TRAINING AND EMPLOYEE PERFORMANCE

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ABSTRACT

The study scrutinises the influence of training (process, content and task analysis training) on employee performance (job satisfaction and task efficiency) in the telecommunication firms in Rivers state. A cross sectional research design was used to capture multiple data at a point in time. Spearman rank correlation was used in the analysis. The findings reveal a significant relationship between training and employee job performance.

KEYWORDS: Employee Performance, Job satisfaction & Training Employees

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INTRODUCTION

The organisation craves excellence in their workers, job processes, procedures and activities. Excellence requires training, dedication and loyalty of personnel in executing their tasks. The training given to employees, the inimitable assets of the organisation affects their efficiency, satisfaction, and self-fulfilment. Even with the recruitment of experienced workers, continuous training is needed for skill and knowledge improvement and better learning. According to Halawi & Haydar (2018), training improves work obligation.

Untrained employees lack adequate job knowledge, have an insufficient awareness of changes that enhance productivity, self-satisfaction and efficiency at work. It is important to train for success and superior work that surpasses others' firms' achievements. Delay in attending to customers, faulty SIM registration, poor reception services, wastages, impatience, poor internet services, customers not getting investment value, inadequate knowledge of roles and responsibilities, incompetence in handling technology devices, extortion and bad customer service relationship reduces customers' loyalty. Creating customer relationship and right usage of technological equipment requires constant training for familiarity, confidence and acquaintance with job roles. Training reduces wastage, errors, supervision and increases job security, efficiency and satisfaction. Engaging in training will reduce the enormous problems of lower customer patronage.

RESEARCH HYPOTHESES

Ho₁ Training Process does not relate to employee job satisfaction in the telecommunication firms in Rivers State.

Ho₂ Training process does not relate to the employee task efficiency in the telecommunication firms in Rivers State.

Ho₃ Training content does not relate to employee job satisfaction in the telecommunication firms in Rivers State.

Ho₄ Training content does not relate to the employee task efficiency in the telecommunication firms in

Rivers State.

Ho₅ Training task analysis does not relate to employee job satisfaction in the telecommunication firms in Rivers State.

Ho₆ Training tasks analysis does not relate to the employee task efficiency in the telecommunication firms in Rivers State.

LITERATURE REVIEW

Training is an activity for gaining skills and knowledge needed for a task (Cole 2002). It is a continual development of workers with information for achieving organisational goals (Hogarh, 2012); using organised and strategic educational activities to promote learning (Armstrong & Taylor, 2017); and instructional procedure for obtaining information's and strengthening existing capabilities to enhance basic skills for improve effectiveness at work.

Training enhances continuous knowledge and skill acquisition; it is an instrument for obtaining current information needed for a dynamic business environment; gives advance knowledge and industrial updates (Elnaga & Imran, 2013); improves employee self-confidence and morale (Nischithaa & Rao, 2014); it motivates employees, they are confident and productive when given adequate training. Armstrong & Taylor (2017) posit that continuous training in an organisation supplement experiential and self-managed learning, accommodate differential skill learning of individuals, provide knowledge materials on specialised complex tasks and common training needs such as inductions and technological information skills. Training can be on-the-job or off-the-job and several approaches are involved. The training process, content and tasks analysis are essential in improving performance.

Training requires systematically designed process of identifying employees learning needs, planning, job implementation and evaluation (Armstrong & Taylor, 2017). For a purposeful training to occur, training needs should be identified by stating the goals and job role expectations; determining the existing skills gaps; encourage constructive feedback through organisation, individual and task assessment perspective; conduct organisation, individual, work, performance, content and task analysis and identify training for job need effectiveness, individual and task performance efficiency. A proper planning on needs satisfaction involves employee personal development, organisation and task development plans. The planning should consider the learning methods, timing, presentation techniques, documentation and evaluation process.

The evaluation of training activities determines achievement of learning objectives; participants benefit through their reactions, assess program objectives in solving the problem, identify strength and weakness, consider the value of investing in training and determine behaviour in transferring knowledge gained to workplace. Kirkpatrick's Four-Level Training Evaluation Model shows the evaluation process, measures what the participants have learned, observed training influence (Kirkpatrick Partners, 2020).

Training contents are information used in educating the learners. The content portrays the training authority, build learners engagement and complement programme value (Georgieva, 2019). The content should show the learning goals, objectives, target audience. An organised well-structured training materials such as a video, audio, slide presentations, texts, dialogues, visual (images, illustrations and screen shots), guides/instructions, quizzes, charts and graph, simulations, games and other interactive materials should be provided. Combinations of these elements are more interesting as no specific

content or approach exists in designing a course. To create a training content, consider yourself as the employees, the teacher and the designer (Hughes, 2019), in improving innovative learning explanations that enable individuals to recall information efficiently and be engaged.

The training task analysis gives a precise description of work activities, and abilities required in executing the job. According to Pappas (2016), task analysis simplifies complex tasks for easy comprehension, reduces job errors, recognises resources, improve current procedures and develop new productive tasks.

Employee performance is the management of task and job roles for required standard and job expectation. Training enhances employee competency and influences their satisfaction and job efficiency. Satisfaction is an employee fulfilment in goal attainment. Job satisfaction measures the employee's contentment and it shows in their cognitive, affective and behavioural components (Hulin & Judge, 2003), as a satisfied employee is loyal, committed and takes pride in his achievements. Job efficiency is completing a task with little waste, expenditure and effort (Noordzij, 2013). It implies executing a task and accomplishing more at a lower cost, higher profit and less fatigue. Training boosts hunger for new challenges, job growth and efficiency.

METHODOLOGY

A survey study was conducted on three telecommunication firms in Rivers State to assess of training effect on employee job performance. 800 employees of these firms in Rivers state makes up the population of the study, and the sample size was 260 employees. Krejcie and Morgan's 1970 table was used to determine the sample size. The research analysis was computed with the 220 copies of questionnaires returned. The Spearman rank correlation coefficient was used for the analysis.

RESULT AND FINDINGS

**Table 1: Correlation of Training Process and Employee Performance
(Test for hypothesis 1 & 2)**

			Training Process	Job Satisfaction	Job Efficiency
Spearman's rho	Training Process	Correlation Coefficient	1.000	.585**	.515**
		Sig. (2-tailed)	.	.000	.000
		N	220	220	220
	Job Satisfaction	Correlation Coefficient	.585**	1.000	.525**
		Sig. (2-tailed)	.000	.	.000
		N	220	220	220
	Job Efficiency	Correlation Coefficient	.515**	.525**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	220	220	220

Source: SPSS Output, 2020.

Training Process and Job satisfaction: The analysis findings show a significant level $p < 0.05$ ($0.000 < 0.05$), $\rho = 0.585^{**}$. It indicates an association between training process and employee job satisfaction. The null hypothesis H_{01} is rejected and the alternate accepted.

Training Process and Job Efficiency: The result depicts a significant level $p < 0.05$ ($0.000 < 0.05$), $\rho = 0.515^{**}$. This shows the relationship between training process and employee job efficiency. The null hypothesis H_{02} , is rejected and the alternate accepted.

Table 2: Correlation of Training Content and Employee Performance
(Test for hypothesis 3&4)

			Training Content	Job Satisfaction	Job Efficiency
Spearman's rho	Training Content	Correlation Coefficient	1.000	.535**	.495**
		Sig. (2-tailed)	.	.000	.000
		N	220	220	220
	Job Satisfaction	Correlation Coefficient	.535**	1.000	.545**
		Sig. (2-tailed)	.000	.	.000
		N	220	220	220
	Job Efficiency	Correlation Coefficient	.495**	.545**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	220	220	220

Source: SPSS Output, 2020.

Training content and Job satisfaction: The analysis findings show a significant level $p < 0.05$ ($0.000 < 0.05$), $\rho = 0.535^{**}$. It indicates an association between training process and job satisfaction. The null hypothesis, H_{03} , is rejected and the alternate accepted.

Training Content and Job Efficiency: The result depicts a significant level $p < 0.05$ ($0.000 < 0.05$), $\rho = 0.495^{**}$. This reveals the existence of a relationship between training process and employee job efficiency. The null hypothesis H_{04} , is rejected and the alternate accepted.

Table 3: Correlation of Training Task analysis and Employee Performance
(Test for hypothesis 5&6)

			Training Task Analysis	Job Satisfaction	Job Efficiency
Spearman's rho	Training Task Analysis	Correlation Coefficient	1.000	.425**	.565**
		Sig. (2-tailed)	.	.001	.000
		N	220	220	220
	Job Satisfaction	Correlation Coefficient	.425**	1.000	.515**
		Sig. (2-tailed)	.001	.	.000
		N	220	220	220
	Job Efficiency	Correlation Coefficient	.565**	.515**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	220	220	220

Source: SPSS Output, 2020.

Training Task Analysis and Job satisfaction: The analysis findings show a significant level $p < 0.05$ ($0.001 < 0.05$), $\rho =$

0.425^{**}. This shows a positive relationship between training task analysis and job satisfaction. The null hypothesis, Ho₅, is rejected and the alternate accepted.

Training Task Analysis and Job Efficiency: The result depicts a significant level $p < 0.05$ ($0.000 < 0.05$), $\rho = 0.565^{**}$. This reveals the existence of a relationship between training task analysis and employee job efficiency. The null hypothesis Ho₆, is rejected and the alternate accepted. There is a significant relationship between training and employee job performance.

CONCLUSIONS

The study examined the connection between training and employee job performance. The training process, content and task analysis were used as the measures of training, while job efficiency and job satisfaction were the measures of employee job performance. The findings show a significant relationship between training and employee job performance.

RECOMMENDATION

1. The training content should encourage retentive learning.
2. The training process should be clearly stated and address the observed gaps.
3. Continuous training programs should be provided to the employees for job efficiency and satisfaction.
4. Training should be evaluated for job efficiency.
5. Task analysis should address the job weaknesses.

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