Australian Journal of Basic and Applied Sciences, 9(34) Special 2015, Pages: 246-253

ISSN:1991-8178

Australian Journal of Basic and Applied Sciences

Journal home page: www.ajbasweb.com

Assessing the Relationship between Motivation and Training on Job Performance in Public Sector

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ARTICLE INFO

Article history:
Received 3 October 2015
Accepted 10 October 2015
Published Online 13 November 2015

Keywords:
Motivation,
Training, Job Performance

ABSTRACT

Background: In many organizations today, motivation is one of important element and it becomes crucial in order to enhance job performance among the employees. Therefore, the aim of this study to determine the role of motivation and how this element can influence and give impact on job performance and how training mediates this relationship. Previous studies found that the job performance is derived from aspect of motivation and training among employees and organization itself. Thus, the job performance of employees also become important to ensure sustainability in organization.

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To Cite This Article: Nurul Hasanah Mat Isa, Mashitah Mohd. Udin, Abd Rahim Romle, Siti Zahirah Mohd Zahid and Mariatul Shima Che Embi., Assessing the Relationship between Motivation and Training on Job Performance in Public Sector. ***Aust. J. Basic & Appl. Sci.,*** *9(34): 246-253, 2015*

INTRODUCTION

Nowadays, employees are increasingly expected to display effort, motivation and initiative in modern organizations. It is not only human competence depends on the success of an organization but also how it motivates employee to an organization. The essential key to an organization's success and survival is adaptability. In order to achieve good performance, organizations need to have the right employees that are able to manage at the speed of change and address business issues creatively (Robbins, 2005).

The discussion of motivation and training in organizations are encountered such important issue whether they are in the public or a private sector. Motivation is a progression of moving and supporting goal-directed behavior (Chowdhury, 2007). It is an internal strength that drives individuals to pull off personal and organizational goals employees (Abadi, Jalilvand, Sharif, Salimi, & Khanzadeh, 2011). Besides that, motivation is a set of courses concerned with a kid of strength that boosts performance and directs towards accomplishing some definite targets (Danish & Usman, 2010).

Training is the process of providing employees with specific skills or helping themselves to correct deficiencies in their performance (David, 2010). A fundamental objective of training is the elimination or improvement of performance problems. To be successful, a training program must have clear stated and realistic goals (David, 2010). These goals will guide the program's content and determine the criteria by which its effectiveness will be judged. For example, management cannot easily realistically expect that one training session will make everyone an accounting expert. Such an expectation guarantees failure because the goal is unattainable. If the goal is to improve specific skills, the training needs to be targeted to those skill areas. In contrast, the company's training goal may be to provide employees with a broader understanding of the organization (Sahindis & Bouris, 2008).

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In the development of organizations, training plays a vital role, improving performance as well as increasing productivity and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (Afshan, Sobia, Kamran & Nasir, 2012).

Each of employees will be compensated differently depends on the performance for the whole year. The level of performance of employees relies not only on their actual skills but also on the level of motivation each person exhibits (Burney & Widener, 2007). The motivation will not limit to a particular job or task, but any training program designed by the company. Training provided is aimed to help the employees to improvise their knowledge and ability to perform the job and motivation will add more value in the training. It has been suggested that such training not only helps organizations to create a more adaptable and efficient workforce, but also has financial benefits (Holden, 1991).

Today, in many organizations the worldwide competition continues to increase. For that reason, organizations are searching for more efficient ways to rise their productivity. In this increasingly competitive market, it is not sufficient to cut down costs by making use of new technologies or lower-wage employees. To rise productivity, it is important to make use of the skills of employees (George & Jones, 2008). Murphy and Saal (1990), investigated the relation between job performance and productivity, which resulted in a positive relation. Thus, it is of importance for companies to seek ways to rise job performance.

The needs of study training and motivation also base on previous research that according to Colquitt, LePine and Noe (2000) suggested that even if trainees possess the ability to learn the content of the course, they might fail to benefit from training because of low motivation. So, these two variables must work on together to achieve a good job performance.

Problem Statements:

Many organizations invest in training because they believe training will enhance employee's performance and motivation. Successful training program require a huge motivation from trainees to focus what should be done and behave during program. High or low motivation affects the employee's perception on the training program that becomes a crucial part in organizational development.

Unfortunately, if the employees perceive that training is not matter for their sake, it will be a dangerous for organization as a whole. It is therefore affect transfer of learning towards the employees during training program as Holden (1991), calculated that only 10 % of learning in training is implemented on job. Bad for employee's perceptions on training normally drive them to be not interested on training and will affect learning transfer. This problem becomes a major part of the training effectiveness. Motivation to transfer is influenced by the perception of relevancy of training with job description and opportunities of using knowledge on job (Colquitt *et al.*, 2011). It is therefore imperative for organizations to design their training program in such a strategic way that improve the transfer of training (Sutherland, 2009).

Furthermore, the organizations always faced problem in implementing a good quality program for their employees and this will affect the effectiveness of training program (Clarke, 2002). Even, if the management put some attempt to give the training, most of the training course were delivered and developed without trying to identify the benefit to the organization and also the employees itself (Montesino, 2002). Actually, the most important is for each program training must have specific objectives so that the trainees are able to achieve them (Hilyer, Veasey, Oldfield & McCormick, 2000).

Research Questions:

The research questions for this study are:

1. Do motivation relate to job performance in public sector?
2. Do motivation relate to training in public sector?
3. Do training relate to job performance in public sector?
4. Do training mediate the relationship between motivation and job performance in public sector?

Research Objectives:

Generally, the objective of this study is to determine the relationship between motivation and training on job performance in public sector. The specific objectives of this study are as follows:

1. To examine the relationship between motivation and job performance.
2. To investigate the relationship of motivation on training.
3. To determine the relationship of training on job performance.
4. To investigate the mediating on training towards the relationship between motivation and job performance.

Literature Review:

Motivation:

Halepota (2005), defines motivation as "a person's active participation and commitment to achieve the prescribed results". The further presents that the concept of motivation is abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favorable results all the times (Halepota, 2005).

In addition**,** Robbins (2001) stated motivation is a needs-satisfying process which means that when a person's needs are satisfied by certain factors. The person will exert superior effort toward attaining organizational goals. Closely related to employee are satisfaction and morale, employee motivation maybe considered both an action and a status. The action occurs when management takes steps to foster a work environment where employees are self-driven to perform their job tasks at a level that meets or exceeds management's standards.

Muhammad and Memon (2012) reported that motivation formulates an organization more successful because provoked employees are constantly looking for improved practices to do a work, so it is essential for organizations to persuade motivation of their employees (Danish & Usman, 2010). Getting employees to do their best work even in strenuous circumstances, is one of the employees most stable and greasy challenges and this can be made possible through motivation.

Motivation as a power that strengthens behavior, gives route to behavior, and have the tendency to continue work (Fard, Ghatari & Hasiri, 2010). Based on the book of Steers (1996), motivation is concerned with how behavior gets started, is energized, is sustained, is directed, is stopped, and what kind of subjective reaction is present in the organism while this action is going on. The study of motivation has to do with the analysis of the various factors which incite and direct individual's action.

No one works for free. Employees want to earn reasonable salary and payment, and employees desire their workers to feel that is what they are getting. Money is the fundamental inducement, no other incentive or motivational technique comes even close to it with respect to its influential value (Ali & Ahmad, 2009).

Training:

Training refers to the methods that used to give new or present employees the skill they need to perform their works (Dessler, 2003).Training also can described as a structured intervention that is aimed at enhancing and improving key elements that is vital in individual performance. In other words, training and development consist of set of strategies, policies, lessons, tools and procedures that is designed to enhance the members or the employees at the organization (Delery & Doty, 1996).

In addition, training is an important human resource practice which is seen to be vital factor in any organization that aims to be productive and it is argued that higher productivity comes with providing a good training program at a firm (Aw & Tan, 1995). In many cases, many trained employees have changed their jobs to other companies and that became costly to organization who spent a lot and will have to find replacement for the vacancies left by former employees, so this has resulted an increased cost to the firm to make sure they keep their current trained employees rather than losing them and replacing them with others who will need another training programs (Schaffner, 2001).

Furthermore, training programs can be a systematic process that's to identify what the employee needs, set annual training plans, explain the objectives of the training, decide the most appropriate methods of delivery, implement the training program, evaluate the outcome of the training and finally document the training records. Moreover, training and development can play a key role in improving the knowledge, skills and abilities of the current employees for their future performances (Tracey, Tannenbaum & Kavanagh, 1995).

Kavita and Diksha (2014) reported the aim of any training programme is to provide instruction and experience to new employees to help them reach the required level of performance in their jobs quickly and economically. For the existing staff, training

will help develop capabilities to improve their performance in their present jobs, to learn new technologies or procedures, and to prepare them to take on increased and higher responsibilities in the future (Kavita & Diksha, 2014).

Job Performance:

Gilboa, Shirom, Fried and Cooper (2008) stated that job performance is a measurement of a person that how he or she perform in the job assigned. Job performance will be better if the organization give rewards to the employee that well in their job so the rewards able to create high job satisfaction to the employee in the workplace.

Job performance is a complex concept which can be affected by many variables (Murphy *et at.*, 1990). Job performance is defined as the level of an individual's work achievement after having exerted effort (Hellriegel, Jackson & Slocum, 1999). Job performance also can be defined as the level and quality of effort, cooperation, commitment, lateness or absenteeism as well as compliance with standard shown by an individual (Campbell, McCloy, Oppler & Sager, 1993).

Koopmans, Bernaards, Hildebrandt, Schaufeli, De Vet Henrica, and Van Der Beek (2011) described job performance as something abstract that is hidden and cannot be pointed to or measured directly. It is consist of multiple components or dimensions. These dimensions are made up of indicators which can be measured directly. Job performance can only be conceptualised and operationalized by defining what it is and by identifying its dimensions and indicators. Lockett (1992) agreed when he explained job performance as a multidimensional concept and some of the common factors that are frequently associated with job performance are efficiency, quality, responsiveness, cost and overall effectiveness of the job.

On the other hand, Kamdar and Dyne (2007) had defined job performance as staff behaviours that transform the inputs into outputs that are produced by the organisation. They also defined job performance as staff behaviours that serve and act as maintenance in assuring efficient functioning of the organisation. The behaviours, however, must be those that are relevant to the objectives of the organisation (Campbell, 1990).

Job performance also refers to the quality of output by the organisation's staff for both internal and external customers (Sundstrom, De Meuse & Futrell, 1990). It is also the value an organisation can expect from distinct behaviours that are performed by the staff over time (Motowidlo, 2003). Which is why job performance can be considered as a measure of an staffs worth to the organisation (Motowidlo & Van Scotter, 1994).

Skill, effort and nature of work condition are mixed which stated as part that represents job performance. Skill is the knowledge and the capacity of the employee; effort is an action which brings motivation to get a task done and nature of work conditions represents the degree of accommodation of these conditions in facilitating the employee's output (Kazmi, Amjad, & Khan, 2008). Furthermore, Ashfaq, Mahmood and Ahmad (2013) illustrated that the job performance be able to create the flexible working environment, conducting the training section, improves technology skills regarding production sectors to make the employees feel more convenience and should enlarge the employees' quality and contribute towards job performance.

While, Cascio (2006) stated that higher management should have a Key Performance Indicators (KPIs) as a measurement of job performance of their employees to make sure employee aware of expectation from organization that what the employees should achieve in their job task.

Besides that, the Mahmod, Hussain, Hannan and Muhammad (2010) stated that the most common factor that affect the employee performance and create stress to them is heavy workload and time pressure, which need to complete their big task in short period make employees experience job stress in the workplace.

Relationship between Motivation, Training and Job Performance:

Research has suggested that reward now cause satisfaction of the employee which directly influences performance of the employee (Ali *et al.*, 2009). As the motivation factor, rewards are management tools that hopefully contribute to firm's effectiveness by influencing individual or group behavior. All businesses use pay, promotion, bonuses or other types of rewards to motivate and encourage high level performances of employees (Abadi *et.al*, 2011).

Besides that, salary also important in motivation in order to increase performance. To

use salaries as a motivator effectively, managers must consider salary structures which should include importance organization attach to each job, payment according to performance, personal or special allowances, fringe benefits, pensions and so on (Ayeni & Phopoola, 2007).

Training and development can consist of a set of organized learning programs that can increase the level of job performance by improving their knowledge, skills and attitudes (Huang, 2001). Similarly, Aaron, Kenneth and Mussnug (2008) illustrated that the training and development programs at an organization will directly result a superior knowledge, ability and behavior of the employees which in time will increase will improve the financial and nonfinancial performance of the organization as well as the job performance.

Meta-analysis shown evidences that training programs can enhance job performance level (Arthur, Bennett, Edens & Bell, 2003). It is also seen that building a team training to be effective to enhance employee`s job satisfaction, productivity and performance (Sutherland, 2009).

Proposed Hypotheses Statement:

The following hypotheses are developed to test the relationship between the independent variable which is motivation, dependent variable; job performance and training as mediating variable. To explore the four broad research questions, four hypotheses were tested. In the following section a brief review of the theory and previous relevant studies to support the development of each hypothesis.

a) The Relationship between Motivation and Job Performance:

Motivation remains a vital factor in the performance of workers (Hamizatun, 2012). When workers are not motivated to produce a good effect on the entire company produces that ultimately leads to poor performance.

H_1: There is a positive relationship between motivation and job performance

b) The Relationship between Motivation and Training:

Understanding the objectives of the training, its relevance to individual and organizational needs and expectations for application can greatly improve learner motivation (Montesino, 2002). Trainees with a high degree of education level tend to be more motivated learners and accomplish more (Chiaburu & Marinova, 2005).

H_2: There is a positive relationship between motivation and training

c) The Relationship between Training and Job Performance:

The previous study by Salas, Rozel, Mullen and Driskell (1999), stated that trainees' ability to improve his or her performance through training program itself. According to Sutherland (2009) who found variation on training impact level based on the length of work experience and assessment on their job performance.

Organizations that provide formal or informal training experiences, such as basic skills training, on the job training experience, mentoring and management development, will see improvements on their job performance and the organization as whole (Huselid, 1995).

H_3: There is a positive relationship between training and job performance

d) The Mediating Effects of Training:

According to Masood (2013), training help to create good result in performance, which is if training is good; performance among the employees also good towards their intention and motivation to achieve the goals in their organization.

H_4: Training will fully mediate the relationship between motivation and job performance

Methodology:

Based on the research purpose, framework and hypotheses, this research suggested to apply a quantitative approach. Quantitative approach uses the elements of mathematical operations to investigate the information and data (Walliman, 2011). The study will using questionnaire which focused to examine the relationship between variables that involved in this study. The findings and conclusion of the study will depend on the fully utilization of statistical data collected and will be analysed by using Statistical Package for the Social Sciences (SPSS) version 20.0.

Research framework:

Diagram 1 shows that a single model on the study on training as mediating variable for the relationship between motivation and job performance. The research framework will offer the conceptual foundation and give a

comprehensive understanding to examine and explore more to the study in verifying the relationship between all variables that involved in this study.

Conclusion:

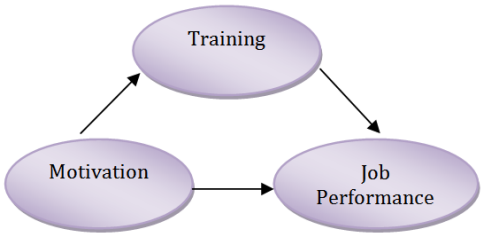

Diagram 1:

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