



Mrs Judith Klorkor Asiamah (Ghana)

*Impact of “on the job” training on
employee satisfaction and
performance*



IMPACT OF “ON-THE-JOB” TRAINING ON EMPLOYEE SATISFACTION AND PERFORMANCE



JUDITH NAA KLORKOR ASIAMAHAH (MRS)

Director of Nursing and Midwifery Services

University of Ghana Medical Centre

Accra - Ghana

PRESENTATION OUTLINE

- Background
- Introduction
- Problem Statement
- Aims / Objectives of Study
- Significance of Study
- Methodology
- Results
- Discussions
- Limitation
- Recommendation
- Conclusion
- References
- Appendix

BACKGROUND

Day in day out, organizations are constantly seeking to address issues concerning efficiency and productivity on the job. Thus, it is often speculated that training, especially, “on-the-job” training, leads to higher performance on the job.

However the question is,

“Does mere training lead to higher job performance?”

INTRODUCTION

What is Training?

The concept of training, like any psychological construct, is very difficult to define. There has not been any universally accepted definition for the construct.

1. In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development (Harrison 2005 as cited by Kennedy, 2009).

2. Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behaviour (Robbins and DeCenzo, 1998 as cited by Kennedy, 2009).

PROBLEM STATEMENT

While researchers and practitioners alike are convergent on the importance of training and work experience to job satisfaction and ultimately performance, they could not tell **what kind of training and experience would produce maximum results and improve productivity.**

AIMS AND OBJECTIVES OF THE STUDY

The Aims and objectives of this study is:

- To investigate the general impact of “on-the-job” training on job performance
- To examine gender differences in training and performance among participants
- To explore the influence of training on job satisfaction

SIGNIFICANCE OF THE STUDY

A major relevance of this study remains in the fact that findings from this research would serve as a reference material for policy makers, stakeholders as well as human resource practitioners in relation to issues surrounding training and job satisfaction among employees-

METHODOLOGY

A. Sample Size

Hundred (100) Nurses from the 37 Military Hospital

B. Sampling Technique

The convenience sampling technique was used because only nurses were willing to participate.

C. Instruments

- The Kirkpatrick Training Evaluation Questionnaire (1967) was used by this researcher to assess the impact of training on participants. This questionnaire initially designed in the United States has a validity coefficient of 0.7 and a reliability of 0.8

METHODOLOGY

The Overall Job Satisfaction Scale developed by Warr, Cook and Wall (1979) was used to assess participants evaluation of training programmes.

D. Scoring of Responses

The Kirkpatrick Training Evaluation Questionnaire (1967) was scored using numerical values ranging from 1-4 with 1 corresponding to a Poor response and 4 corresponding to Very Good for positively worded questions.

E. Data Analysis

- SPSS Version 16.0

RESULTS

Based on the objectives and a thorough review of literature, the study tested three hypotheses:

- The first hypothesis of the study stated that “A significant positive relationship is likely to exist between training and job satisfaction”(Table 1.0).
- The second hypothesis postulated that “Female personnel with adequate training are likely to perform significantly better than their male counterparts” (Table 2.0).
- It was conjectured in the final hypothesis that “Experienced personnel with adequate training will perform significantly better than their inexperienced counterparts” (Table 3.0).

RESULTS

Table 1.0: Summary of Means, Standard Deviations, and the Results of the Pearson r for the relationship between training and job satisfaction

Summary of Pearson r test

	Mean	SD	df	r	p
Training	22.910	2.370	98	-.126	.105
Job Satisfaction	46.090	9.857			

Table 2.0: Summary of Independent t test: Gender differences in Performance based on Adequate Training

	Gender	N	Mean	Std. Deviation	df	t	p
Training	Males	48	22.125	2.059	98	-1.671	0.001
	Females	52	23.635	2.426			

Table 3.0: Independent t test: Differences between Experienced and Inexperienced Nurses in Performance

	Variable	N	Mean	Std. Deviation	df	t	p
Training	Experienced Personnel	74	23.081	2.310	98	0.611	0.113
	Inexperienced Personnel	26	22.423	2.517			

DISCUSSION

With regards to the present study, **69.2%** of employees interviewed agreed to have benefited from their training session and this led to improvement in their job performance in one way or the other, whilst **30.8%** of respondents were either indifferent or replied not to have benefited.

When asked to suggest ways of making training more beneficial to them in terms of performance, close to 88% of subjects suggested that trainers or instructors should be more interactive and practical, than instructive and theoretical.

LIMITATION

1. The negative insignificant relationship observed between the two main research variables does not amount to causation. Thus, it cannot be determined from the observed relationship that training produces negative effect on job satisfaction.
2. Secondly, results from the study lacks to a certain degree external validity. The study was conducted among hundred (100) nurses of the sampled Hospital. Thus results cannot be generalized to nurses in Ghana.
3. The study employed the average system where any score above the average was regarded as high and those below it were regarded as low. This however might not be the case in reality as the mere fact that a subject had a high score does not necessarily mean that his or her job performance was higher.

RECOMMENDATION

1. It is recommended that future studies should include variables other than experience and gender; not taken care by this research, but which are also believed to have effects on the job performance of employees.
2. It is also recommended that at least the descriptive research method should be used in subsequent research rather than the correlational method.
3. It is suggested that policy makers should as a matter of urgency, come out with pragmatic policies to improve nurses' satisfaction level and also enhance training programmes significantly

CONCLUSION

Using a total number of hundred (100) participants, the study examined whether:

1. The research variables are related or not and also if gender differences exist among participants in relation to training.
2. Experience play any role when related to “on-the-job” training. Findings of the research indicated a negative insignificant relationship between training and job satisfaction.
3. Findings further suggested gender differences exist between participants in relation to training whiles experience play no role in relation to training.

In effect, findings from this research have a philosophical connotation on the fields of Industrial and Organizational Psychology and Human Resource Development policy decisions.

REFERENCES

- Abraham, K.G. & Farber, H.S. (1987), Job Duration, Seniority, and Earnings, *American Economic Review*, Vol.77 No.2, pp. 278-97.
- Altonji, J.G., & Shakotko, R.A. (1987), Do Wages Rise With Job Seniority?, *Review of Economic Studies*, Vol.54 No.3, pp. 437-59.
- Bartel, A.P. (1995), Training, Wage Growth, and Job Performance Evidence From a Company Database, *Journal of Labor Economics*, Vol.13, pp. 401-25.
- Barling, J., Kelloway, E. K., Iverson, R.D. (2003). High-quality work, job satisfaction, and occupational injuries. *Journal of Applied Psychology*, 88 (2), 276-283
- Bateson, G. (1972), *Steps to an Ecology of Mind*. Ballantine: New York.
- Becker, G.S. (1964), Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education, *National Bureau of Economic Research*: New York.
- Bishop, J.H. (1992). The Impact of Academic Competencies on Wages, Unemployment, and Job Performance, *Carnegie-Rochester Conference Series on Public Policy*, Vol.37, pp. 123-94.
- Burgard, C., & Goerlitz, K. (2011). Continuous Training, Job Satisfaction and Gender: An Empirical Analysis Using German Panel Data. *Ruhr-Universität Bochum Journal*.7(5).40-64.
- Freeman, S. (1977), Wage Trends as Performance Displays Productive Potential: A Model and Application to Academic Early Retirement', *Bell Journal of Economics*, Vol.8, No.2, pp. 419-43.

REFERENCES

- Gazioglu, S. & Tansel, A. (2006). Job satisfaction in Britain: individual and job related factors. *Applied Economics*. 38 (10), 1163-1171
- Given, Lisa M. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles, Calif.: Sage Publications.
- Goldstein, I.L., and J.K. Ford. (2002). *Training in Organizations: Need Assessment, Development, and Evaluation*, (fourth ed.). Wadsworth.
- Gotsch, A.R., Keck, C.W., & Spencer, H.C. (2012). *Knowledge, Skills, and Attitudes (KSAs) for the Public Health Preparedness and Response Core Competency Model*. New York: Oxford Univ. Press. 3rd ed.
- Harris, M., & Holmstrom, B. (1982), Ability, Performance, and Wage Differential', *Review of Economic Studies*, Vol.49, No.3, pp. 313-33.
- Jovanovic, B. (1979), Job Matching and the Theory of Turnover', *Journal of Political Economy*, Vol.87, No.5, Part 1, pp. 972-90.
- Kennedy, J. (2009). *Impact of training on job performance and development: A case study of the judicial service of Ghana*. Unpublished thesis
- Khan, R.A.G., Khan, F.A, & Khan, M.A. (2009). Impact of Training and Development on Organizational Performance. *Global Journal of Management and Business Research*. Vol.11 (7). MA
- Larrabee, J. H., Janney, M. A., Ostrow, C. L., Withrow, M. & Hobbs, Burant, C. (2003). Predicting Registered Nurse Job Satisfaction and Intent to Leave. *Journal of Nursing Administration*. 33, (5). 271—283.
- Lazear, E.P. (1981), Agency, Earnings Profiles, Productivity and Hours Restrictions, *American Economic Review*, Vol.71, No.4, pp. 606-20.

REFERENCES

- Salop, J., & Salop, S.C. (1976), Self-Selection and Turnover in the Labour Market, *Quarterly Journal of Economics*, Vol.90, No.4, pp. 619-27.
- Schmidt, S.W. (2010). The Relationship between Job Training and Job Satisfaction: A Review of Literature. *International Journal of Adult Vocational Education and Technology*. 1(2), 1-10.
- Shaw, K.L. (1984), A Formulation of the Earnings Function Using the Concept of Occupational Investment' *Journal of Human Resources*, Vol.19, No.3, pp. 319-40.
- Topel, R.H. (1991), 'Specific Capital, Mobility, and Wages: Wages Rise with Job Seniorit', *Journal of Political Economy*, Vol.99, No.1, pp. 145-76.
- U.S. Department of Labor (1972), *Handbook for Analyzing Jobs*, U.S. Department of Labour, Manpower Administration, U.S. Government Printing Office: Washington DC.
- Veum, J.R. (1995), Sources of Training and Their Impact on Wage', *Industrial and Labour Relations Review*, Vol.48, No.4, pp. 812-26.
- Wang, Y., (2002). Job satisfaction of nurses in hospital. *Chinese Journal of Nursing* 37 (8), 593–594 (in Chinese).

APPENDIX

QUESTIONNAIRE ON THE EFFECT OF TRAINING ON JOB PERFORMANCE

Please this is strictly an academic exercise and the following questionnaire seeks to solicit for information/data on the above topic.

You are assured of full confidentiality. For that matter, you are not required to give your name. Thanks for your cooperation.

SECTION A

Please tick the one applicable.

PART A: BACKGROUND INFORMATION OF RESPONDENTS.

1. Gender: Male () Female ()

2. Number of Years in Service: ()

3. Level of Education.....

Name of Trainer.....

Subject.....

Date.....

1. Was the subject pertinent to your needs and interest?

No () To some extent () Very much so ()

2. How was the ratio of lecture to discussion?

Not at all () OK () Too much discussion ()

3. Rate the training on the following questions. Choose the most appropriate response corresponding to your assessment of the training programme.

	Very Good	Good	Fair	Poor
4. How well did the trainer state the training objectives?				
5. How interesting was the training?				
6. How well were the blackboard, charts and other aids used				
7. What was the trainer's demeanour during the training				
8. How will you describe the illustrations used during the training?				
9. How was the trainer's summary at the close of the session?				
10. What is your overall assessment of the training programme?				

What in your opinion, do you think would have made the session more effective?

.....

SECTION B

What do you feel about these in relation to your work? Please mark an X in the appropriate box which corresponds to your work. Rate each item of how true it applies to you according to the scale below: A = I'm extremely dissatisfied with..., B = I'm very dissatisfied with..., C = moderately dissatisfied, D = not sure, E = moderately satisfied, F = very satisfied, G = extremely satisfied.

	A	B	C	D	E	F	G
The physical work conditions							
My fellow workers							
The amount of responsibility I am given							
My rate of pay							
Industrial relations between management and staff in my institution							
The way my institution is managed							
The attention paid to suggestions I make.							
My hours of work							
The amount of variety in my job							
My job security							
The atmosphere in my workplace							
My friends at the workplace							

**THANK YOU FOR YOUR
ATTENTION!!!**

E-mail: *naaklorkort@yahoo.com*



JUDITH NAA KLORKOR ASIAMAHA (MRS)

Director of Nursing and Midwifery Services

University of Ghana Medical Centre

Accra - Ghana