

The Relationship Between Training Methods and Academic Staff Performance at Selected Selangor Public Higher Education Institutions

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Abstract

Purpose: The focus of this study is to study the link between academic staff training methods and job performance in public universities in Selangor. The purpose is to analyse the relationship between on-the-job training and off-the-job training to determine the effectiveness of the management training program for its academic staff's job performance.

Design/methodology/approach: This research attempts to determine which training methods contribute the most to improving academic staff's job performance. The study was conducted at two public universities in Selangor. It uses descriptive analysis, correlation analysis, and multiple regression analysis data.

Findings: The results show that there is a strong correlation between on-the-job training and job performance. In addition, there is a close relationship between off-the-job training and job performance. In addition, the data shows that on-the-job training has a greater impact on improving employee performance than off-job training. Therefore, there is a link between training skills and job performance, and on-the-job training is more effective in improving the job performance of academic staff in public universities in Selangor.

Research limitations/implications: This study only been carried out in Selangor and within two selected public higher education institutions. This study also has specific target population which is among academic staff only.

Practical implications: An appropriate and suitable selection of training program will help the higher education institution to produce more effective and greater result of academic staff' performance. A varied method of training will contribute to different level of impact on job performance.

Originality/value: It is recommended that management conduct a training needs analysis (TNA) before providing training to employees to find the most suitable training method.

Keywords: Training Method, Academic Staff Performance, On-Job-Training, Off-Job-Training, Training Need Analysis

Introduction

Academics are the greatest assets in every education institution. The achievement of an organization depends on the capabilities and performances of its employees. Therefore, training program is the most necessary input that has to make available for all the employees

in a way to develop their skills and knowledge. Hanif (2013) emphasized training is a learning process that comprises the development of knowledge, refining concepts, skills, rules, or changing attitudes and behavior to enhance the employee performance.

Therefore, the government and management of the higher education institution play an important role in providing the academic staff a good training program to cope and fulfil the demands. Besides that, management have to make sure that their organizations handle the training required parallel with altering and growing internalization of sector, difference views, and a varied employee (Hafeez & Akbar, 2015). Hence, everyone must be prepared with great knowledge and abilities to work on their responsibility. It also noticed that increased training expenditure resulted in increased productivity (Niazi, 2011).

There are two methods of training which are On-the-Job training and Off-the-Job training that will be discussed throughout this research paper. The application of these two methods is depending on different perspectives and strategies developed by the management to equip their employees with desired skill, capabilities, and knowledge for the betterment of the organization

However, a thorough analysis on the needs and suitability of training methods on employees should be carried out to sustain the effectiveness of the training programs towards the employee performance. Both training methods have a lot of advantages, nevertheless, wrong option of implementation will lead to organization's loss. On that account, this research paper will emphasize the relationship between training methods and job performance among academic staff of selected public higher education institutions in Selangor, as well as to identify which method of training does contribute a greater impact on job performance among the academic staff.

Nowadays, training is a crucial aspect in making the organization gain more profit. Most of the organization of any industries in these days, has a good practice of training in daily business. Since the industries and technology are constantly changing, higher education institutions are facing new problem and challenge. The present of advanced technologies have transformed the requirement traits and competency of performing tasks. Hence, a more enhanced and effective training methods are required by institutions that should be more relevant, parallel with evolving technologies (Tai, 2006). Furthermore, higher education institution in Malaysia has gain full attention from the public when they failed to achieve and sustain the international rankings (Grapragasem, Krishnan, & Mansor, 2014). This issue had urged the management of education sector to revise back on what they already done for a long time. To settle the problem, systematic management must be carried out to persistently monitor on the university's behavior to ensure the right improvement can be carried out.

With listed problems above, therefore, this research attempts to investigate the relationship between training methods and job performance, as well as to figure out the impacts of two different training methods: On-the-Job training and Off-the-Job training, towards job performance of academic staff of higher education institutions, focusing on Selangor. This study had formulated two research objectives: 1) to investigate the relationship between On-the-Job training and Job Performance among academic staff at selected public higher education institutions in Selangor; 2) to investigate the relationship between Off-the-Job training and Job Performance among academic staff at selected public higher education institutions in Selangor

Literature Review

The aim of this research paper is to investigate the relationship between training methods and job performance among academic staff of selected public higher education institutions in Selangor. This section reviews the various literature from previous research and studies on

the independent variables; On-the-Job training and Off-the-Job training, while dependent variable is job performance as in the academic staff' Key Performance Indicator (KPI); Teaching and Learning and Research and Publication

Job Performance

Job performance had been mentioned and discussed by many researchers in their past studies and most of them relate the performance closely with one's behavior. In general, job performance is considered as a tangible behavior that people do in their jobs, relevant to the organization's goals and objectives (Campbell, McHenry, & Wise, 1990). Murphy (1989) stated that performance should be emphasized more on behavior instead of outcomes, since it will likely be harmful to the organization when the employees tend to find the easiest way to obtain the desired result, while ignoring other important behaviors that they have to perform. Motowidlo and Kell (2012), defined job performance as the organization's total expected value of the behavioral an individual brings out over an ordinary period. While Lockett (1992), defined performance as a multidimensional construct and usually associated with efficiency, responsiveness, quality, cost and overall effectiveness. Other than that, job performance is also perceived as standard for developments, dismissal, rewards, punishments, reviews and wage changes (Liao, Lu, Huang, & Chiang, 2012). However, Ahmad and Shahzad (2011), argued that job performance signifies wide conviction of an individual about their contributions and behavior towards the achievement of the organization. Similar to what been stated by Anitha (2014), job performance is a standard of employees' monetary value or other outcome that is directly related to the organization's performance and accomplishment. She further revealed in her study that one of the major determinants of job performance is training and career development, which is also supported by Alagaraja and Shuck (2015), that training and development is important in improving job performance of the employees.

In performance appraisals, Key Performance Indicators (KPI) are used by managers as a vital navigation instrument to help determine and understand whether their business is on the right track or veering off the prosperous path (Marr, 2012). The performance of academic staff is relying on their achievement of the KPIs set by the high education institution. In the perspective of education sector, there is no set framework of performance appraisal since it varies from each institute. The framework depends to the sort of education provided, for instance, the performance appraisal system followed in an Engineering College will vary from those followed by a College Of Medical education (Arora & Kaur, 2015). Traditionally, the performances of academic staff are evaluated according to three major criteria such as teaching, research and services (Comm & Mathaisel, 1998), however, been added up recently with other criteria which are supervision and consultancy. Supporting this statement, a case study was carried out in Universiti Tenaga Nasional (UNITEN) with purpose to develop KPIs to measure the performance of academic staff in private high education institutions in Malaysia. As result, 14 KPIs were developed under 5 main headlines which were teaching and supervision, research, and innovation, writing and publication, consultancy, and services. In accordance with the previous case study mentioned just now, for this research purpose, the commonly used KPIs that will be chosen as the criteria of job performance among academic staff are Teaching and Learning and Research and Publication

Training Methods

According to Martin, Kolomitro, and Lam (2014) training method is defined as a systematic guideline, practices or methods that are planned to pass on knowledge, abilities, skills or attitude to the participants that have direct advantages in improving their job performance. An

effective training method generally achieves the following goals: motivating trainees to improve job performance, developing willingness to change, allowing trainees to actively participate in the learning process, providing feedback on improvement attempts, and allowing practice where appropriate Noe (2006). For this study, the independent variable will be narrowed down to the perspective of training methods, which are the On-the-Job training and Off-the-Job training.

On-the-job-training is also listed as one of the training methods that is commonly used by industries. Contrary to Off-the-Job training, On-the-Job training is defined by Pettman (1971) as “those in ‘control’ over the trainee decree that explicit instruction be given by either an outside institution or by members of the firm to a worker while he is participating in the production of the product/services of that form”. An employee is placed in a new position and told how to accomplish it using this strategy (Noe, 2006). It is largely concerned with instilling in an employee a set of abilities and habits that are congruent with the organization's current processes, as well as orienting the employee to his or her immediate challenges. For this research, three types of on-the-job training are included in the questionnaire, which are coaching, mentoring and job instruction.

Off-the-Job training is one of the training methods that is commonly used by the trainers to train the employees of an organization. According to the earlier study by Pettman (1971), he defined Off-the-Job training as the process whereby the individual either by his own willingness, or by exact order from those with authority, obtains vocational knowledge, either within or outside institution, but in whichever location that is not involving any production of product/services in that firm. Off-the-Job training also offers the trainees the chance to learn about practices from other companies, plus they can acquire new skills that may not be applied in that particular workplace (Brown, Hamilton, Hamilton, & Medoff, 1990). For this research, four types of Off-the-Job training that are usually undergo by lecturers included in the questionnaire, which are team building, conference, seminar, and simulation.

Theoretical Framework and Hypothesis Development

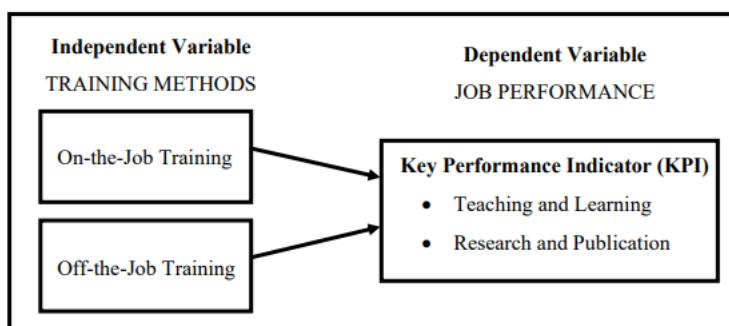


Figure 1: Theoretical Framework of the relationship between training methods and job performance among academic staff of selected public higher education institutions in Selangor

This conceptual framework is adapted and altered from previous research entitled “Impact of Training on Employee Performance” by Hafeez and Akbar (2015). This conceptual framework serves as a roadmap which clarifies concepts and provides relationships between them. For this study, this framework is developed to investigate the relationship between Training Methods and Job Performance among academic staff of selected public higher education institutions in Selangor. Based on this framework, the independent variable is training methods which comprised of On-the-Job training and Off-the-Job training, while

dependent variable is Job Performance which comprised of two main Key Performance Indicator (KPI) namely Teaching and Learning and Research and Publication

Method

For this research, descriptive and correlational research design is used. This is because, the main purpose of this study is to investigate the relationship between training methods and job performance among academic staff of selected public higher education institutions in Selangor. Besides that, this research aimed to determine the major factor in training methods that influences job performance of academic staff.

For this research, parallel to the objectives developed, the population involved the academic staff of two selected public higher education institutions in Selangor. The reason for selecting these two higher education institutions out of many other institutions in Selangor is because both were listed in SETARA-2017 6 Star: Outstanding University. The sampling frame was all ranks of academic staff from these selected public higher education institutions, which were lecturer, senior lecturer, associate professor, and professor. For this study, non-probability sampling technique which is purposive sampling was utilized. As claimed by Hair Jr, Anderson, Tatham, and Black (1998), The minimal sample size for statistical tests with any level of confidence is 50, and roughly 10 participants per variable is often recommended. Besides, Hair Jr et al. (1998) also suggest that the sample size must be at least 300 and above, for study that is having seven or less construct, with fewer than three items and low communalities. The unit of analysis for this research was individual. It was because this research was aimed to identify the relationship of training programs and job performance in the perspective of every individual, which means the academic staff from any levels of position who were currently working at these selected public higher education institutions. A questionnaire was distributed to academic staff from both higher education institutions and these individuals contributed their own scores, respectively.

Questionnaires were used as survey instrument in this research study. The questionnaires were conducted in English. This questionnaire was comprised of three sections. Section A focused on Demographic Information such as gender, age, length of working experiences, marital status, job position, types of On-the-Job training attended, and types of Off-the-Job training attended. Next, for Section B, it comprised of Independent Variable which included the On-the-Job training and Off-the-Job training. Meanwhile, Section C consisted of dependent variables which were Teaching and Learning and Research and Publication. Section B and C were measured in Likert Scale ranged from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree).

Findings

The demographic information of respondents was evaluated using questionnaires that were designed which include gender, age, years of service, marital status, position, types of On-the-Job training method, and types of Off-the-Job training method

Table 1: Demographic Profile

Criteria	Category	Number	Percentage
Gender	Male	124	41%
	Female	176	59&
Age	25 – 34 years old	67	22%
	35 – 44 years old	124	41%
	45 – 55 years old	75	25%
	55 years old and above	34	11%

Years of Service	Less than 1 year	12	4%
	1-3 years	48	16.0
	4-6 years	35	11.7
	7-9 year	51	17.0
	More than 10 years	154	51.3
Marital Status	Single	80	26.7
	Married	220	73.3
Positions of Respondents	Lecturer	83	27.7
	Senior Lecturer	138	46.0
	Associate Professor	57	19.0
	Professor	22	7.3
Types of On-the-Job Training Attended	Mentoring	166	55.3
	Coaching	135	45.0
	Job Instruction	123	41.0
	Others	13	4.3
Types of Off-the-Job Training Attended	Team Building	196	65.3
	Simulation	64	21.3
	Conference	238	79.3
	Seminar	227	75.7
	Others	16	5.3

Table 2 indicates the correlation analysis between On-the-Job training and Job Performance. The results indicated that there is a significant relationship between On-the-Job training and Job Performance ($r=.510$, $p<0.01$). The result of correlation analysis for independent variable; On-the-Job training and dependent variable, Job Performance with its two dimensions which are Teaching and Learning and Research and Publication. Based on the result, there is a positive and medium relationship in every dimension of independent variables and dependent variables. The highest correlation exists between On-the-Job training and Research and Publication, with $r=.429$, $p<0.01$.

Table 2 also indicates the result of correlation analysis between Off-the-Job training and Job Performance. Based on the result, there is a significant relationship between Off-the-Job training and Job Performance with $r=.452$, and p -value is less than 0.01. The result of correlation analysis for independent variable; Off-the-Job training and dependent variable, Job Performance with its two dimensions which are Teaching and Learning and Research and Publication. Based on the result, there is a positive and medium relationship in every dimension of independent variables and dependent variables. The highest correlation exists between Off-the-Job training and Research and Publication, with $r=.417$, $p<0.01$, compared to Off-the-Job training and Teaching and Learning, with $r=.305$, $p<0.01$.

Table 2: Correlation Analysis

Variables		Pearson Correlation	Sig. (2-tailed)
On-the-job Training	On-the-Job Training → Job Performance	0.510	0.000 ($p<0.01$)
	On-the-Job Training → Teaching and Learning	0.410	0.000 ($p<0.01$)
	On-the-Job Training → Research and Publication	0.429	0.000 ($p<0.01$)
	Teaching and Learning → Research and Publication	0.330	

Off-the-job Training	Off-the-Job Training → Job Performance Off-the-Job Training → Teaching and Learning Off-the-Job Training → Research and Publication Teaching and Learning → Research and Publication	0.452 0.305 0.417 0.330	0.000 (p<0.01) 0.000 (p<0.01) 0.000 (p<0.01)
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Table 3 shows the regression analysis between Training Methods (On-the-Job and Off-the-Job training) and Job Performance. Based on the result obtained, the R Square is equal to .303, which indicates that all dimensions under independent variable Training Method (On-The-Job training and Off-The-Job training) explained 30.3% of the variances in dependent variable, Job Performance. Hence, 69.7% of the variances may be explained by other factors which were not included in the model. Other than that, it is found that On-the-Job training was the most influential factor to Job Performance among academic staff in selected higher education institutions in Selangor, compared to Off-the-Job training. According to result, 26% of On-the-Job training influenced Job Performance among academic staff, meanwhile only 20.4% of Off-the-Job training influenced Job Performance among academic staff. Therefore, this analysis showed that On-the-Job training significantly contributes to the prediction of academic staff' key performance indicator; Teaching and Learning and Research and Publication. Next, the value for Durbin-Watson was 2.055 which in the range of 1.5 to 2 as one of the assumptions for bivariate and multivariate correlation analysis. Meanwhile, the collinearity statistic indicated that the result met the requirement for regression with the value of VIF<10, Tolerance>0.10.

Table 3: Regressions Between the Elements and Model Summary

Independent Variables	Standardized Coefficients		t	Sig	Collinearity Statistics	
	Beta				Tolerance	VIF
On-The-Job Training	.375		6.478	.000	.700	1.428
Off-The-Job Training	.247		4.264	.000	.700	1.428
R Square		.303				
F		64.544				
Sig. F Change		.000				
Durbin-Watson		2.055				

a. Dependent Variable: Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510 ^a	.260	.258	.02334

a. Predictors: (Constant), ONTHEJOB_Mean

b. Dependent Variable: JOBPERFORMANCE

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.452 ^a	.204	.202	.02421

a. Predictor: (Constant), OFFTHEJOB_Mean

b. Dependent Variable: JOBPERFORMANCE

Discussion and Conclusion

The respondents were academic staff at selected public higher education institutions in Selangor which both were listed in SETARA-2017 6 Star: Outstanding University. Majority of the respondents were female, which equals to 176 respondents (58.7%), compared to male which equals to 124 respondents (41.3%). Next, most of the respondents with a total number of 124 respondents (41.3%), were in the range of 35 to 44 years old. Out of 300, majority 154 of the respondents had more than 10 years of experience as an academic staff at higher education institutions, which made up 51.3% in total. Regarding marital status, 73.3% of the respondents were married, while another 26.7% of the respondents were single. Furthermore, majority of the respondents were Senior Lecturer, which equals to 138 respondents (46%). Finally, majority of the respondents had attended Mentoring (On-The-Job training) and Conference (Off-The-Job training), with 55.3% and 79.3% respectively.

Based on the result obtained, there is a significant relationship between On-the-Job Training and Job Performance among academic staff at selected higher education institutions in Selangor. This was due to p-value was less than 0.01 ($r=.510$, $p<0.01$). Besides, the result also indicates that there is a significant relationship between On-the-Job training and Teaching and Learning. According to result, the strength of the relationship was determined as medium and positive, since the $r=.410$ and $p<0.01$. Same goes to the second dependent variable, there is a significant relationship between On-the-Job training and Research and Publication whereby $r=.429$ and $p<0.01$. This result also indicates that the relationship is positive and medium. As a conclusion, On-the-Job training has highest correlation with Research and Publication, rather than Teaching and Learning.

According to correlation analysis, there is a significant relationship between Off-the-Job training and Job Performance among academic staff at selected higher education institutions in Selangor. This was due to p-value was less than 0.01 ($r=.452$, $p<0.01$). Besides, the result also indicates that there is a significant relationship between Off-the-Job training and Teaching and Learning. According to result, the strength of the relationship was determined as medium and positive since the $r=.305$ and $p<0.01$. Same goes to the second dependent variable, there is a significant relationship between Off-The-Job training and Research and Publication whereby $r=.417$ and $p<0.01$. This result also indicates that the relationship is positive and medium. As a conclusion, Off-The-Job training has highest correlation with Research and Publication, rather than Teaching and Learning.

Training Methods is not the prime factor that leads to good performance. Instead, it is the combination of various variables, as mentioned above based on previous studies, that could assist the employees to boost up their performances. However, it is indisputable that both On-the-Job and Off-the-Job training are important tools to develop the skills and knowledge of employees, for them to be able to carry out their tasks and responsibilities efficiently.

As recommendation for future researcher, it is important for them to always explore more about the aspect of training methods and their relationship with employees' job performance. This is because, as time goes by, from generation to generation, this topic needs to be discovered in-depth to know the latest trends and to obtain more reliable result in the future. Next, it is also recommended for future researchers to carried out this research at other higher education institutions, since this study was conducted at only selected public higher education institutions in Selangor. If possible, the future researcher also can expand this research to other sector or industry, instead of educational sector, since training program is very useful to improve job performance in every organization regardless field.

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