

Excellence training for productivity; an empirical investigation of Pakistani organizations

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Abstract

This paper examines workers' job-relevant education, formal on-the-job and informal on-the-job training. Using data from a panel study, we examine the extent to which individuals that made the school-to-work transition actively participating in their own labor market upgrading. This research is also about employees' perceptions to usefulness of this education and training. Our data suggest that job-relevant skills are obtained from a diverse combination of sources within workplaces and educational institutions. We conclude from different articles of different authors that, employees' education and training will be results in high skills, ability, good performance, acceptance and better skill development. The employees with high skills easily understand the problems, enough knowledge to solve the problems and have ability to perform well. The objective of workers' job training and education is to polish their mental level and to enhance the skills in the workers. Such data justifies our belief that there is a strong relationship between workers job training and education. This research is conducted through the use of theoretical framework about workers job training and education. This theoretical framework explores this relationship at a great length and in detailed volume. The main objective was to find out whether relationship exists between training and education and, if so, its nature. Education & Training addresses the increasingly complex relationships between education, training and employment and the impact of these relationships on national and global labor markets. Within this paper I have highlighted ways in which the interrelationships between knowledge and skills can lead to the development of logical links between education and training to the advantage of both. We have also noted that training and education is only one of a variety of links that might usefully be developed.

Keywords

High Skills, Ability, Performance, Acceptance, Skill Development

1. Introduction & Background

Charles I. Bruce et al, (March 1991) showed that distance learning via satellite offers industry an opportunity to provide high-quality, cost-effective education to employees and customers. Our satellite network uses interactive digital multimedia technology and was designed for interactivity, making it easy for students to ask questions and for instructors to exploit the use of multimedia. Graham s. Lowe and harvey krahn, (Sep., 1995) examined that younger workers' job-relevant post-secondary education, formal on-the-job and informal on-the-job training. Our data suggest that

job-relevant skills are obtained from a diverse combination of sources within workplaces and educational institutions. We conclude by exploring the policy implications of these findings in the context of debates about the link between human resource development and economic competitiveness. John Bishop, (September 1998) summarizes research from many sources concerning the current debate over occupation-specific versus general education and training. He argues against a recommendation made and this research shows, to the contrary, that productivity derives directly from social abilities (such as good work habits and people skills) and cognitive skills that are specific to the job and occupation, not from reading, writing, and mathematics skills. Walter g.

Halset, (winter, 1952) investigated that underlying purpose of the educational program for public employees overcome some of the obstacles to the recruitment and development of trained employees. The program is based on the following concepts: (1) the existing ranks of government; (2) the stimulation of employees to seek self-improvement; (3) sound academic preparation; and (4) the proper blending of experience and academic training. Kees Meijer, (1991) showed that transnational training projects, including the opportunities for young people in initial vocational training to participate in exchanges or work placements abroad; the joint training of trainers; and the joint development of European training modules, and of qualifications and certificates related to them. And also measures aimed at introducing a European dimension into the processes and systems of vocational information and guidance, including the networking of European guidance data, and joint training of guidance counselors. Dearden, L., et al, (2006) investigated productivity of the employees with training and the wages. There results showed that there exist a significant relationship between training and the productivity. Leonard Cantor, (1985) describe and analyze that the Japanese approach to vocational education and training and its contribution to the country's economic progress must, of course, be set in the context of Japanese society and, more particularly, its educational system and industrial organization. Todd. Rutherford et al, (1998) summarize that whether training and a proactive stance by labor are critical to the formation of a high- skill, high-wage, "virtuous circle" of Indus- trial change. Further suggest that one possible configuration of training development under an emerging labor as an important stakeholder in skill development, especially at the regional level traditionally. Ryan Nelson and Paul, (1987) define the terms education and/or training are used in this study to refer to formal efforts to transfer required IS knowledge. The topics include IS concepts, technical skills, organizational skills, and knowledge about specific IS products. While the shift to a new model of human resource management is still an emergent trend, at the core of this model is an emphasis on creating a skilled, adaptable workforce that has ample opportunity for continuous learning. Hogan, B. (2007) training in education, on the job training has much impact on the employees productivity, the cost will rescue a long term benefit in term of productivity for the organization. Employee evaluations of training are lacking. Employee assessments of their investments in job-relevant education and training are a useful perspective from which to evaluate the impact of this activity. Younger workers are important in this respect given the cumulative effects of job-related education and training on productivity and job re- wards, and the fact that younger employees are the main participants in both self-initiated and employer-sponsored training. Wooldridge, (1984) defines that the Training for public employees has long been considered a major strategy for improving the productivity of public organizations. It is useful to think of training as an organized learning experience designed to enhance the ability of an employee to achieve a desired level of performance in a

specific job. This definition is useful because it emphasizes that the intermediate objective of a training effort is to achieve a specified level of performance in a given job. Training can be a very important strategy for improving the efficiency and effectiveness of the public-sector work force. Gguillermo Labarca, (1998) showed that training cannot replace basic education, that the process of technological change goes hand in hand with an increased demand for workers with a high level of education, that substituting training in specific skills for good basic education is not the most efficient option, and that one of the favorable effects of primary education is that it facilitates after-school training.

2. Methodology

This model shows that skill development, acceptance, performance, ability & high skills are strongly influenced by Employees Training and Education. Training and Education brings changes in the attitude and behavior of employees. And it also changes the whole environment of industry. Through this employees performance and ability is well towards their work.

2.1. High Skills

Tod D. Rutherford (Apr., 1998) link the development of union training initiatives and their relationship to state labor market policy to an emerging with their high skills. He suggested that one possible configuration of skill development under an emerging Schumpeterian Workfare State would include labor as an important stakeholder-especially at the regional level in a high- skill/high-wage virtuous circle of development.

2.2. Ability

Ability has been defined as the selection, by union-covered firms, of higher- ability workers and perhaps also the boosting of their skills. In addition, more training and greater pay returns for union-covered workers, but this reflects their higher unobserved ability/quality. Controlling for unobserved ability should eliminate this effect. Likely to arise for workers with greater ability and a higher propensity to shop for a job (higher search effort).

2.3. Performance

In this research paper performance can be define as that we believe that there are principally two types of training and education outcomes: understanding (measured through learning performance) and motivation to use (measured through attitudes toward the system). Performance has been measured through several means such as performance in creative tasks. Such a theory will help us understand competent performance and along which changes in the levels of performance occur. The better performance of the abstract learners in our studies compared to the concrete learners can be attributed to their edge in abstract thinking Alison I. Booth at al (1991-96), Tod D. Rutherford (Apr., 1998), Alison I.

Booth *et al.* (Oct., 2003), R. Ryan Nelson and Paul H. Cheney (Dec., 1987), Iordanis Kavathatzopoulos (Nov., 2003), Robert P. Bostrom *et al.* (Mar., 1990), Adrian Ziderman (Winter, 1973), Adrian Ziderman (Winter, 1973), John Bishop (Sep., 1998), Stuart Macdonald (Sep. - Oct., 1995), Kelly A. Chillaregeet *al.* (Mar., 2003), Blue Wooldridge (Winter, 1988), Erik Rautalinko *et al.* (Mar., 2004), R. Ryan Nelson (Dec., 1991), John Bishop (Sep., 1998), Leonard Cantor (1985).

2.4. Acceptance

Acceptance presents and evaluates a conceptual model of how employees training and education can impact the acceptance of information systems within the organization. Acceptance is the degree of willingness of an individual or group to utilize information systems. System acceptance involves changes in the most basic habits embedded in one's daily activities: how one thinks, composes materials, and communicates. Acceptance is a subjective factor and not easily measured. "Ideally, one would supplement the amount of use as an indicator with subjective ratings of a system's acceptability and potential benefits (satisfaction)" R. Ryan Nelson, (Dec., 1987), R. Ryan Nelson and Paul H. Cheney (Dec., 1987), Samuel S. Baxter *et al.* (Jan., 1968), Stuart Macdonald (Sep. - Oct., 1995), Kelly A. Chillaregeet *al.* (Mar., 2003), R. Ryan Nelson (Dec., 1991), Leonard Cantor (1985).

2.5. Skill Development

Skills development is becoming obsolescent more rapidly than in the past. But those who argue that this implies a reduced need for occupation-specific skill development have the story exactly backward. Skill obsolescence is greatest in fast-changing fields that are close to the frontier of knowledge, such as the computer industry. It is precisely in these fields that the payoff to skill development is the greatest. J.A. Krmptic *et al.* (1992) proposed that 'The role of employer-sponsored training in the skill development process of university graduates.' So it is hypothesized that;

Ho: There is a relationship between high skills, ability, Performance, acceptance and skill development with employees training and education.

H1: There is no relationship between high skills, ability, Performance, acceptance and skill development with employees training and education.

For this research study the data was collected from a sample of one hundred people as; n=100. This research study has been conducted on the basis of non-probability sampling in which convenience sampling was used. Convenience sampling refers to the collection of information from members of the population who are conveniently available to provide it.

3. Data Analysis

Different tests were applied on the data such as reliability test, descriptive measures, regression and correlation coefficients in order to analyze the data, interpret it and check its effectiveness.

Reliability of each question was calculated and it can be checked in appendix-I at the end of this research paper.

The measurement scale used was the interval scale having five intervals. Like, strongly disagree, disagree, neutral, agree and strongly agree. All these were given weight age as 1, 2, 3, 4 and 5 respectively. This scale was selected because it allows the respondents to stay neutral too if they do not know the answer or they either do not want to respond to any of the questions. It tells us the degree to which the respondents will responds to the question asked.

Table 1. Reliability (alpha) of variables.

Variables	Cranach's Alpha
Employees Training & Education	0.826
High Skills	0.846
Ability	0.842
Performance	0.897
Acceptance	0.864
Skill Development	0.850

High skills, ability, performance, acceptance, skill development and Employees Training & Education were checked for reliability and all were accepted. But, the reliability of performance and acceptance was more than others and was good.

Table 2. Descriptive Statistics.

Variables	Mean	Std. deviation
Employees Training & Education	3.7862	0.69031
High Skills	3.8783	0.68200
Ability	3.7437	0.66787
Performance	3.4738	0.52684
Acceptance	3.7650	0.62365
Skill Development	3.7070	0.66504

With the help of this descriptive analysis the researcher can acquire the feel for the data by checking the central tendency and the dispersion. The mean, and the standard deviation in the data will give the researcher a good idea of how the respondents have reacted to the items in the questionnaire and how good the items and measures are.

In this research study the range of the data of every variable was calculated which helped to find out that which variable data falls where on the interval scale. For high skill, the data lied between; (4-5) which means that most of the respondents strongly agreed to the questions asked. For ability, the range was (4-5) which means that the respondents were strongly agreed upon the question. For acceptance, it was between; (3-4) again meaning that respondents were agreed to some extent. For skill development, the range calculated was (4-5) so, most of the people agreed to the questions. The range of the data of performance was (3-5) which tells us that mostly people agreed and finally the range for employee education and training was (4-5) meaning that mostly respondents agreed. So, overall we can say that most of the respondents were agreed, on the questions asked to collect data for every variable.

This data analysis uses Pearson correlation in table 3. As

this table shows that there exists a positive relationship between employees training and education with Skill Development, employees training and education with Performance.

Table 3. Correlation Matrix

Variables	Employees Training & Education
Skill Development	1.000**
Performance	0.159**
Acceptance	-0.282*
High Skill	-0.215*
Ability	-0.396*

But there is negative relation between employees training and education with acceptance, employees training and education high skills and employees training and education with Ability. The correlation is partially strong negative employees training and education among acceptance and high skills.

Table 4. Regression

R	R-Square	Adjusted R
0.918	0.843	0.834

To test the hypothesis of this research we have used multiple regression analysis. The results of regressing the five independent variables can be seen in the above table. R is the correlation of five independent variables with employees training and education. R-square is the variance. This model summary shows that there is 84.3% relationship among employees training and education, High Skills, Ability, Performance, Acceptance, Skill Development.

Table 5. Coefficients

Variables	T	Significance
Employees Training & Education	-762	.448
High Skills	8.721	.000
Ability	2.157	.034
Performance	-2.078	.040
Acceptance	2.601	.011
Skill Development	6.126	.000

For the relationship of dependent and independent variables, the value of t tells us about it. It shows that how much is the impact of independent variables on the employees training and education that is the dependent variable. In this research study as the value of t is greater for religion which is significant at 0.000 level so, its impact will be more on employees training and education. Then the value of t for high skills is more and then skill development so these two will have more impact on employees training and education. The value of t for ability and acceptance is less than others but greater than 2 which means it will have an impact on employees training and education but less than others. The value of t for performance is negative and significance level is also more than others which means that it is inversely related to employees training and education.

4. Conclusion

Our purpose of this research study was to find out the relationship between High Skills, Ability, Performance, Acceptance, Skill Development and employees training and education. Employees training and education was the dependent variable and we checked the impact of other variables on it by collecting data through questionnaires from the respondents and then applied regression and correlation tests on that data to find out the relationship of these variables with employees training and education.

The hypothesis for this research was to find out that whether there exists a relationship among High Skills, Ability, Performance, Acceptance, Skill Development and employees training and education or not. By using regression analysis we came to know that there was 84.3% relationship among all these so the null hypothesis for this research study was accepted and so the alternative hypothesis was rejected. From the values of t we find out that the impact of high skills is more and skill development was more on employees training and education. Performance also has an impact but there was a negative relationship between performance and employees training and education.

As this research study was conducted in Pakistan so, the results of this research were more or less expected. The impact of ability and performance on employees training and education are more here. And high skills also have a strong impact. Whereas ability and acceptance has a negative impact on employees training and education because it takes its basic formation in the early work level and so remains the same throughout the work time.

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