

International Conference on Education and Educational Psychology (ICEEPSY 2011)

A Study on the Impact of on the job training Courses on the Staff Performance (A Case Study)

NaderBarzegar, Shahroz Farjad

Islamic Azad University, Islamshahr Branch, Educational Administration Department (Tehran, IRAN, ISLAMIC REPUBLIC OF)
Islamic Azad University, Islamshahr Branch, Educational Administration Department (Tehran, IRAN, ISLAMIC REPUBLIC OF)

Abstract

Nowadays, for development employees to achieve new knowledge and technology, culture building and improvement of staff performance, organizations hold different job-training courses. Therefore, measurement training effectiveness and its impact on employee performance has a lot of importance.

The present paper aims at determining the impact of on-the-job training courses on the performance of the employees at the Organization for Martyrs' Affairs.

The statistical population consisted of the managers and staff in 5 provinces; they were selected among those employees who had taken part in at least 2 courses since 2010(N=2700). The witness group (n=480) were selected through "improbable accessible sampling" method based on Morgan, Cohen and Krejcie tables. The data collection was done by the used of valid questionnaire and interviews. The Alpha index (=0.95) was used to measure item reliability. This applied study is done on the basis of descriptive survey method. Data analysis is done through application of both descriptive and interpretative statistics.

The findings of the study indicated that these courses affect staff performance to some extent, but the level of changes fall below the desired standard. The study questions found their proper answers and a number of optimization strategies were set forward that can be the area of the further studies.

Besides that, we mentioned some recommendations for performance improving of the Foundation's Training department that can be a Basis for next researches.

© 2011 Published by Elsevier Ltd. Selection and/or peer-review under responsibility of Dr Zafer Bekirogullari.

Keywords: Specialized Training Courses; Performance, on the job training.

1. Introduction

The recent decades have witnessed drastic changes in every organizational life; therefore, almost all human institutions have modified the process of their production of value, service providing, and upgraded the skills of their human resources as well as undergoing widespread restructuring.

The area of human resources and human expertise proved to be a major issue and underlying reason of competition among the organizations. (Swanson & Holton, 2001). The role of human has become the focus of the attention to the researcher and business sectors managers that the organizations need to develop their human resources to sustain their competitive edge. (Drucker, 1994, Steward, 1994, Quinn, Anderson & Finkelstein, 1996).

The knowledge and skills of human resources safeguards organizational life. The updating the upgrading of these skills makes organizations able to adapt to the new environment that is almost subject to the constant charge. These facts had made managers understand the importance of training their human resources as a means to improve the

overall performance of the organizations. (Jacobs & Washington, 2003). Managers like to measure the performance of their employees and improve its.

Organizations need to adapt constantly if they are to achieve sustained success. An organization's performance management processes are the primary mechanism for making decisions. (Axons, 2010)

In recent years many organizations have been busy implementing new or improved performance management systems. Recent research shows that the regular use of these systems leads to better organizational results. (Ahn, 2001; Ittner et al. 2003; Lawson et al. 2005; Said et al., 2003; Sandt et al, 2001).

Public and nonprofits organizations must be flexible and attuned to the needs of society. They must seek to improve the quality of their services by engaging in strategic human resources management. (Pynes, 2004)

The research finding show that the very common lack of achievement of desired levels of performance following typical training activities and other performance interventions. (Broad, 2005).

A lot of research has gone into the design and implementation of a performance management system and into the effects performance management has on organizational results. (Schiemann and Lingle, 1999; Stratton et al, 2005).

Performance management is 'The development of individuals with competence and commitment, working towards the achievement of shared meaningful objectives within an organization which supports and encourages their achievement'. (Lockett, 1992).

'Performance management is managing the business. (Mohrman & Mohrman, 1995). Performance management is: the process of 'Directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation'. (Walters, 1995).

Performance management is a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors'. (Armstrong, 2006).

There is no doubt that in spite of careful training and guidance some managers will be better at conducting performance review meetings than others. (Armestrang, 2006).

The major impact of training on the organizations can be summed up as follows:

- Improving the quantity and quality of organizations output.
- Increasing the chance of organizational success.
- Safeguards the organizational stability.
- Decreasing the risk of processes.
- Decreasing organizational costs and expenses
- Improving the management of the organization.
- Establishing the organization as national and international entities.

The training courses that are offered by organizations must be designed through considering the present and future needs of the employees and facilitate the learning of these skills. (Black, SE & Lynch, LM 1996 a).

One of the means of improving and upgrading the organizational performance is to improve the professional knowledge of the employee. This newly acquired knowledge is to enable managers to create new positions. (Vandewalle & Cummings. 1997).

The offering effective courses are usually costly, therefore; the managers expect the educators to be of the required efficiency in bring innung up the organizational charges. The impact of these new skills and courses need to be documented to be accountable in the following regards (Patrick, 2005):

- To what extent has the organizational quality improved?
- To what extent has the on-going learning habits developed among employee?
- To what extent new technologies has been implemented?
- To what extent has the expenses been reduced?
- Has there been any improvement in the process and productivity?
- Has there been any improvement in human relations and inter-organizational relations?

2. Research Review and literature

The two main concepts in the study are training and performance which will be defined as well. The interaction between all these concepts empowers the employees and makes them professionally qualified. The human resources

skills make up a major section of the processes such as training and development, employment and organization relationship. (Mello, 2002).

Training, which aims at empowerment, development, and qualifying employees through knowledge and skills, refers to end-oriented, organized, logical, on-going planned attempts to bring about the desired, change in the knowledge, skills, capability and attitude employees. (Lion, 2001). The process of training consists of four stages which include the defining of training needs as well as the evaluation of the training outcome. (ISO 10015, 1999).

The knowledge bases of training provide the company's employees with a new professional outlook that in the long run leads to a higher level of productivity. An individual's attitude towards an issue is in fact the vision that he/she forms around that entity. Positive attitude affects the productivity of the organization, while skills refer to the employees' ability in undertaking the practical tasks. The employees feel more efficient and confident in performing their duties when they learn what data would be needed, how the data must be collected and interpreted. (Appelbaum & Armstrong, 2003).

The results of studies done in the area of training human resource have already indicated that these training courses upgrade employees' skills and increase productivity in the organizations. A study by the management association of the United States, with study population of 2400, indicated that in 86% of the cases showed that evaluation depends on decision making. 65% depends on consultation, 64% on training, 45% on promotion, 43% on employment scheme, and 30% on the human resources. (Cones & Jenkins, 2002)

The concepts of performance are studied through evaluation of overall performance and the management of the performance. The evaluation of performance is the process classifying certain outcomes within a definite time-frame. (Coens & Jenkins, 2002). Performance management aims at developing human resources potential capabilities. The performance management must be in line with the company's long-term policies. (Harison, 1993).

"Performance management is a process of designing and executing motivational strategies, interventions and drivers with an objective to transform the raw potential of human resource into performance. All human beings possess potential within themselves in a few or more functional areas. However, utilization and conversion of this potential into deliverable performances is often sub optimal due to a variety of reasons. Performance management acts as an agent in converting the potential into performance by removing the intermediate barriers as well as motivating the human resource". (Kandula, 2009). One of the researchers had also referred to concepts such as evaluation policies and other issues that affect managers' assessment of their employees. (Longencker & Ludwig, 1990).

In the recent years, different measures are set forward to reduce performance errors, for example; in some firms training has become an integrated part of organizational processes. (Cones & Jenkins, 2002).

3. Research objectives:

The present research aims at studying the impacts of training courses on different aspects of organizational life, especially on the employees' performance.

In the specific objectives:

- The realization of the need for training course by the employees.
- The studying of the impact of these training on the employees.
- The studying of the training on the employee's performance.

4. Research Questions:

How do the employees react towards these courses?

How does the training course meet the educational, skills and attitude needs of the employees?

How do the training courses bring about behavioural changes to the organizations?

How do the training courses, affect the performance of the employees', in their own views and the managers' view?

5. Research Methodology:

The method employed in this study was descriptive- survey. The study aims at focusing on the nature of the training courses and their impact on the improvement of employees' performance.

The study intends to be applied as it focuses on the practical solutions for the current drawbacks. It is also developmental as it offers guidelines to optimize the current practice and policies to put the training courses in line with the upgrading and improvement of the employees skills within all levels of organization.

The data used in the study were collected through questioners, forms'; review of the existing documentation, calculating indices and performance scores as the study is quantitative.

The data is analysis done both through “descriptive statistic” and “interpretative statistic”.

Statistical population:

The statistical population consisted of (9967) employees how have been working in almost all organizational levels in Foundation Martyrs and Veterans of country.

The sampling method:

The evaluable non probable sampling” method was applied. The questionnaires were distributed among (600) subjects in five different provinces; 80 % of the questionnaires (480) were collected after been completed, of which 13 were defective and the data of (467) were analyzed for the purpose of this study. The study can be classified as type one with regard to its statistical population and method of sampling.

Data collection method;

The data used in the study were collected through a number of methods, which in included followings:

- Interviewing managers and experts in the field.
- In field study data collection methods (questionnaire...)
- Review the existing statistics in the organization.
- Internet surfing.
- Survey research
- Documents available to the researchers

The questionnaires were designed on the bases of Likert (5) item scales. Each contained "35" questions, which were classified based on the elements affecting the training courses.

6. Finding of Research Questions:

The findings of the study were analyzed through descriptive statistics and interpretative statistics.

A) The descriptive statistics:

The data used in the descriptive statistics is showed in table (1), both for managers and the employees' respectively.

Table (1) - The number and percentage of the person's the separation of Position and Provinces.

Responders	Statistical Indicators	Province:1 Tehran	Province:2 Mazandar an	Province:3 KhorasanRa zavi	Province:4 Yazd	Province:5 Fars	Total
Managers	Number	2	19	14	10	11	56
	Percent in the Position	3.6%	33.9%	25.0%	17.9%	19.6%	100.0%
	Percent in the Provinces	3.0%	16.7%	10.4%	17.9%	11.3%	12.0%
	Percent in the Total	.4%	4.1%	3.0%	2.1%	2.4%	12.0%
Employees	number	64	95	120	46	86	411
	Percent in the Position	15.6%	23.1%	29.2%	11.2%	20.9%	100.0%
	Percent in the Provinces	97.0%	83.3%	89.6%	82.1%	88.7%	88.0%
	Percent in the total	13.7%	20.3%	25.7%	9.9%	18.4%	88.0%
Total	number	66	114	134	56	97	467
	Percent in the Position	14.1%	24.4%	28.7%	12.0%	20.8%	100.0%
	Percent in the Provinces	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Percent in the total	14.1%	24.4%	28.7%	12.0%	20.8%	100.0%

B) The finding of data analysis:

The analysis of the data collected on the factors of training, productivity, and 35 question of questionnaire (with the exception of questions 1, 9, 10, 16) indicated that the training courses had meaningful impact.

Question one:

How do the employees positive react towards training courses?

The data analysis based on sig <0.05 showed that the question one is not approved, it means that the impact of the training courses was not of the standard level. The impact of the courses on changing the attitude of the employees towards participation is above the standard average (10% to 15% above the standard). The reaction of the employees to the courses was positive and can be regarded as a source of strength for any given organization.

Table (2) - Description of the variables studied, the mean and standard deviation based on the number of subjects.

Information sample

	Number	Mean	Standard deviation	Standard error
q1	452	68.2626	14.56571	.68511

Test of Mean a Sample

	Number of subjects = 60					
	t	Degrees of freedom	Sig	mean difference	confidence interval of 95% for mean difference	
					Low	High
The first question	12.060	451	.000	8.26261	6.9162	9.6090

The results indicate a positive response to the reaction level of staff training programs. This level refers to the first-level of the Krick Patrick model that measures the satisfaction and reaction learners to the training courses.

Question two:

How do the training courses meet the training, skills, and attitude needs of the employees?

Managers view:

The meaningful level (sig= 0.03) shows that data is normal. The “one sample test” was applied. The standard test figure was considered to be between (60) to (100).

Table (3) – Output of SPSS about the second question for managers.

Information sample

	number	mean	Standard deviation	Standard error
The second component	54	71.6179	13.28021	1.80721

Test of Mean a Sample

	Number of subjects = 60					
	t	Degrees of freedom	Sig	mean difference	confidence interval of 95% for mean difference	
					Low	High
The second question	6.429	53	.000.	11.61793	7.9931	15.2427

The meaning level (sig <0.05) indicates that the impact of the training courses is not standard. The average is above the standard level. The data means that the courses impact has been 13.3% to 25.4% above the standard level.

The employees view:

The (sig=0.023) for the research indicates that the data is normal, it means that the first question is not acceptable, which means that the courses impact is below the standard level, but the average is between 11.1% to 16.5% above the standard level.

Table (4) – Output of SPSS about the second component for Employees.

Information sample

	number	mean	Standard deviation	Standard error
The second question	393	68.4541	14.59441	73.619

Test of Mean a Sample

	Number of subjects = 60					
	T	Degrees of freedom	Sig	mean difference	confidence interval of 95% for mean difference	
					Low	High
The second question	11.484	393	.000.	8.45413	7.0068	9.9015

Question three:

How do the training courses bring about behaviour of change to the organization?

The data analysis showed that the courses impact is above the standard level the percentage is between 19.3% to 24.6% which means that the courses bring about behaviour of change to the organization which is a positive impact.

Question four:

How do the training courses, affect the performance of the employees, in the employees and managers views?

The data analysis indicated that the average impact of the course is 4.55 to 10 above the standard level. This means that the courses, in the view of employees and the managers, have a positive impact on the performance of the trainees. This is similar to level 3 of kirck patrick's behaviour of level.

Conclusion:

The findings of the research indicated that the training presented, have been affected, but this effect is not very dramatic. Defining factors such as training -based job, definition training-based of poor performance, defined training based on organization objectives, consider the needs of individual learners, Staff awareness of the objectives of training courses, Continuity of trainings, Application of training in the workplace and proper implementation of training can directly lead to improving the employees' performance .According to the results of research, training courses should be designed for each job regard to individual, vocational and organization needs.

Training programs developed by the organization should be run for each employee. Before the implementation of training, employees should be aware of the conditions and goals of the courses until with Interest to participate in courses. Training should be conducted regularly and properly will lead to greater effectiveness.

Finally, the effectiveness of training after completion of the evaluation process should be to determine the effectiveness of staff training to improve performance.

Reference:

- Ahn, H. (2001). **Applying the balanced scorecard concept: an experience report**. Long Range Planning, Vol. 34, pp. 441-61.
- Appelbaum, Madelyn. & Armstrong Sharon. (2003). **Stress free Performance Appraisal**. USA: Career Press Publication, p. 9.
- Armestrang. Micheal. (2006). **Performance Management**. Key Strategies and Practical Guidelines. 3th Edition. Kogan Page.
- Axons, A.J. David (2010). **Best practices in planning and performance management- Radically Rethinking Management for a Volatile**. John Wiley & Sons, INC. 3th edition.
- Black, Sandra E. & Lynch, Lisa M. (1996a). **Human Capital Investments and Productivity**. American Economic Review Papers and Proceedings, May.
- Broad, L. Mary. (2005). **Beyond Transfer of Training: Engaging Systems to Improve Performance**. Pfeiffer Publishing.
- Cones, Tom. & Jenkins Mary. (2002). **Abolishing Performance Appraisal**, USA, Sanfrncisco: Better Koehler Publication, pp. 16-61.
- Drucker, P. F. (1994). **The age of Social Transformation**. Atlantic Monthly, 274(5), pp. 53-80.

ISO 10015. (1999). **Quality management - Guidelines for training Management**. <http://www.iso.ch>, Printed in Switzerland.

Ittner, C. D. Larcker, D. F. & Randall, T. (2003), **“Performance implications of strategic performance measurement in financial services firms”**. *Accounting, Organisations and Society*, Vol. 28 No 7-8, pp. 715-41

Jacobs, R. L. & Washington, C. (2003). **Employee Development and Organizational Performance: A Review of literature and direction for future research**. *Human resource development international*, 6(3), pp. 343 -354.

Kandula, Srinivas, R. (2009). **Performance Management "Strategies, Interventions, Drivers"**. New Dehli: Published by Asoke K. Ghosh, p. 5.

Krick Patrick, Donald L. (2005). **Improving Employee Performance Through Appraisal and Coaching**, USA: American Management Association, pp. 25-26.

Lawson, R. Stratton, W. & Hatch, T. (2005). **Achieving strategy with score carding**. *The Journal of Corporate Accounting & Finance*, March/April, pp. 8-63.

Lion, T. (2001). **Avent Capital View on Human Resource Management**.

Lockett, J. (1992). **Effective Performance Management**, Kogan Page, London.

Longencker, CO & Ludwig, D. (1990). **Ethical dilemmas in performance appraisal** *journal of business. Ethics*, 9, pp. 961-969.

Mello, J.A. (2002). **Strategic Human Resource Management**. South-Western: Thomason Learning, pp. 274-275.

Mohrman, AM. & Mohrman, S. A. (1995). **Performance management is ‘running the business’**. *Compensation and Benefits Review*, July–August, pp. 69–75.

Pynes, E. Joan. (2004). **Human Resources Management for Public and Nonprofit Organizations**, Second Edition. Jossey-Bass Publishers.

Quinn, J.B. Anderson, P. & Finkelstein, S. (1996). **Managing professional intellect making the most of the best**. *Harvard Business Review*, 74(2), pp. 71-80.

Rosemary, Harison. (1993). **Human Resource Management Issues and Strategies**. Addison - Wesley Publisher Ltd: PP. 247-273.

Said, A.A., HassabElnaby, H.R. and Wier, B. (2003). **An empirical investigation of the performance consequences of nonfinancial measures**. *Journal of Management Accounting Research*, Vol. 15, pp. 193-223.

Sandt, J. Schaeffer, U. and Weber, J. (2001). **Balanced Performance Measurement Systems and Manager Satisfaction**, Otto Beisheim Graduate School of Management.

Schiemann, W.A. & Lingle, J. H. (1999). **Bullseye! Hitting your Strategic Targets through High-impact Measurement**, The Free Press, New York, NY.

Steward, T. A. (1994). **Your Company's most valuable asset: intellectual capital**. *Fortune*, 130(7), pp. 68-74.

Swanson, R.A. & Holton, E.F. (2001). **Foundation of human resource development**. San Francisco: Berrett – Koehler.

Vandewalle, D. & Cummings, L, L. (1997). **A test of the influence of goal orientation on the feedback seeking process**. *Journal of applied psychology*, 82, pp. 390-400.

Walters, M. (1995). **The Performance Management Handbook**, Institute of Personnel and Development, London.