performance' variable would be clarified by the direct effect of training programs committed to staff productivity, multivalence, and motivation. Based on above, the literature highlighted the importance of have training on the job that the employees are performing. Further, an emphasis has been placed on the quality of training and the role of top management in designing and assigning the required support for training programs. Therefore, based on above, Figure 1 presents the model of this study.

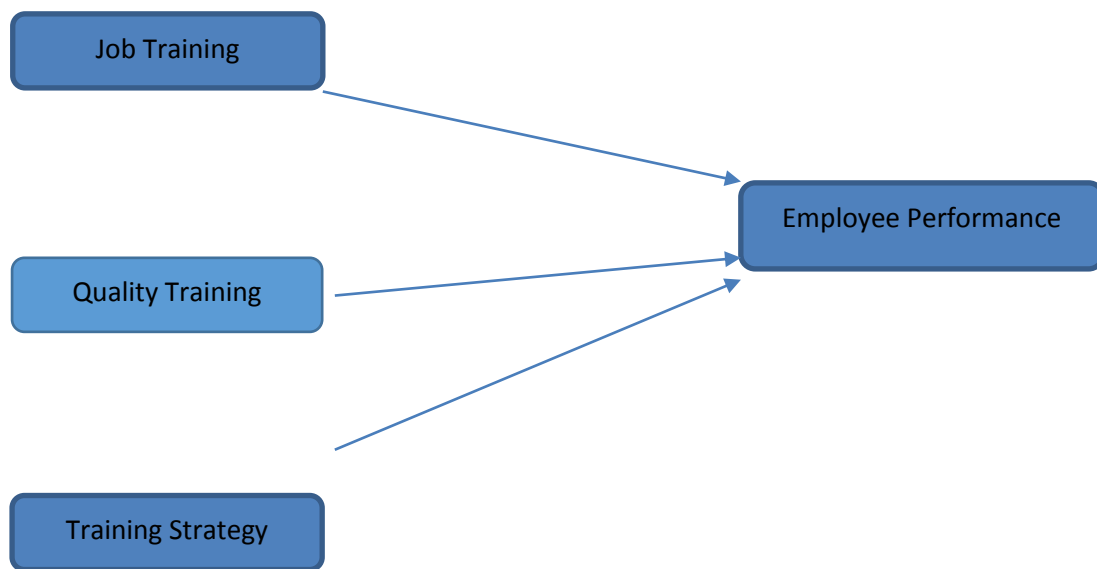


Figure 1: Proposed Research Model

Based on the model above, the following can be hypothesized:

H1: There is positive relationship between Job training and employee performance.

H2: There is a positive relationship between quality training and employee performance.

H3: There is a positive relationship between training strategy and employee performance.

3.0 Methodology

This study employs a quantitative approach, which is compatible with the study problems and its questions. Using a quantitative approach enables the current study to reach and collect empirical evidence from a wider group of population. The population of this study consists of five public universities in Jordan; these universities are selected because of its significant role in increasing the Jordanian wealth in education and economy. The universities were chosen to analyze the topic of this research, which is the role of training and its impact on employee performance. The population of the study is the entire employees of the five universities, which estimated to be 2500 employees. A random sampling technique has been employed because each member of the population has the opportunity to be chosen. According to Sekaran (2003), the sample size of this population is 333. The questionnaire consisted of four sections. The first section was on the general background of the respondents, the second section was about job training, quality training, and training strategy. Lastly, the third section addresses the employee performance. Measurements of the study were adapted and adjusted. Job Training and quality training are adopted from Mackelprang, Jayaram & Xu, (2012), training strategy is adopted from Úbeda-García et al (2014) and performance is adopted from Survey Monkey Website (2013). Questionnaires were mailed out to the respondents. A total of 63 questionnaires were returned complete and usable. According to Sekaran (2003), a sample of 30 to 500 respondents is sufficient for academic studies. Respondent of the study are 57 or (90.5%) males and 9.5% females. Their ages range between 20-50 years. The majority (57.1%) are holders of bachelor degree. Table 1 shows the demographic information of respondents.

Table 1: Descriptive information of respondents

		Frequency	Percent
Age	20-30 years	18	28.6
	31-40 years	31	49.2
	41-50 years	14	22.2
	Total	63	100.0

Gender	Male	57	90.5
	Female	6	9.5
	Total	63	100.0
Education	Diploma	17	27.0
	Bachelor	36	57.1
	master degree	10	15.9
	Total	63	100.0

Cronbach's Alpha for the variables was found higher than 0.7. Alpha for Job Training is 0.74, for quality training is 0.70, for training strategy is 0.77 and for performance is 0.88.

4.0 Findings and Discussion

The hypotheses of this study assume positive relationships between the independent variables; job training, quality training, and training strategy, and the dependent variable; employee performance. The relationship is linear. Therefore, the Pearson correlation can be employed to identify the direction and the significance of the relationship. Table 2 shows the Pearson correlation of the relationships.

Table 2: Pearson Correlation

		Employee Performance
Training Strategy	Pearson Correlation	.527**
	Sig. (2-tailed)	.000
	N	63
Quality Training	Pearson Correlation	.752**
	Sig. (2-tailed)	.000
	N	63
Job Training	Pearson Correlation	.577**
	Sig. (2-tailed)	.000

	N	63
**. Correlation is significant at the 0.01 level (2-tailed).		

For the first hypothesis, the relationship between job training and employee performance is positive at correlation of 0.52. This indicates that an increase in job training will lead to increase in employee performance. The relationship is significant because the p-value of the relationship is less than 0.01. Thus, H1 is supported. This finding is in line with the findings of other researchers. Guzzo, et al. (1985) found that training had a positive influence on employee's output quality and quantity. Additional research has found significant relationships between training and employee productivity Chandler and McEvoy, (2000) and quality service Johnson, (1996). Maddern, et al. (2007). For the second hypothesis, the relationship between quality training and performance is positive at correlation of 0.75 and it is significant because the p-value of the relationship is less than 0.01. This indicates that an increase in training will lead to increase in employee performance. This finding is consistent with the literature. Employee quality training has been found to increase employee capabilities such as creative thinking Tax and Brown, (1998) and the ability to deal with varying customer demands Bettencourt and Gwinner, (1996), it has also been shown to improve aspects of service system performance such as productivity Harrold, (2000) and operating performance Babakus, et al. (2003). For the third hypothesis, the relationship between training strategy and employee performance is positive and significant. The correlation of 0.57 shows that an increase in the training strategy will lead to increase in employee performance. This is in agreement with other researchers. Úbeda-García, et al. (2014) in their study of the relationship between training strategy and investment has found significant relationship between the two variables.

5. Conclusion and limitation and Future Directions

The purpose of this study is to identify the relationship between job training, quality training, and training strategy, and employee performance at public university in Jordan. A total of 63 employees and managers have participated in this study. A quantitative approach has been followed and the findings show that the highest correlation is between quality training and employee performance. This indicates the importance of having TQM for training purposes. Employees are more likely to perform well when they perceived that the training is providing

them with new skills and capabilities. The feeling of developing new skills and the desire to implement learned skills are increasing the employees' performance. It is worthwhile to highlight the limitation of this paper. The sample size is relatively small and this is due to the time constraint and the willingness of respondents. This limitation could be utilized for recommending further study that includes all the public or private universities in Jordan. Sample can be enlarged to cover wide range of respondents. Further, the study is limited to the influence of three independent variables namely, job training, quality training, and training strategy. Based on this limitation, it is recommended that future work include more variables such as individuals' capabilities.

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