

IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE: A STUDY OF TELECOMMUNICATION SECTOR IN PAKISTAN

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Abstract

In this study Training practices of Telecommunication Sector in Pakistan were examined to determine their impact on Employee performance. Based on a combination of literature review and questionnaire surveys, this paper explores that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. For this study 360, questionnaires had been distributed among the employees of five telecom companies. It has been observed that most organizations meet their needs for training in an ad hoc and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. The study concludes that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance.

Keywords: Training, Employee Performance, Salary, Job Involvement

1. Introduction

For any enterprise to function effectively, it must have money, materials, supplies, equipment, ideas about the services or products to offer those who might use its outputs and finally people, which is the human resource, to run the enterprise. One major area of the Human Resource Management function of particular relevance to the effective use of human resources is training. Few people these days would argue against the importance of training as a major influence on the success of an organization. Employees are a crucial, but expensive resource. 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. The importance of training as a central role of management has long been recognized. The one contribution a manager is uniquely expected to make is to give others vision and ability to perform. Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process. Training should be viewed therefore as an integral part of the process of total quality management. The recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development. Many organizations meet their needs for training in an ad hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations however set about identifying their

training needs, then design and implement training activities in a rational manner, and finally assess results of training. The study intends to investigate the impact of training on employee performance in Telecommunication Sector. It has been observed that from last decade Telecommunication sector has been the fastest growing sector in Pakistan. In very short span lots of changes occurred in this sector with respect to network coverage, marketing strategies, technological requirements and intensifying competition, which resulted in increasing demand for well trained workforce. Therefore the present study focused on effect of training on employee performance. For a firm's performance, innovativeness and competitiveness, the most vital ingredient is its workforce's knowledge and skills. If an organization wants to remain competitive then it has to maintain continuous improvement and workplace education. Fast pace technological development and organizational change help employers to realize that success demands the enhancement of employee skills and abilities and it requires uninterrupted investment in training and development. Training is the systematic attainment and expansion of the knowledge, skills, and attitudes. Training is required by the employees to sufficiently execute a task or job and to improve performance in the job environment.

2. Literature Review

2.1 *Impact of Training on Employee Performance*

In the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (April, 2010). Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (April, 2010). Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans and Lindsay, 1999). The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc, i.e. something which the trainee desires (Flippo, 1976). There are four prerequisites for learning: Motivation comes first. Cue is the second requirement. The learner can recognize related indicators (cue) and associate them with desired responses with the help of training. Response comes third. Training should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives and indicates in the quality of his response. This response must be given as quickly as possible to make sure successful learning (Leslie, 1990).

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2000). Kenney et al., (1992) stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees' tasks which reflect the quality desired by the organization can also be termed as performance. While much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. Job characteristics and firm background were found to play key roles in determining training provision. Workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training. However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Earnings differentials were not found to correlate with different types of training. Unlike in developed countries, training in China was usually intended to remedy skills deficiencies, rather than enhance productivity (Ying Chu Ng, 2004). There is a positive relationship between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta

and Appiah, 2010). It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and that organizations that do not (Benedicta and Appiah, 2010). Organization that is dedicated to generating profits for its owners (shareholders) and providing quality service for its customers and beneficiaries usually invest in the training of its employees (Evans and Lindsay, 1999).

2.2 Impact of Training on Salary of Employees

Francesconi, and Zoega (2002) identified conditions under which the salary compression associated with imperfectly competitive labor markets will increase the incentive for firms to finance general or transferable training. In this context, salary compression implies that post-training productivity is increasing in training intensity at a faster rate than salary. Hence, the gap between productivity and salary is increasing in training intensity and, by definition, a firm's profits over some range. But the amount of training provided in equilibrium will be sub-optimal from society's viewpoint. Diverse results have been found in different research works regarding the effect of training on salary. According to Human Capital Theory on the Job Training has positive effect on salary increment because training has the potential to enhance labor productivity (Becker, 1962).

Organization's compensation system has foremost impact on transfer of training. When organization analyze the importance of training and reward their newly trained employees, then the workforce will be motivated towards passing on those skills. According to Expectancy Theory, Employee motivation increases when meaningful rewards are given to those employees who effectively transfer training (Vroom, 1964).

Training is categorized into different types: for example, on the job training which is known as specific training as well and off the job training, which is also termed as informal training. On the job training works as a catalyst in the increment of salary (Lillard and Tan, 1992; Lynch, 1992; Bowers and Swaim, 1994, and Hill 2001). Off the Job Training does not have worthwhile effect on salary (Lynch, 1992 and Veum, 1995). The increase in income from on the job training is approximately 12% to 15 % whereas it is 2 % to 8% increase in case of off the job training (Mincer, 1996). In case of informal training, the increment in salary is about 2 % (Bowers and Swaim, 1994). In manufacturing sector there is 0.9% enhancement in earnings due to on the job training (Xiao, 2001).

Salary tends to increase as a result of on the job training when the employee remains with the present employer. In case of change of employer, the previous on the job training will have no positive change on earnings (Booth, 1993 and Lynch, 1992). There is an association between mentoring and coaching of employees with the enhancement of salary and earnings (Ok and Tergeist, 2003). Whereas the workforce who do not take training have minimal chances to avail increment in salary. Training of workforce significantly enhances the earnings of financially deprived females as well as of underprivileged males, further studies analyzed that mentoring and coaching do not show noticeable impact on the salary of newly hired employees (Heckman, Lalonde, and Smith, 1999).

2.3 Impact of Salary on Employee Performance

Salary has been viewed as an important determinant factor for employee increased performance and have been shown to influence an employee's decision to leave or to stay in the organization (Kline & Hsieh, 2007). Performance based payments have an effective relationship with performance improvements. Every worker wants to earn more so they put extra effort to produce more units. Performance based payments stimulate and motivate workers to be more creative in generating more efforts. Due to performance based payments capable workers earn more than ordinary workers (Lazear, 1999).

In case studies of different firms it was found that production increased, when system changed from monthly salary to daily wages. This means that increased wages have direct effect on employee performance (Lazear, 2000). In case of fruit pickers, the progress of workers increased significantly when pay system was shifted from incentive pay (Bandiera et al., 2005). Managerial performance bonuses have the capability to enhance employee output. As far as posts of higher management are concerned, managers often emphasize on recruiting and retaining capable workers by moving from piece rate to salary. The core purpose of this activity is retaining efficient man power by providing more incentives (Bandiera et al., 2007).

People who work on monthly pay system do not show noticeable enhancement in their production while the workforce who is employed on piece rate system usually shows enhanced output (Fernie and Metcalf, 1999). Practically there is no direct relationship between salary and performance because employees get their salary after a specific time period. Employees just try to achieve goals and have willingness to exert extra effort because they

want to be considered in good books of management (Kleiner, 2005). Good Performance supposes to be a building block for career development. If an employee has good performance in his organization then there are high chances that other competitive organization would get attracted towards that employee and offer him a handsome package in their organization. In the long run salaried employees can get some extra payments through delayed payments and extra benefits for example gratuity and pension. Good performance can result in contract renewal. Salary can provide income security to the employees. In short term performance oriented contracts; the element of salary is missing, in that case employers pay on time based payment and piece rate system. Performance can be enhanced by creating healthy competition among salaried employees. After this activity employees are motivated to prove their capability (Pendleton et al, 2009).

2.4 Impact of Training on Job Involvement of Employees

Job Involvement is a psychosomatic recognition or dedication towards occupation (Kanungo, 1982). There are different levels of every individual of being committed to the assigned tasks (Paullay et al., 1994). In different studies scholars find out that actually job involvement is based upon internalization of norms and artifacts according to the importance of job assignments (Lodahl and Kejner, 1965). The employees who are very committed to the job assignments suppose that job assignments are essential part of their lives. After their better output they feel satisfaction, this nature of job involvement deemed towards self esteem (Lodahl and Kejner, 1965). Personnel become highly motivated for doing innovative tasks when they feel high involvement in their jobs (Kanungo, 1982).

The construct of job involvement is rather similar to organizational commitment in that they are both concerned with an employee's identification with the work experience but these constructs differ in that job involvement is more closely linked with identification with one's immediate work activities while organizational commitment refers to a person's attachment to the organization. It is likely to be involved in a specific job but not be committed to the organization or vice versa (Brown, 1996). Up to the extent the employees are involved in their jobs will affect the transfer of training to the workplace. Job involvement is the degree to which an individual identifies psychologically with the job and considers his/her perceived performance level important to self-worth (Blau and Boal, 1987).

High job involvement is linked with fewer absences and lower turnover rate. Employees are more concerned about their jobs performance, and are constantly looking for ways to improve their effectiveness if they rank high on job involvement. One way to improve employee performance is to efficiently transfer the skills and knowledge acquired during training to the actual job (Blau, 1986). Employees ranking high on job involvement are more motivated to learn and transfer skills to the actual work setting (Noe and Schmitt, 1986)

2.5 Impact of Job Involvement on Employee Performance

Job involvement is supposed to be a very vital element which plays an important role for human resource as well as for the organization. If employees are whole heartedly involved in all the issues which are directly related to their job assignment, then they try to take initiatives to remove many problems (Lawler, 1986). Job involvement is very healthy for individuals as well as for the organization but still it cannot be concluded that that job involvement has unlimited impact on the performance. Managers observed that the staff members who have high involvement in job assignments produce more efficiently as compared to those employees who do not want to indulge themselves in the assigned tasks (Brown 1996 and Diefendorff et al., 2002) Job involvement directly affects the performance. But some researchers emphasize on this perception that job involvement improves performance but to some extent only (Cron 1984; Dubinsky and Hartley, 1986), Brown and Leigh, 1996).

Job performance can be defined as employees perform their actions according to the requirement of the job (Borman & Motowidlo, 2001). Job involvement results in higher levels of in-role job performance by positively affecting employees' motivation and effort (Brown, 1996).

Involvement in the official tasks directly or indirectly influences the employee performance. Effort is an intervening element between the relationship of job involvement and performance (Brown and Leigh 1996). There is a positive relationship between job involvement and performance (Lassak et al., 2001)

A weak connection can exist between job involvement and employee performance due to some other variables. And job involvement is directly and indirectly affected by these variables and performance is automatically affected by the job involvement (Brown and Leigh, 1996).

According to the Mowday, Steers and Porter, (1982) job involvement is a relative strength which varies from person to person in the different firms.

Researchers described three features of professional commitment.

1. Accepting the rules and regulations of organization whole heartedly and take the goals and norms of the organization as goal of its own career.
2. Always ready to exert high level of energy for the well being of organization.
3. Willingness to be a part of organization for long term basis.

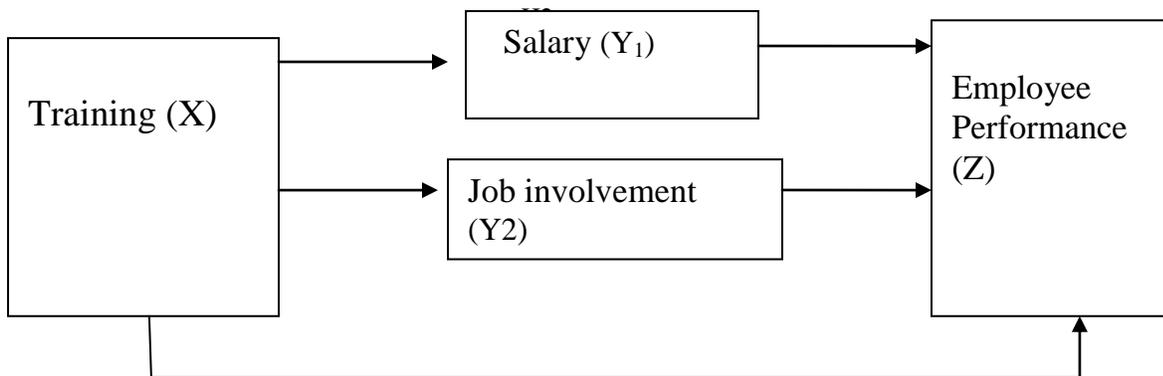
Job involvement enhances job commitment, which automatically enhances higher level of performance. Studies strongly argued on the relationship between job involvement and higher level of commitment and performance (Janis, 1989; Loui, 1995 and Brown, 1996).

Employees who are committed to their job assignments, they have high level of job involvement and there is a very constructive relationship between job involvement and performance. Research studies show that there is not a compulsion that the workforce who is more committed to the job is also expected to remain in the organization for the long time period. Such type of workforce is more successful and beneficial for the organization as compared to the workforce who is not genuinely committed to the organization and remains in the organization for life. Finally this description ends up on these words that job involvement enhances employee commitment and such type of employees put extra performance. In short, employee commitment works as a catalyst for the relationship of job involvement and performance (Meyer et.al.,1989; Konovsky and Cropanzano,1991)

3. Methodology

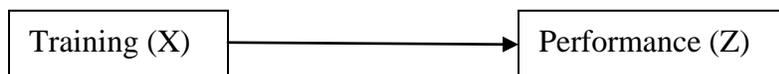
3.1 Theoretical Framework

In the literature review, it has been observed that training has an impact on different variables like salary, job involvement and Employee Performance. Organizational performance ultimately depends upon employee performance and training is a tool to improve employee performance. The following theoretical framework has been formulated to depict a relationship between training and employee performance, in the presence of intervening variables.



3.2 Variable Justification and Hypothesis Generation

Hypothesis 1: Impact of Training on Employee Performance



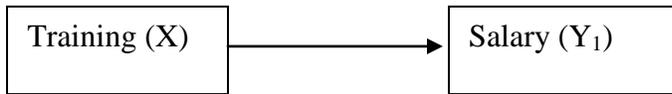
$$Z = \lambda_0 + \lambda_1 X$$

$$\text{Performance} = \lambda_0 + \lambda_1 \text{Training}$$

H₀: There is no impact of training on performance.

H₁: There is a positive impact of training on performance.

Hypothesis 2: Impact of Training on Salary of Employees



Salary = $\beta_0 + \beta_1$ Training

H₀: There is no impact of Training on Salary.

H₁: There is a positive impact of Training on Salary.

Hypothesis 3: Effect of Salary on Employee Performance



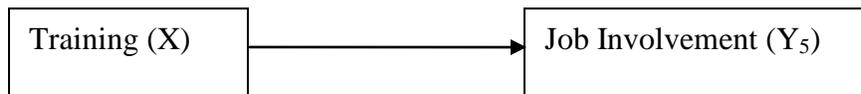
Z = $\alpha_0 + \alpha_1$ Y₁

Performance = $\alpha_0 + \alpha_1$ Salary

H₀: There is no impact of salary on performance

H₂: There is a positive impact of salary on performance.

Hypothesis 4: Effect of Training on Job Involvement



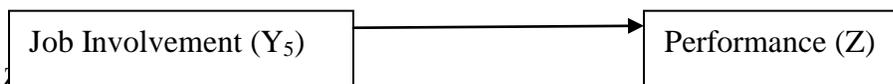
Y₅ = $\beta_0 + \beta_5$ X

Job Involvement = $\beta_0 + \beta_5$ Training

H₀: There is no impact of training on Job Involvement.

H₃: There is a positive impact of training on Job Involvement.

Hypothesis 5: Impact of job Involvement on performance



Performance = $\alpha_0 + \alpha_5$ Job Involvement

H₀: There is no impact of Job Involvement on performance.

H₄: There is a positive impact of Job Involvement on performance.

4. Data Analysis

4.1 Sampling

This research study finds out the impact of training on employee performance. For this purpose telecommunication sector has been chosen in the region of Rawalpindi / Islamabad, Attock, HassanAbdal and Taxila. Simple random sampling has been applied to guarantee that specific groups within a population are adequately represented in the sample and the efficiency is improved by gaining greater control on the composition of the sample.

Sampling Procedure

Sampling procedure	Telecom Companies	Simple Random Sampling
	Private	Reference based Convenient Sampling

The variables examined in this study are:

1. Independent: Training
2. Intervening Variables: Salary and Job Involvement
3. Dependent: Employee Performance

4.2 Sample size and Data Collection

The data has been collected through questionnaires having close ended questions. About 400 questionnaires were distributed to different people and a time of one week was given to them to fill the questionnaires. Questionnaires were formed by using 5 points Likert scale (1 for Strongly Disagree) and (5 for Strongly Agree).

Detail of data is given below:

4.2.1 Gender:

Insert Table 1

Nominal scale is being used to check the total number of male and female.

4.2.2 Age:

Insert Table 2

Nominal scale is being used to check the age of employees.

4.2.3 Salary:

Insert Table 3

Nominal scale is being used to check the salary package of employees.

4.2.4 Organizations:

Insert Table 4

For this research a survey has been conducted in Islamabad / Rawalpindi, Attock, Hassan Abdal and Taxila using questionnaire technique. For this 400 questionnaires were distributed in five telecom companies and 360 questionnaires were returned back. So, to check the response rate following formula was applied:

$$\frac{\text{Responded questionnaire}}{\text{Total questionnaires}} * 100$$

$$\frac{360}{400} * 100 = 90\%$$

So, the total response rate is **90%**

4.3 Analysis, Discussions and Findings

4.3.1 Descriptive statistics and Items Reliability

By the descriptive analysis of the data it is shown that standard deviation for all of the variables is less than 1. According to Cohen (2003), for the normal distribution of the data standard deviation must have a range of 0 to 1. As all variables in this study have standard deviation less than 1 therefore the data may be considered normally distributed and Pearson Correlation test may also be applied for testing the relationship among variables.

Insert Table 5

It can be seen by the descriptive statistics that training varies from 2.00 to 4.83 with a mean of 3.2421 and deviation from the mean is 0.79446. This variable has scale reliability of 0.907. Salary vary from 1.91 to 4.55 with an average value of 3.06 and a standard deviation of 0.609. Salary variable has scale reliability of 0.903. Job Involvement varies from 2.00 to 4.54 with a mean of 2.97 and a standard deviation of 0.6614 and scale reliability of 0.943. Employee Performance ranges from a minimum value of 1.85 to a maximum of 4.23 with an average value of 2.94. The standard deviation of this variable is 0.653 and scale reliability is 0.95.

4.3.2 Study Variables: Hypothesis Testing

All Hypotheses of the study have been tested by using statistical techniques through SPSS 12.0. Regression and Correlation technique is used to test the hypotheses. Pearson correlation, bivariate analysis and regression analysis are employed to check relationship of the variables. Pearson Correlation is used because data of this study have been found normally distributed. This type of test is used to identify the direction of relationship between two variables as independent and dependent.

4.3.3 Pearson Correlation

Insert Table 6

Table-6 explains direction and strength of the relationship between all understudy variables. From the table, it is shown that there exists a positive relationship between Training and Salary and the strength of this relationship is 55.2%. Salary and Performance are related positively and the strength is 57.7%. The relationship between Training and Job Involvement is positive and 54.4% strong. The positive correlation between Job Involvement and Performance is 78% strong. Finally, the positive relationship between Training and Performance is 50.8% strong.

All the relationships are significant at 1% level of significance for two tailed test.

4.3.4 Regression Analysis

For the test of this hypothesis and all variables relationship in other hypothesis regression analysis has also been used. Final results of regression analysis produced by the SPSS are reproduced in the table given below that represents the coefficients and variables of the hypotheses.

Insert Table 7

Table-7 provides the results of constant, coefficients, coefficient of determination, T-value and P-value and F test.. Constant or y-intercept explains that if independent variable is zero then what will be the value of dependent variable. Coefficient is the slope of regression line and it explains that 1 unit change in independent variable will bring how much change in dependent variable. The value of Coefficient of determination (R^2) explains that how much variation in the dependent variable is explained by the identified independent variable. T-value shows that how the regression model results as a good predictor of the dependent variable. P-value explains the significance of all the coefficients. While, F-test shows the total strength of model.

Hypothesis – 1: Effect of Training on Employee Performance

Regression results show that the value of λ_0 is 1.052 that explains if emphasis on training is zero, performance will be 1.052. The value of λ_1 in the regression table is .582 that indicates 1% change in predictive variable (training) can change outcome variable (performance) up to 58.2%. Hence, if training is increased by 1%, this will result in increase of performance by 58.2%. This relationship is positive and significant as shown by small p-value. The value of R^2 is .501 that explains training accounts 50.1% variation in performance and this can be viewed that there might be other factors that bring variation of 49.9% in the outcome variable. The T-value for this hypothesis is 8.58 that represents training is good predictor of performance. The value of F-test shows that the model's strength is 33.57.

Hypothesis -2 Effect of Training on Salary of Employees

The value of coefficient (β_1) is .576 which indicates that 1% increase in training will bring 57.6% increase in Salary. It can be viewed that training has a significant positive effect on salary because p-value is less than 0.01. For hypothesis-1 regression results show the value of R^2 is 0.365 which explains that training brings 36.5% variation in Salary. This shows that there might be other factors that explain this variation and our model as training can explain 36.5% this means that 63.5% cannot be explained by training alone. T-value is 2.15 therefore it can be concluded that regression model results in good prediction of Salary. The value of F-test shows that the model's strength is 46.47.

Hypothesis – 3: Effect of Salary on Employee Performance

The results show that the value of α_0 is .385 that explains if emphasis on salary is zero, performance will be .833. The value of α_1 in the regression table is .833 that indicates 1% increase in salary brings 83.3% increase in performance. This relationship is positive and significant. The value of R^2 is .404 that explains salary accounts 40.4% variation in performance and this can be viewed as there might be other factors that bring variation of 59.6% in the outcome variable. The T-value for this hypothesis is 2.33 which represents salary as a good predictor of performance. The value of F-test shows that the model's strength is 54.63.

Hypothesis – 4: Effect of Training on Job Involvement

Regression results show that the value of β_0 is .962 that explains if emphasis on training is zero, job involvement will be .962. The value of β_5 in the regression table is .619 that indicates 1% change in predictive variable (training) can change outcome variable (job involvement) up to 61.9%. Hence, if training is increased by 1%, this will result in an increase of self-efficacy by 61.9%. This relationship is positive and significant as shown by a small p-value. The value of R^2 is .354 that explains training accounts 35.4% variation in job involvement and this can be viewed that there might be other factors that bring variation of 64.6% in the outcome variable. The T-value for this hypothesis is 2.10 that represents training as a good predictor of outcome variable. The value of F-test shows that the model's strength is 44.37.

Hypothesis – 5: Effect of Job Involvement on Performance

The results show that the value of α_0 is .266 that explains if emphasis on job involvement is zero, performance will be .266. The value of α_5 in the regression table is .867 that indicates 1% increase in job involvement brings 86.7% increase in performance. This relationship is positive and significant because p-value is less than 0.01. The value of R^2 is .760 that explains job involvement accounts 76.0% variation in performance and this can be viewed as there might be other factors that bring variation of 24.0% in the outcome variable. The T-value for this hypothesis is 9.28 that represents job involvement as a good predictor of performance. The value of F-test shows that the model's strength is 86.23.

5. Conclusion and Recommendation

The aim of this study has been to examine the impact of training on employee performance in the Telecommunication sector in Pakistan. The study was conducted with a set of hypotheses which relate directly to the research questions. The fundamental hypothesis states that there is a positive effect of training on employee performance. Data was collected through questionnaires; the analysis showed that there is a strong positive effect of training on employee performance.

Training is a key element for improved performance; it can increase the level of individual and organizational competency. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. Training need is any shortfall in employee performance, or potential performance which can be remedied by appropriate training. There are many ways of overcoming deficiencies in human performance at work, and training is one of them. Although the study looked into the role and impact of training on employee performance in the Telecommunication sector nevertheless it can also be implemented in other sectors as well. Training enhances skills, competency, ability and ultimately worker performance and productivity in organizations. It followed that organizational success relied on the skills and abilities of their employees, and this means that organizational success depends to an extent on considerable and continuous investment in training. This would ensure an adequate supply of staff that is technically and socially competent and capable of being developed into specialists for the relevant departments or management positions. In the

organizations there is a continual need for the process of staff development, and training fulfils an important part of this process.

It is recommended for the managers and organizations that:

‘Training Need Analysis’ should be given primary importance so that organizations can fully achieve desired training goals. Biasness should be minimized while selecting the candidates for training. Training programs should be linked with employee’s promotions so that these programs help increase employee motivation which ultimately results in high performance. Employees should be clearly communicated about the potential benefits of training programs so that they can participate whole heartedly. Trainer should be from within the organization because trainees feel more comfortable to communicate and discuss issues and problems. Evaluation of the training program is of vital importance because it helps in ensuring the effectiveness of the training program. The findings of this study suggest that training should made critical part of the organizational structure. For employee performance, innovativeness and competitiveness, the most vital ingredient is its workforce’s knowledge and skills. Those organizations which invest in employee training, and are aware of cut throat competition are the ones who know the importance of training. Fast pace technological development and organizational change helped employers to realize that success demands the enhancement of employee skills and abilities and it requires uninterrupted investment in training.

For future research it is recommended that same study can be conducted on other sectors of Pakistan like Banking Industry, Education Sector, petroleum Sector etc and along with these intervening variables some more variables like promotion, employee commitment, glass ceiling effect etc can be included in the model to increase the scope of the investigation.

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Tables

Table: 1

Telecom companies	
Males	327
Females	73
Total	400

Tables: 2

Telecom companies	
20-30	129
30-40	167
40-50	72
50 & above	32
Total	400

Table: 3

TELECOM COMPANIES	
Under 10,000	73
10,000-25,000	136
25,000-40,000	155
40,000-60,000	22
60,000-80,000	11
80,000& above	03
Total	400

Tables: 4

TELECOM COMPANIES	
Mobilink	90
Ufone	89
Telenor	92
Warid	78
Zong	51
Total	400

Table: 5 - Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Item Reliability
Training	360	2.00	4.83	3.2421	.79446	0.907
Salary	360	1.91	4.55	3.0660	.60926	0.903
Job Involvement	360	2.00	4.54	2.9704	.66147	0.943
Employee Performance	360	1.85	4.23	2.9382	.65275	0.950

Table: 6 - Pearson Correlation

	Training	Salary	Job Involvement
Salary	.552(**)		
Job Involvement	.544(**)	.659(**)	
Performance	.508(**)	.577(**)	.780(**)

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

Table:7 - Regression Analysis

Variables						
	Consta nt	Coefficient	R ²	T	P- Value	F
Training and Salary	1.197	.576	.365	2.15	.000	46.47
Salary and Performance	.385	.833	.404	2.33	.001	54.63
Training and Job Involvement	.962	.619	.354	2.10	.000	44.37
Job Involvement and Performance	.266	.867	.760	9.28	.005	86.23
Training and Performance	1.052	.582	.501	8.58	.000	33.57