

IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' PERFORMANCE: A CASE OF EDUCATIONAL SECTOR IN LARKANA, SINDH, PAKISTAN

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Abstract

This study evaluates the impact of training and development on employees' performance in educational sector of Larkana by focusing on teachers, staff of marketing, human resource management, finance and examination department. The specific objectives were (i) to identify the impact of training and development on employees' performance in educational sector of Larkana (ii) to examine the relationship of training and development on employees' performance in educational sector of Larkana. The study used a convenience sampling technique and a quantitative research approach to choose its respondents from six educational institutions of Larkana. 200 people participated in the study's sample size. The results of the study show that employee performance has improved significantly as a result of training and development programs, but they may have had a greater impact if employee performance assessments and training needs assessments had been conducted beforehand. The study subsequently suggested that decision-makers reassess the organization's training strategy to ensure that the training and development programs provided to employees are informed by performance reviews and training needs analysis. The overall organizational objectives are likely to benefit from the alignment of training and development programs with employee performance reviews and training needs assessments.

Keywords: *Employees' Performance, Training & Development*

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INTRODUCTION

Organizations survive in the competitive society by focusing on their human resource training and by making their employees creative, innovative and efficient who will in future enhance performance and gain competitive edge. To achieve that edge, practices of human resource management mainly Training and Development helps in by intensifying employee's knowledge, skills, and competence improving their ability to perform more efficiently. Training and development significantly play its role in organization's effectiveness by enhancing the productivity of employees' performance.

Employees are the crucial asset and key element by which organization can get competitive advantage and training is requisite tool for this achievement. Therefore, it is important for the organizations to arrange the structured training programs for employees. Training aids in the acquisition of new abilities by employees, whereas development focuses on the improvement and expansion of a person's particular talent through conscious and unconscious learning.

The main purpose of organization in training and development program is basically to increase the competency of employees so that organizations can maximize the level of their effectiveness and efficiency in their human capital. Armstrong (2011) stated in one of his books that through training and development organizations can influence their employees' emotions and behavior and can build strong connection with their employees by letting them know about their organization values, culture and way of working.

For many years, organizations have been allotting their financial resources in budgets for training and development programs. However, low employee performance is confronted in institutes of Larkana as a critical challenge. According to Mpendulo & Mang'unyi, (2018) it has recorded that organizations are spending their funds to the employee training programs but only 10-20 percent of training is

conducted for the benefit of organization or effectively transferred to their workforce. Other governmental and private organizations seem unidentified to the significance of training and development resulting in poor supervision and those training budgets are utilized in other activities.

What theories assert about the significance of training and development for raising employee performance are in conflict with current events. Nadler (2014) citing Marquardt, Nissley, Ozag, Taylor (2000), made the case that training and development initiatives are essential for improving employees' performance. This study intends to determine how training and development affect in improving employee work performance using a case of institutions in Larkana.

Research Questions

- What is the impact of training and development on employees' performance in educational sector of Larkana?
- What is the relationship of training and development on employees' performance in educational sector of Larkana?

Hypotheses

Hypothesis 1: There is a positive relationship between training and development and employees' performance.

H01: There is no relationship between training and development and employees' performance.

Hypothesis 2: There is a significant impact of training and development on employees' performance.

H02: There is no impact of training and development on employees' performance

Significance of the Study

This study will lead to realize that why training and development is inescapable to improve employees job performance and augment their future careers. It will also emphasize its worth on how training and development encourage employee's motivation, morale, and job satisfaction impacting their performance.

This study will be contributing its role for the organizations striving to acquire competitive advantage and there is no way other than effective training designs adequately focusing on the employees' abilities, skills and competencies. For that reason, this study would be significant for the future researchers and academicians acknowledging how training programs could be used to bring a profitable result. Finally, this study would significantly be a guide to view employee insights on training and development programs to further ameliorate them.

LITERATURE REVIEW

Employee Performance and Training Development

Employee Performance Outcomes, results, and accomplishments are interconnected with performance. One of the great pioneers of HR (human resource), Employees' performance signifies the efficiency level as well as the productivity of individuals leading towards organizational goal attainment as a result of their positive contribution which ultimately results in the overall performance of the organization (Markos & Sridevi, 2010). Staff Performance - According to Price and Brown (2015), when employee performance is handled well, organizational goals are haphazardly attained. According to Brown and Warren (2011), managing employee performance on a daily basis is essential for optimal employee performance. Organization objectives, goals, tasks, and performance criteria must be clear in order to maintain staff performance

Training and Development: Every organization has a subsystem that emerges from two different but interconnected words namely training and development. Training is the activity or procedure in which transfer on information occurs from a trainer to the trainee in order to enhance his/her knowledge, attitudes or skills so s/he can better perform for current tasks (Noe, Hollenbeck, Gerhart & Wright, 2011). Training and development programs prepare employees for not only one job but it also helps them to move and do different jobs in organization effectively preparing employees for the changes that may occur in future like new technology, work design, new customer demands, or new products in the market (Brown & Warren, 2011).

Impact of Training & Development on Employees' Performance

Training plays a critical role in the growth of an organization by improving employee performance and output, giving it a competitive edge and enabling it to stay at the top. Training programs, therefore distinguish between organizations that offer training programs and those that do not (Yiman, 2022). The relationship between training and employees' performance is beneficial because training influences performance by fostering the development of the behaviors, abilities, and knowledge (Yiman, 2022).

Organizations are now focused on both collective development and organizational learning. Employees gain from planned training and development programs by gaining knowledge that will help them perform in their present and future positions. Employees are taught how to address challenges at work through training and development. Employees who are trained and developed also exhibit more stable behavior and emotions at work and have more emotional intelligence, which eventually helps them be more productive. When we discuss the advantages of training and development for organizations, we mean that they help them achieve their overall goals.

Nowadays, bridging the skills gap is a crucial component of human resource management in companies that constantly monitor the market. Training and development programs serve to close skill gaps because a decline in employee productivity is very dangerous for both the organization and the individuals. The primary goals of these employee learning initiatives are career advancement, promotion, and the acquisition of new skills and information. According to Senge (1990) learning gives you information but it has much impact on building the capacity that is not created before. Training and development programs increase employee's self-confidence, effective problem solving, conflict resolution in teams, job satisfaction decreases tension and helps them achieving self-development (Senge,1990). It is important that employees must know the purpose of training that they are conducting that will help them to be more committed. For this purpose, training and development programs in organization should undergo proper planning, designing a training lesson, selecting the trainer and preparing the trainees. According to Kenney & Reid (1986) planned trainings are more necessary and effective for improving job performance.

Organization's need for trainings

When the employees are well-trained, developed, utilized and employed effectively; the organization as well as the employees both benefit from it. For that reason, in order to grow and develop in this fast-changing world specially in technological context and this globally aggressive environment for a longer period of time, organizations would be in need of coming up with such systems and programmers that could carry out the efforts of their needs, innovation, creation, concentration as individual workers or within the teams and groups. (Asare-Bediako 2008) This is why organizations are adapting structures and cultures that are new as well as more effective performance management methods.

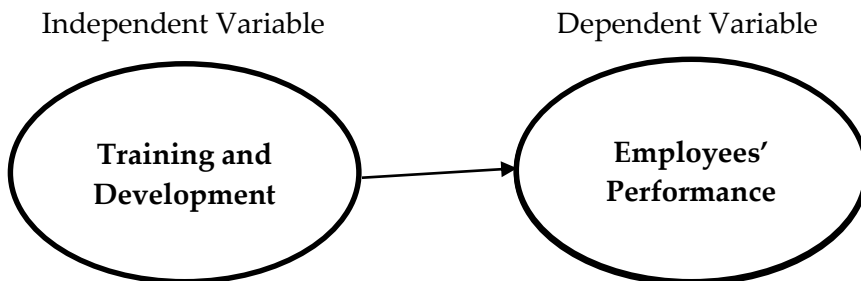
Asare-Bediako (2008) has agreed to the point that employees need to perform in a total acceptability and credibility rank come into three

types named; technical, managerial as well as personality competencies. The purpose of training and development is hence to provide the employees with essential managerial technical and personality competencies so that they can acquire pull of performance that is more sustainable and levels high. Training however on the other hand is not necessarily the solution to all the problems related to performance in an organization. Keeping in view this Asare-Bediako (2008) has given into consideration a mathematical model for performance. $Performance = (ability) \times (motivation)$

A performance is hence guaranteed with a combined result when an employee has the (can factor) ability and potential and on the other hand he could do better with the needed motivation (want to) factor. This shows that an employee might have the ability to perform a job but without an effect of motivation such as ergonomics of the environment. Incentives decision making and leadership (just to mention a few) he might not be able to perform as per the required standards of the organization. In that regard training might not solve the issue.

CONCEPTUAL AND THEORETICAL FRAMEWORK

The model structure provided below suggests that the dependent variable is an employee's performance and that the independent variables are training and development. This conceptual framework demonstrates how training and development affect employee performance or how improving training and development also improves employee performance.



Human Capital Theory

The idea was first put forth by Schultz (1961) and expanded upon by Becker (1964), who categorized the expenditure on human capital as an investment as opposed to consumption. Knowledge, attitudes, skills, capacities, and other necessary characteristics that contribute to production are collectively referred to as human capital. According to the human capital theory, training is the only way for employees to gain specialized knowledge at their place of employment and increase their potential earnings in the future (Nadler & Chernyak-Hai, 2014).

According to Becker, "physical means of production" like factories, buildings, and machinery are the same as "human capital." Education and training are investments in human capital, and the results depend on the rate of return generated by the human capital that companies hold. Therefore, the yield of output would be greater the more money invested in human capital. In order to ascertain whether training and development programs boost employee performance in Larkana's educational sector and whether performance improves after training, the study will apply the Human Capital Theory.

The study findings establish that there is absence of investment on training and development of employees that hinders the productivity of employees and achieving employees' goals.

Social Learning Theory

It was suggested to explain how people can learn more effectively via observation than from other learning methods. Observational learning is a process of paying attention, retaining, and replicating, according to Bandura (1977). Social learning theory suggests that by increasing knowledge, skills, and abilities through observation, training programs should be designed and transferred based on observation, in which the trainee learns things by gaining a complete understanding of the situation, then practically performing the tasks, and verbally explaining it to guide his own performance.

METHOD

Procedure and Respondents

This study determined how well employees performed in Larkana's educational sector after receiving training and development. To ascertain the link between variables and the concurrent effects of both independent and dependent factors, quantitative data analysis was conducted. The core data for this study came from the survey questionnaire and was acquired using primary data collection.

The respondents of the study were selected from different institutes of Larkana including Shaheed Zulfikar Ali Bhutto Institute of Science and Technology, Quaid-e-Awam University of Engineering, Science & Technology Larkano, University of Sindh, Shaheed Mohtarma Benazir Bhutto Medical University, Szabist Intermediate college and Szabist ZABTech with particular focus on teachers and staff of marketing, HR, finance and examination department. Therefore, 200 respondents from the Larkana educational sectors' targeted audience were thus included in this study.

Non-probability sampling technique was used as sampling method under which convenient sampling method is used.

Research Instrument

The instrument that is used in the research is structured questionnaire and the research in quantitative questionnaire is based on 20 questions. The demographic profile in the study area focused on five questions that; gender, age, level of education, marital status and period of service.

The questionnaire data is analyzed using Statistical Package for Social Sciences (SPSS IBM Version 20). Variables are coded and analyzed through the software named SPSS to identify the tools such as Regression Model, Correlation and Cronbach's Alpha. Demographic factors such gender, age, education, marital status and period of service are rationally discussed. The measure of study is Likert Scale

of 1 to 5 as “strongly disagree”, “disagree”, are “neutral”, “agree”, or “strongly agree” is used.

Source of Questionnaire

For answering the research questions, primary data source is used that contained the information collected from the study respondents through survey questionnaires.

The questionnaire for conducting the survey was borrowed from the research paper of Abeba Mitiku Asfaw, Mesele Damte Argaw and Lemessa Bayissa (2015) for both variables (independent and dependent). The questions of dependent variable (employees' performance) were based on self-evaluating performance with parameters like improvement in skills, attitude and knowledge, motivation, job satisfaction, commitment to work, work efficiency, improvement in quantity and quality of work, reduction of absenteeism and error correction.

Measures

Descriptive analysis

	N	Minimum	Maximum	Mean	Std. Deviation
TD	200	1.90	5.00	4.0655	.45805
EP	200	1.70	5.00	4.1475	.46710
Valid N (listwise)	200				

Reliability analysis

Cronbach's Alpha	N of Items
.854	20

Correlation analysis

		EP
TD	Pearson Correlation	.736**
	Sig. (2-tailed)	.000
	N	200
		1
		200

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

Regression analysis

Model	R	R Square
1	.736a	.542

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	23.521	1	23.521	234.058	.000b
Residual	19.898	198	.100		
Total	43.419	199			

a. Dependent Variable: EP

b. Predictors: (Constant), TD

RESULTS AND DISCUSSION

On demographic characteristics, results indicated that male respondents were higher than female respondents and the majority of respondents fall under the age group of 26-33 years. Findings also showed that most of respondents were married and having master's level of education. Findings also indicated that the most of respondents have been with their employer for the period of 1-5 years.

The study findings indicate that the respondents' demographic traits might significantly affect the effectiveness training and development program. The decision of respondents to participate in training and development programs can be influenced by their age. Because they

must also take care of their families, older employees may not be interested in attending training programs and being the daily breadwinner. Marital status was asked as employees come with family care responsibilities making them difficult to attend the training programs. Especially women face such difficulties as they play many roles being a daughter, sister, wife and mother make them miss important trainings.

The standard value of Cronbach's alpha is 0.60 and our study observed 0.845 that accounts for 84.5% of reliability and indicates the higher level of internal consistency for the scale. The Mean value for the independent variable "training and Development" is 4.0655 which means respondents are more skewed to 'Agree'. And the Mean value for the dependent variable "Performance" is 4.1475 which means respondents are also skewed to the response of 'Agree'. The relationship between Training and Development and Employees' Performance is 0.736 which shows that there is a positive relation between these two variables. The adjusted R square is 0.542 and is less than the standard value 0.60, which is only contributing 54% hence, we can depict that the model of 'Training and Development and Employees' Performance' is not a good fit model and does not fit well in the set of observations. The t value 5.461 shows the variance of Training and Development and Employees' Performance, as the value calculated is more than the standard value which is 2, it means there is a significant impact of Training and Development on Employees' Performance.

Many respondents agreed that training has made changes into their performance aspects such as quality (accurate and timely output), quantity (work capacity), competences (ability to utilize skills and knowledge), working relationship ability (teamwork), management and leadership performance ability (resolving errors).

CONCLUSION

The research demonstrated that training and development have a statistically significant and favourable effect on employees' performance. More specifically, there is a far greater correlation between training and development and employee performance. The results of this study showed that the quality and quantity of work in educational sector is primarily influenced by new trends, technology, and services, as well as government laws. In order to get a competitive edge and retain employees, training and development of human resources tend to play a key and crucial role in improving employees' knowledge, skills, abilities and competencies.

According to the Human Capital hypothesis, well-planned investments in training and development programmes have a positive impact on organizational performance. Since the educational sector in Larkana has well-established policies on training and development but unfortunately, these policies are not being applied as intended. Policymakers should follow training policies and plans as well as Training Needs Assessments to ensure that the training programmes, they provide to their staff are not just routine tasks but rather it improves their employees' job performance in light of deficiencies in the educational sectors compliance with training policy. Employees who felt the need to alter their behaviour or attitude and had desire to improve their performance by learning new skills to meet the demands of contemporary service delivery trends, had self-sponsored to participate in such trainings. The employer should reallocate the funds to appropriate departments in order to ensure that they are fully utilized. This should be done on the basis of the staff's self-sponsorship in training and development, where they are free to choose the types of trainings they participate.

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