



The Impact of Training and Development on Employee Performance in Malaysia's Tertiary Education Sector

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Human resources are the backbone of any organization and are critical to its success (Anam, Rashi, Rad, & Mizana, 2013). The Malaysian government has taken steps to equip individuals with the necessary skills and knowledge through tertiary education and education reforms (Ocquaye, 2004), but organizations must also play their part by providing comprehensive training and development opportunities to help employees reach their maximum capability and drive the organization ahead of the competition (Bayraktar, 2017). Investing in human resources is a crucial step toward success, as employees are a critical and costly resource for every organization, and their full potential must be supported (Wasib, 2019). Training and development play a key role in enhancing employees' knowledge, abilities, and attitudes, leading to improved organizational outcomes (Shafiq, 2015), and organizations should provide these opportunities to their employees as a field of organizational activities aimed at improving employee and organizational performance in order to achieve organizational objectives (Wasib, 2019). Employee productivity and efficiency should be enhanced to achieve maximum output (Jagero, Komba, & Mlingi, 2012), and organizations must invest heavily in their human resources to ensure the success of both the individual and the organization.

As mentioned, the development and improvement of employee performance is a crucial aspect of any organization's success. To do this, organizations frequently fund training and development programs to improve the future and current performance of their personnel (Anam et al., 2013). The focus of this research is to look at the influence of training and development on employee performance, with a particular focus on the Malaysian private higher education business. To accomplish this, this study will examine key elements of training and development, such as the training method, training design, and delivery style (Naveed et al., 2014). The findings of this study will give important insights into the efficacy of training and development programs in Malaysia's private higher education business, as well as how they lead to improved employee performance.

Research problem

This research recognizes the importance of properly providing the impact of training on employee performance. Training is a methodical process that increases an employee's skills, knowledge, and competency, all of which are necessary for efficient job performance. Overall, training has an impact on organizational competitiveness, income, and performance. However, many organizations overlook the significance of training in increasing employee productivity and, in times of economic slowdown or declining profits, may make cuts to their training budgets. This could lead to high job turnover and increased costs in hiring new employees, negatively impacting organizational profitability. Previous studies have consistently shown that positive associations between training and employee performance are evident, which benefits both the individual and the organization by enhancing employees' talents and behaviors.

The objective of this research is to determine the impact of training on employee performance within the private higher education industry. The purpose of this study is to provide a comprehensive understanding of the relationship between training and employee performance and to offer practical guidance to organizations looking to improve the performance of their employees. In order to achieve this goal, the research will provide a detailed analysis of the role of training and development in enhancing employee performance, including an examination of various types of training programs offered by organizations. Ultimately, it is hoped that the results of this research will help organizations in the private higher education industry to better understand the benefits of training and to make informed decisions about the types of training programs they offer to their employees.

Objectives of the Study

The primary goal of this research is to look into the perceived influence of training and development on employee performance in Malaysian tertiary education.

The research's main goals are to discover:

- 1) Types of training and development practices across tertiary education institutions in Malaysia
- 2) The effect of training and development on employee performance

Hypothesis of the Study

The following hypothesis was developed to fulfill the study's objectives:

There is a substantial beneficial association between training and development programs and employee performance in Malaysia's tertiary education industry.

Significance of the Study

The current study adds to the empirical literature on the link between training and development and employee performance in Malaysian tertiary education. This study tries to shed light on an issue that has gained substantial interest in the academic community by investigating the influence of training methodologies, training design, and training delivery styles on employee productivity. The goal of this research is to provide readers with a better knowledge of the influence of training and development on employee performance and to serve as a guide for organizations aiming to boost staff productivity. This study contributes to the current body of literature by giving extensive information on the impact of various training techniques, designs, and delivery styles on employee performance in Malaysia's higher education business. The findings of this research are important given the current environment in which organizations are facing increasing pressure to accomplish more with less. Through a better understanding of the impact of training and development on employee performance, organizations can make informed decisions about investing in their human resources, which is crucial for improving employee productivity and overall organizational success.

Finally, this research work has implications not only for tertiary education in Malaysia but for institutions in general. The results of this study can be used to inform and guide the Ministry of Education in their efforts to streamline and improve their training programs for academic staff. By empowering academic staff with comprehensive training, it is expected to result in improved performance and positive outcomes.

Literature Review

The evolution of human resource management (HRM) has undergone various stages, according to Armstrong (2003). The creation of HRM was driven by environmental and social factors and was established in 1915 as personal management, with a focus on providing welfare services and delving into the personal lives of employees. Personal management operations, on the other hand,

grew through time to encompass management assistance in the form of recruiting and selection, basic training, and record-keeping, among other things. Many HRM operations have gotten increasingly complicated as the necessity develops.

Training is a type of learning activity that focuses on obtaining specific information and abilities for a certain career or task. Training focuses on work or activities at hand, such as the need for efficiency and safety when operating certain tools or equipment, or the necessity for a successful sales force. As Cole (2002) notes, these are just a few examples of the many applications of training in the workplace.

Training and development, as defined by Noe (2005), is a crucial aspect of human resource management that focuses on enhancing the performance of individuals and teams within organizational contexts. These two processes are often intertwined and complement each other. Training is a proactive approach to building skills and knowledge, as well as addressing any performance gaps among employees. On the other hand, development is a forward-thinking approach aimed at addressing potential workplace issues before they become problematic.

Training and development encompass ongoing efforts to enhance the abilities and satisfaction of employees through educational means. These efforts cover a broad spectrum of purposes in the contemporary workplace, including imparting specific job skills and fostering long-term professional growth.

McClelland's Theory of Needs

McClelland's Theory of Needs is a motivational paradigm which proposes that employee emotional states may be influenced by human motivation. According to McClelland (1955), employees might be driven toward a goal by their desire for accomplishment, authority, or affinity. According to Ferinia (2017), motivation lies at the heart of all management operations. Employees' emotions may change in reaction to various conditions, according to Harmon (2018). Individuals may confront unsatisfied wants, resulting in pleasant or negative feelings depending on the direction of the driven activity (McClelland, 1955).

According to Johnson (2018), several workshops and training based on McClelland's Human Motivation Theory have been undertaken by firms in order to improve employee management skills. This work can help with various test and evaluation methods for estimating employee potential and capacity. Before putting students through a training program, trainers should assess their needs. Trainers must create training program sessions based on trainee requirements and effectively communicate with trainees about how the training program may address those needs. As a consequence, trainees are more enthusiastic to engage in the training program, which may result in better results (Johnson, 2018).

Employee performance

Employee efficiency is the quality and quantity of work accomplished by an employee with the

duties allocated to them in carrying out their jobs (Gruman, 2014). Quality is measured by the cleanliness, accuracy, and smoothness of the work, whereas quantity is established by the volume or number of works to be done by personnel. Tika (2014) adds that in some situations, employee accomplishment may be viewed as the result of an employee's efforts. According to (Ahmad, 2014), the main goal of every commercial business is to attain and produce higher work performance as well as boost organizational productivity since performance structure is a major issue and embracing successful techniques to empower people is a major challenge. Anitha (2015) defines employee performance as a metric of an employee's revenue or another outcome that is directly related to the output and milestones of the organization.

Organizational culture plays a crucial role in shaping creativity and overall firm output, according to Johnson (2018). A culture that encourages trained, motivated, and devoted human resources may result in new product and service innovations, as well as improved efficiency, organizational performance, and customer happiness. Employee development and training are also critical components of company success. As David (2020) notes, preparing employees helps to increase their self-fulfilling skills and talents, saves operational expenses, and limits company liabilities. Employee performance is impacted by a range of factors, including work happiness, experience, and management, according to Inuwa (2016), but there is a strong correlation between training and performance. Thus, training and development are useful for both people and enterprises in terms of improving overall performance.

Types of Training and Development

To encourage employee growth and achieve a qualified workforce, companies of all types have launched "continual learning" programs and other training and development initiatives. Employee competence and productivity development via training are often viewed as critical factors in ensuring small firms' long-term success and profitability (Cole, 2002). Training is also a method that many companies consider when offering promotions and advancement opportunities to employees (Russen, 2021). To foster a corporate culture that encourages lifelong learning, companies should prioritize training and development initiatives.

According to Johanson and Vahlne (2003) training and growth have become essential in the increasingly competitive business world. Providing employees with training and development programs can lead to increased levels of employee satisfaction and low staff turnover, according to Kum (2014). Tansky and Cohen (2001) also found that training and growth can create opportunities for job advancement. The benefits of executive training programs for employees have been documented in several studies, including Jehanzeb and Bashir (2014). By providing workers with the necessary skills to carry out their duties effectively, they will be better equipped to meet their obligations (Bataineh, 2014). Common training methods, such as group seminars, on-the-job instruction, and online programs, have been used in the education profession for many years.

Contribution to training and development

Glaser (1984) presents a thorough explanation of the concept of human capital expenditure and its impact on efficiency, employment, and job mobility. Companies are increasingly recognizing the benefits of investing in training, including increased revenue and efficiency, better quality and share price, and lower turnover, absenteeism, and tension. Employee training usually involves a series of systematic and organized exercises aimed at enhancing the level of competence and expertise required to excel in one's job within the organization (Lawler, 1994). Research has shown that proper employee training leads to improved performance and enhances workers' knowledge, skills, and abilities (Elnaga and Imran, A, 2020). Employee satisfaction is also increased through training and development opportunities, especially when it leads to improved job performance (Bakker, 2011). Furthermore, employee training can boost self-worth and trust, as emp

Methodology

The goal of this research is to determine the impact of training on employee performance in the education industry, with a focus on private higher education colleges in Malaysia. As a result, the target respondents are tertiary education professors from Malaysian private institutions, as well as individuals who have training experiences given by the education industry. Since the education industry has expanded considerably in recent years, the target group was picked. This study's sample frame includes education sector personnel and employers who have training expertise in student learning and teaching approaches. This is done to guarantee that the sample frame is current, comprehensive, and relevant to the study's aims and objectives. In this investigation, purposeful random sampling was used. We will use the SPSS program to evaluate the primary data gathered from our survey form and collected from our targeted respondents.

Empirical Result

Descriptive analysis is utilized to represent the respondent's information generally and also reveals demographic. The frequency and proportion of responders, as given in the table, are shown in Table 1.1. According to the table data, it is apparent that the majority of responders are female. It also reveals that 42 of the respondents are female, accounting for 63.6% of the overall population of the survey. The remainder of the responders is male. There are 24 males who have responded. Males account for the remaining 36.4%.

Table 1.1: Gender

	Frequency	Percent (%)	Cumulative Percent (%)
Male	24	36.4	36.4

Female	42	63.6	100.0
Total	66	100.0	

Source: Data generated by SPSS version 25

The bulk of respondents, as indicated in Table 1.2, are between the ages of 35 and 44, with the fewest being between the ages of 55 and 64. The biggest proportion of respondents in this group is 42.4%, with respondents aged 35 to 44 years old, while the lowest percentage is 9.1%, with respondents aged 55 to 64 years old.

Years	Frequency	Percent (%)	Cumulative Percent (%)
25 years old to 34 years old	14	21.2	21.2
35 years to 44 years old	28	42.4	63.6
45 years old to 54 years old	10	15.2	78.8
55 years old to 64 years old	6	9.1	87.9
65 years old to 74 years old	8	12.1	100.0
Total	66	100.0	

Source: Data generated by SPSS version 25

Table 1.2: Age

According to Table 1.3, the preponderance of respondents have taught at the institution for 1 to 2 years and 5 to 6 years. The proportion of respondents who have lectured in tertiary education in Malaysia is 31.0%, while the lowest is 2.3%, representing less than one year of lecturing.

Table 1.3: Years of Education

Years of Education	Frequency	Percent (%)	Cumulative Percent (%)
1 to 2 years	18	27.3	27.3
3 to 4 years	16	24.2	51.5
5 to 6 years	20	30.3	81.8
7 to 8 years	6	9.1	90.9
Others	6	9.1	100
Total	66	100.0	

Source: Data generated by SPSS version 25

This study provides a data analysis of the training and development program that our respondents in higher education participated in. Table 1.4 represents the types of training joined by the lecturer in their respective organizations.

Table 1.4 Types of Training

Type of Training and Development Program	Frequency
Workshops Training	
Had been attend (yes)	66
Did not attend (no)	0
Online Courses Training	
Had been attend (yes)	54
Did not attend (no)	12
Face to Face Training	
Had been attend (yes)	50
Did not attend (no)	16
Role playing Training	
Had been attend (yes)	14
Did not attend (no)	52
On The Job Training	
Had been attend (yes)	24
Did not attend (no)	42
Off-Work Training	
Had been attend (yes)	6
Did not attend (no)	60

Source: Data generated by SPSS version 25

Table 1.5 Effect of training and development on performance

Performance Level	Frequency	Percentage
Higher	60	90.91
Lower	6	9.09

Source: Data generated by SPSS version 25

Overall, the outcome shows that training does help to attain employee performance in the organization. Table 1.5 indicates that 90.91% of the employees show high-performance levels after training or development programs. This indicates that employee training and development improved performance and increased work satisfaction.

Conclusion

Consequently, the goal of this research is to look at the impact of training and development on employee performance, with a focus on the Malaysian private higher education business. The target respondents are tertiary education instructors as well as individuals who have had training experiences given by the education industry. This study relied on a purposeful random sampling of education sector professionals and employers with training expertise in student learning and teaching approaches. Tertiary education in Malaysia is the sampling site, and the sample size is 66 tertiary education lectures. We will use the SPSS program to evaluate the primary data gathered from our survey form and collected from our targeted respondents. As a result, the type of training and employee productivity are positively related. This evidently shows that the type of training provided by organizations influences employees' commitment to tertiary education achievement. Adopting the best training procedure will improve workers' overall performance toward their work, hence affecting organizational performance. As a limitation, we obtained evidence that the SPSS program used to investigate two variables was strongly associated, but this did not indicate that one caused the other. The difficulty of acquiring timely access, expense, and bias can still exist in some circumstances.

Recommendation

- I) Training and advancement of all employees should be sought enthusiastically and compulsorily.
- II) Career planning and advancement: Each employee should have a career movement projection plan, as well as a preparation and improvement projection.
- III) Assessing preparation for adequacy: the thinking in which each teaching class will be examined should be sustained and altered to be different while contemplating how the information required to assess learning events will be gathered and explored.

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