



MOHAMMED ALHAJI YUSUF & NORHASNI ZAINAL ABIDDIN

## Relationship between Training and Job Performance to Enhance Human Resource Development

**ABSTRACT:** Training reinforced individuals to acquire knowledge, skills, and attitudes through learning practises to achieve effective performance. HRD (Human Resource Development) theories support the significance of training, in which it is considered as one of the factors in accomplishing organizational objectives. Previous studies suggested that employee training is a significant predictor of employees' job performance. This article, by using the qualitative approach and literature review method, tries to elaborate pertaining the relationship between training and job performance to enhance the HRD in general. The aspects of training purpose, employee performance, on-the-job training, theories on training, and training dimensions will be discussed and elaborated in the context to enhance the HRD. Study showed that on-the-job-training enhances employee performance and there were strong positive relationship between training and performance of employees. Training increases the efficiency and effectiveness of both the lecturers and the institution itself. Employee performance depends on many factors, but the most important factor is training. Knowledge workers can easily accomplish their tasks successfully with high self-sufficiency level. Therefore, management should build their interest in continuously training their employees according to requirement of working environment and positively perceiving and responding their feedback. It was recommended that all employees should be involved in training to enhance employee knowledge, skills, ability, competencies, and expected behaviour. This could also be done through support and participation.

**KEY WORDS:** Training; Job Performance; Knowledge, Skill, and Attitude; Human Resource Development.

### INTRODUCTION

R.A. Swanson (1995) defined the HRD (Human Resource Development) as the method of developing and applying an employee competency through training and development with the aim of improving

organisation performance (Swanson, 1995). According to R.A. Swanson (2001) also that HRD is specifically targeted to three areas of application: human resource management, career development, and quality improvement (Swanson, 2001).

**About the Authors:** **Mohammed Alhaji Yusuf** is a Student of Graduate Program at the Department of Professional Development and Continuing Education, Faculty of Educational Studies UPM (University of Putra Malaysia) in Serdang, Selangor Darul Ehsan, Malaysia. **Assoc. Prof. Dato Dr. Norhasni Zainal Abiddin** is a Lecturer at the Department of Professional Development and Continuing Education, Faculty of Educational Studies UPM in Serdang, Selangor Darul Ehsan, Malaysia. E-mails address: [alhajiyusufm@gmail.com](mailto:alhajiyusufm@gmail.com) and [nonie@upm.edu.my](mailto:nonie@upm.edu.my)

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D. Ulrich (1997) posits that human resource will achieve its eminent position, if it transitions from administrative and clerical roles into a strategic partner, which will enhance organisational long term objective (Ulrich, 1997). HRD is centered on employee performance and organisational effectiveness. Its long term value will depend on how practitioners and scholars address numerous challenges facing the field which includes organisational cultures, technological innovation, environment, and employee attitudes and behaviour (Ulrich, 1997; Byremo, 2015; and Oriordan, 2017).

Training is an organised process by which individuals acquire knowledge or skills for a specific purpose (Farooq & Khan, 2011). This means that the trainees shall acquire new manipulative skills, technical knowledge and skills on the job in such a method as to aid in the attainment of organisational objective (Iqbal *et al.*, 2012). The main rationale of training is to acquire and improve knowledge, skills, and attitudes towards work related tasks. It is one of the most important potential motivators, which can lead to both short-term and long-term benefits for individuals and organizations (Nassazi, 2013; and Oriordan, 2017).

According to S.P. Robbins (1998), many people view motivation as a personal attribute (Robbins, 1998). Studies have, however, revealed that motivation is as a result of interaction between an individual and the situation (Robbins, 1998; and Carr, 2005). D.A. Olaniyan & L.B. Ojo (2008) also define motivation as the willingness to exert high levels of effort towards organizational goals conditioned by the efforts and ability to satisfy some individual need. Motivated employees tend to learn and apply acquired skills and knowledge more effectively; while associated benefits increase positive feelings toward an institution and, therefore, enhance affective job performance (Olaniyan & Ojo, 2008).

The significance of this knowledge lies in the concept that the lecturer should have the capacity to bridge content information to his or her practice of teaching; and the nature of this bridge requires a clear knowledge and understanding of the conceptions of three

key areas of learners, curriculum, and social contexts. A.A. Benedicta (2010) suggests that a strong foundation in subject matter would allow academics to use this knowledge flexibly to command teaching strategies that address a variety of techniques to become skilled at in today's complex society and economy (Benedicta, 2010).

According to W.L. Njanja *et al.* (2013), knowledge takes place when the performance of people changes based on the results from experiences. Therefore, one assess if learning has effectively taken place by comparing and contrasting a person's performance earlier than on a plan and after; therefore, there should be a behavioural change when training takes place effectively (Njanja *et al.*, 2013). Educational environment change from time to time which calls for continuous upgrading of employee knowledge, skills, and attitude to improve on their job performance and ability to adapt to the rapidly changing economic situation to remain competitive (Archieve, 2008; and Nassazi, 2013).

However, effect of training is mostly regarded as formal exercise in order to maintain appropriate knowledgeable people for now and in the future. Recruiting, selecting, orienting, and then placing workforce to the institution and their professions do not ensure achievement. In most cases, there may be gap between staff, attitude, knowledge, and skills and what the profession stresses. The gap must be complete through training programs; therefore, change in attitude, knowledge, skills, and experience of academics has direct effect on institutions input to achieve objectives (Archieve, 2008; Nassazi, 2013; and Day & Sammons, 2014).

This article, by using the qualitative approach and literature review method (Guest, 2011; Day & Sammons, 2014; Tracey, 2014; Manuti *et al.*, 2015; and Torracco, 2016), tries to elaborate pertaining the relationship between training and job performance to enhance the HRD (Human Resource Development) in general. The aspects of training purpose, employee performance, on-the-job training, theories on training, and training dimensions will be discussed and elaborated in the context to enhance the HRD.

## FINDINGS AND DISCUSSION

**Purpose of Training.** Moreover, T.L. Amos, A. Ristow & L. Ristow (2004) postulated that training is the process that provides employees with the knowledge and the skills required in operating within the systems and standards set by management (Amos, Ristow & Ristow, 2004). Study of A. Elnaga & A. Imran (2013) stated that training will be used as planned activities on the part of the organization targeted towards increasing the job knowledge and skills, or to modify the attitudes and behaviours of employees in ways consistent with the goals of the institution and the requirements of the job (Elnaga & Imran, 2013).

This definition has been chosen because, as in the study of A. Elnaga & A. Imran (2013), the researchers will include into employee training not only formal but also informal and on-the-job training as well as other professional development activities (*cf* Misko, 2008; Elnaga & Imran, 2013; and Manuti *et al.*, 2015). P.F. Drucker (2008) supported this by saying that next to schooling, human capital increase after entrance into the workplace is considered significant to economic performance at both the employer and the employee level (Drucker, 2008).

Job performance refers to behaviour that are directly involved in creating service, or activities that provide indirect support for the organization's core methodological processes (Armstrong, 2001; Drucker, 2008; and Adewale & Anthonia, 2013). Performance is a construct and an extremely dynamic measure that determines organizational successes or failures. A. Elnaga & A. Imran (2013) define performance as the attained outcomes of actions with skills of workers who perform in some situation (Elnaga & Imran, 2013). According to H. Abdullahi (2014), the performance of a worker is his/her subsequent behaviour on a job, which can be observed and evaluated (Abdullahi, 2014).

Polytechnics in Nigeria have move towards to recognize that training offers ample of technique of developing skills, enhancing job performance, efficiency and value of work, and make-up the reliability to the institution (Treichel ed., 2010; and Babagana, 2014). M.J. Armstrong (2001)

stated that ineffectiveness of not training lecturers reduces the institutional efficiency (Armstrong, 2001). Lectures are the underpinning of any institution, that is the stability and development of institution highly relied on academic staff performance. It is an advantage to measure staff's efficiency in terms of the significance of work achieved (Armstrong, 2001; and Babagana, 2014).

**Employee Performance.** Furthermore, the institutional teaching and technical development cannot take place without well-trained lecturers (Benedicta, 2010). However, education at this level is not predictable to be these expectations without dedicated, commitment, hardworking, efficient, and well knowledgeable academics whose attitude, skill, and knowledge to work and compared with the world best practices. Training has long been fundamental concern in organizational settings. Institutions rely on learning strategies, training, and development of knowledge efforts to prepare their academics (Farooq & Khan, 2011; and Rafiei & Davari, 2015).

Moreover, according to M.J. Armstrong (2001), training is the process of teaching otherwise giving new and old employee the basic skills and knowledge they required perform their work (Armstrong, 2001). Training is an educational process through which people can learn new information, re-learn, and reinforce existing knowledge and skills; and more importantly have time to think and consider what new options can help them improve their effectiveness at work (Armstrong, 2001; and Scott, 2015).

**On-the-Job Training.** It is a training that is planned and structured that takes place mainly at the normal workstation of the trainee – although some instruction may be provided in a special training area on site – and where an executive, supervisor, trainer or peer colleague spends significant time with a trainee to teach a set of skills that have been specified in advance (Hogarh, 2012; Chepkosgey *et al.*, 2015; and Galhena & Mihirani, 2015).

On-the-job training looks at methods that are applied in the workplace, while the employees are actually working. On-the-job

training is the most common and popular training employees get when they first join an organization and in some cases that is the only training available. On-the-job training shows a significant role in the development of institutions, enhancing performance as well as increasing productivity, and ultimately putting institutions in the greatest position to face competition and stay at the maximum (Hogarh, 2012; Chepkosgey *et al.*, 2015; Galhena & Mihirani, 2015; and Wormley, 2015).

This means that, there is a significant relationship between organizations that train their staffs and organizations that do not (Iqbal *et al.*, 2012). Every organization, that is committed to generate returns for its executives and providing quality service for its regulars and beneficiaries, must invest in the on-the-job training for its employees. In order to sustain economic growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organizations (Iqbal *et al.*, 2012; and Nassazi, 2013).

**Theories on Training.** The significance of knowledge lies in the theory that the lecturer should have the capacity to bridge content knowledge to his or her practice of teaching and the nature of this bridge requires a clear knowledge and understanding of the conceptions of three key areas of learners, curriculum, and social contexts. Lecturers must first know and understand their subjects they teach in order to help students develop a rich understanding and appreciation of the content. In the educational context, skill be referred to as achievements or behaviours to be acquired through practice or training to facilitate the student learning and classroom management (Chong & Cheah, 2009; Chintaloo & Mahadeo, 2013; and Serdyukov, 2017).

According to A. Shafiqhi (2013), effective lecturer education requires lecturer to integrate multiple kinds of knowledge, attitude, and skills as they are used in practice to forge connections between theory and practice (Shafiqhi, 2013). Primarily they must have a collection of illustrations that combine training methods with subject matter and provide appropriate outline to continually make learning interesting (Kuvaas & Dysvik,

2009). Similarly, consistency theories assume that individuals need to have consistency among their knowledge, skills and attitudes, and modify to achieve objective (Chase, 1994; Harrison, 2000; and Fabrigar *et al.*, 2006).

**Training Dimensions.** According to B. Pool (2007), many people view motivation as a personal trait (Pool, 2007). Studies have, however, revealed that motivation is as a result of interaction between an individual and the situation. Motivation for training can be the degree to which employees are willing to make efforts to improve themselves and their task performances with training (Kuvaas & Dysvik, 2009; Dobre, 2013; and Kuranchie-Mensah & Amponsah-Tawiah, 2016).

Motivated employees tend to learn and apply acquired skills and knowledge more effectively while associated benefits increase positive feelings toward an institution and, therefore, enhance affective job performance. Intrinsic job satisfaction may come from performing a task well and from being able to exercise a new repertoire of skills. Benefits for the organization include improved employee work performance and efficiency; shorter learning time which could lead to less costly training and employees being “on line” more quickly; decrease in wastage; fewer misfortunes; less absenteeism; lower labour turnover; and greater student’s satisfaction (Benedicta, 2010; Burton, 2012; and Kuranchie-Mensah & Amponsah-Tawiah, 2016).

Therefore, training becomes one of the most important potential motivator and, hence, the following benefits do accrue from training programmes. The lecturer on training suggested that staffs who reflect positively on benefits of training would be more affectively guarantee to the institution that provided training (Aguinis & Kraiger, 2009; Xiao, 2010; and Njanja *et al.*, 2013).

**Discussion.** It was revealed that training provide strategies on how to manage work stress, increases performance and efficiency, enhances commitment of responsibilities, improves intelligent quotient, and improves techniques to discharge responsibilities. The study also revealed that training facilitates acquisition of skills and knowledge that support attainment of institutions objective.

The study also disclosed that most of the employers offered training to their employees to improve work efficiency, to deliver skills that are presumed to be more academically inclined, improve competency of lecturers, boost the morale of the lecturers, and also to provide strategies to that will aid realization of objectives (Chinelo, 2011; and Robson & Manacapilli, 2014).

It is in relation with this opinion that M. Farooq & A.M. Khan (2011) lamented that training has been the main factor for influencing the employee's skills, abilities, and attitudes (Farooq & Khan, 2011). They added that for employees to embed these attributes in them, there is an immense need of continuously educating and training them about how to improve their individuals as well as group performance, because knowledge workers can easily accomplish their task successfully been the main factor for influencing the employee's skills, abilities, and attitudes (Farooq & Khan, 2011; and Dike, 2013).

Training empowers academics job performance with greater accuracy and preciseness, which are all accepted are the observation made by A. Shafiqhi (2013), when he state that institution that provide training benefits not only from development of skills and knowledge of its academics as significance from increased efficiency and performance of staffs (Shafiqhi, 2013).

Similarly, B. Archieve (2008) mentioned that the objective of training is to achieve change in the behaviour of those trained employee (Archieve, 2008). This means that the trainees shall acquire new manipulative skills, technical knowledge, and change in attitude on the job in such a way to support in the achievement of institutional objectives. Training provides problem solving techniques and strategies, which guarantees self-confidence and self-governing (Archieve, 2008; and Ngure, 2013).

D.A. Olaniyan & L.B. Ojo (2008) stated also that training can solve variety of manpower problems, which inspire against optimal output in institutions (Olaniyan & Ojo, 2008). B. Kuvaas & A. Dysvik (2009) state that motivated employees tend to learn and apply acquired skills and knowledge

support this assertion more effectively. They advanced that training and development enhance emotional performance of academics, when extensively trained (*cf* Olaniyan & Ojo, 2008; Kuvaas & Dysvik, 2009; Zhang, 2012; and Nassazi, 2013).

According to B. Archieve (2008), it is the process of teaching or giving new employees the basic skills they need to perform their jobs. He, further, stressed that training is an educational process through which people can learn new information, re-learn, and reinforce existing knowledge and skills; and more importantly have time to think and consider what new options can help them improve their effectiveness at work (*cf* Archieve, 2008; AACTE, 2010; and Scott, 2015).

Therefore, it does not make any sense when somebody to say that training is a waste of time considering the assertions made by these authors and many more. Academics that have more on-the-job experience have better chance of performance, because there is an increase in both the skill and competencies as a result of more on-the-job experience (Nassazi, 2013; and Rafiei & Davari, 2015). In this context, B. Pool (2007) observed that human resource is very important and the backbone of every organization and it is the main resources of the organization (Pool, 2007). Therefore, learning institutions should invest huge amount on the human resource capital, because the performance of lecturers will ultimately increase the performance of the school (Elnaga & Imran, 2013; and Rafiei & Davari, 2015).

H. Yang (2008), on his part book, lament that performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Yang, 2008). M.O. Agwu (2013) explains also that to improve the organizational performance and the employee performance, training is given to the employees of the organization (Agwu, 2013). Along this view is A.A. Benedicta (2010), who explains the correlation between training and other variables, when he remarks that training is important for the employee development; and the employee development encourages self-fulfilling skills and abilities of

employee, decreases operational costs, limits organization liabilities, and changing goals and objectives (*cf* Benedicta, 2010; Zhang, 2012; and Elnaga & Imran, 2013).

This is why M.B. Ahmad, E. Wasay & S.U. Malik (2012) state that training is of growing importance to companies seeking to gain advantage among competitors. They, further, collaborate that statistics have indicate that investment in training is continuing to grow as more and more companies realize its importance (Ahmad, Wasay & Malik, 2012). Ameerq ul Ameerq & F. Hanif (2013) explain also that performance is the key element to achieve the goals of the organization; so performance increases the effectiveness and efficiency of the organization, which is helpful for the achievement and efficiency organizational goals (*cf* Zhang, 2012; Ameerq & Hanif, 2013; and Nassazi, 2013).

However, M. Asim (2013) stated that training becomes imperative if only the organization want to stay on board and gain competitive advantage (Asim, 2013). Note that education at polytechnics' level is not predictable to live up to these expectations without dedicated, commitment, hardworking, efficient, and well knowledgeable lecturer whose attitude, skill, and knowledge to work and compared with the world best practices (Asim, 2013; Aaltonen *et al.*, 2013; and Kantane *et al.*, 2015).

The creation and transfer of knowledge in an organization has become a critical factor in an organizations success and competitiveness. Numerous organizations are now concentrating their efforts on how knowledge, particularly tactic knowledge that exist in the organization, can be transferred across the organization (Agwu, 2013; Omotayo, 2015; and Janus, 2016). Thus, it is the knowledge and skills acquired for the job that makes employees effective and efficient.

## CONCLUSION

One of the most important resources of all organizations is the people. People develop ideas that eventually become product(s) that satisfy people's want and needs. Training increases the efficiency and effectiveness of both the lecturers and the institution

itself. Employee performance depends on many factors, but the most important factor is training. Knowledge workers can easily accomplish their tasks successfully with high self-sufficiency level. Therefore, management should build their interest in continuously training their employees according to requirement of working environment and positively perceiving and responding their feedback.

It is, therefore, strongly suggested that all stakeholders, the mayor, directors, senior managers, junior managers, supervisors, and the employees should be involved in one way or the other in training as there is a positive relationship of training and performance to enhance employee knowledge, skills, ability, competencies, and behaviour. This could also be done through support and participation.<sup>1</sup>

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<sup>1</sup>**Statement:** Herewith, we state that our article is not a product of plagiarism, because it passed the *authenticity test* administered by the UPM (University of Putra Malaysia) in Serdang, Selangor Darul Ehsan, Malaysia. It is not yet submitted to any journal, if received then we will abide to the governing rules and regulations of the *EDUCARE* journal in Bandung, West Java, Indonesia.

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### Human Resource Development

(Source: <http://www.promed.co.id/page/view/hrd>, 9/10/2017)

One of the most important resources of all organizations is the people. People develop ideas that eventually become product(s) that satisfy people's want and needs. Training increases the efficiency and effectiveness of both the lecturers and the institution itself. Employee performance depends on many factors, but the most important factor is training. Knowledge workers can easily accomplish their tasks successfully with high self-sufficiency level. Therefore, management should build their interest in continuously training their employees according to requirement of working environment and positively perceiving and responding their feedback.