



Training Practices Acting as a Catalyst for Faculty Performance in Higher Education Institutes of Balochistan

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Abstract

Training was an important factor in enhancing the performance of any employee at any organization. Faculty training impacts their personality, knowledge, abilities, and time management. The process of molding students is done primarily by the faculty. This study aims to find the impact of training on faculty performance and to offer recommendations on how universities might enhance faculty performance through training. Using a convenience sample, 258 faculty members' data was gathered via a closed-ended questionnaire. This study's results demonstrate that job rotation and job enlargement will boost the performance of the faculty members at higher education institutes in Balochistan. The results of this study will also aid institutions in raising the calibers of faculty member's performance in the higher education institutes of Balochistan.

Keywords: Training, Performance, Job enlargement, job rotation.

Introduction:

For the development of the employees of any organization, it is necessary to train their employees to develop the knowledge, skills, and capabilities they need to perform their day-to-day activities well (Affuso et al., 2023). These programs may also affect employee commitment and motivation (Irshad, Arif, et al., 2021). The most important resource for every business is its people; they can impact profitability and a company's reputation (Liu et al., 2023). Workplace training is crucial. Without it, employees don't have a clear knowledge of their responsibilities. Employee training refers to initiatives providing staff opportunities to learn new skills, expand their knowledge bases, or advance their careers (Ahmad et al., 2021). programs that increase employee performance through training and development. The performance gap between intended and current standards is being closed through training (Tucker, 2023). Training can be delivered through various techniques, such as coaching and mentoring, peer cooperation, and participation from the subordinates (Van Waeyenberg et al., 2022). This teamwork encourages employee participation in the workplace and results in better work, which boosts organizational success (Chapidech et al., 2022). Training programs help a business use its human capital to gain a competitive advantage. They also aid in staff development (Liu et al., 2022).

As a result, the corporation must provide these training programs for its employees to help them develop the skills and competencies needed for their jobs (Shurygin et al., 2022). Training makes workers more competent and improves their ability to think creatively and critically, enabling them to make better decisions more quickly and productively (Caballero & Llorent, 2022). Additionally, it gives employees the tools they need to deal effectively and promptly with client concerns. Training boosts self-efficacy and enhances job performance by replacing outdated, ineffective work-related practices (Aktaş & Özmen, 2022). Any company's personnel are its cornerstone. The performance of the organization's employees determines whether it succeeds or fails (Ahmad et al., 2023). Organizational leaders, therefore, need to be aware of how training and development are used to measure employee productivity (Chen, 2022). In today's global markets, an organization's competitive advantage is built on improved capabilities, knowledge, and skills (Lucas-Mangas et al., 2022). Although numerous studies have been conducted on the impact of training and development on employee performance, organizational leaders still encounter gaps and challenges in this area (Faheem et al., 2021). This article aims to express the ideas behind employee performance, growth, training, and evaluation. The benefits of good staff training and development opportunities are discussed (Cheng et al., 2022).

Literature Review:

Performance:

Making things happen when you want them to, how you want them to, and how you want them to can all be perceived as performance (Chien et al., 2020). Literally, "performance" means carrying out a responsibility, assignment, or piece of work (Sabuhari et al., 2020). It also refers to carrying out a

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directive for a specific job, activity, or assignment (Eliyana et al., 2019). From the preceding, it can be inferred that a person's performance consists of two or more variables. It depends on their effort and capacity to perform or carry out a particular task, job, duty, or assignment (Daraba et al., 2021).

Additionally, job performance refers to how well an individual employee carries out a specific obligation or responsibility following predetermined standards (Park et al., 2022). Whereas teacher performance refers to how a teacher behaves in various ways depending on the setting in which they work, such that when given a specific task, the teacher completes it (Segbenya & Yeboah, 2022). Educating children depends on the teacher's effectiveness; thus, many different things go into it (Irshad et al., 2022). A good teacher must manage time and other responsibilities assigned to them in addition to teaching, such as managing ethics and discipline in the classroom, motivating students, ensuring student interaction, and maintaining a proper connection with the parents of students and the administration of the educational institution (Jörden et al., 2022).

Job rotation:

Job rotation is a component of training that managers and non-managers undergo (Ngoc Khuong et al., 2022). Employees are transferred from one job, task, department, or assignment to another after working in that position to help them develop their abilities, talents, and expertise (Irshad, Hussain, et al., 2021). Job rotation, which aims to enhance one's outlook, knowledge, power, and contacts, is somewhat influenced by coordination as it relates to work rotation. Claims that it is a teaching tool that necessitates transferring the trainee between departments or units (Thomas et al., 2022). As a result, a job rotation or rotation of jobs involves one employee operating or doing work for a set amount of time before another employee is provided with a chance (Fayaz Ahmad & Khalil Shahid, 2015). One of the strongest tactics or instruments in an organization is job rotation because it is a training tool that, when used correctly, will improve employees' performance (Udin et al., 2022). The employees will have a wealth of knowledge and skills at the end of the training program. This is especially true if it affects how the organization conducts business in line with what was said before (Elsetouhi et al., 2022). Job rotation is often cited as the best training because it is intended to familiarize the employee with the specifics of the positions that may be open to them (E. L. Telyani et al., 2022).

Nevertheless, if it is stated that the employees are management trainees, they could switch departments to gain a range of experiences (Irshad et al., 2023). It is recognized as the most effective way to promote employee development and advancement in organizations (Giauque et al., 2022). It has also been applied in service-oriented businesses like schools, hospitals, banks, offices, and the like (Anand & Vohra, 2022).

Job enlargement:

The individual is anticipated to be more motivated as the task is expanded (Ahmad et al., 2022). Four key strategies exist to expand a job: (1) Challenging the employee, focusing on pushing them to reach their full potential. This will only function if other tasks' facets are modified (Demerouti & Bakker, 2022). (2) Replace tough, tedious, repetitive tasks with machinery and equipment to increase productivity. This will increase employees' interest in manipulation and control tasks (Zhao, 2022). (3) Giving the position extra responsibilities or responsibilities. This offers more variation and less boredom. (4) Using job rotation allows employees to develop new skills and work on various projects. Few studies have used only one type of work system based on horizontal or vertical job loading, even though many have attempted to measure the effects of new work systems on employee job satisfaction and performance (Khattak et al., 2022). As a result, it is challenging to validate any performance forecast that one work system is better than another in motivating employees (Khan et al., 2022).

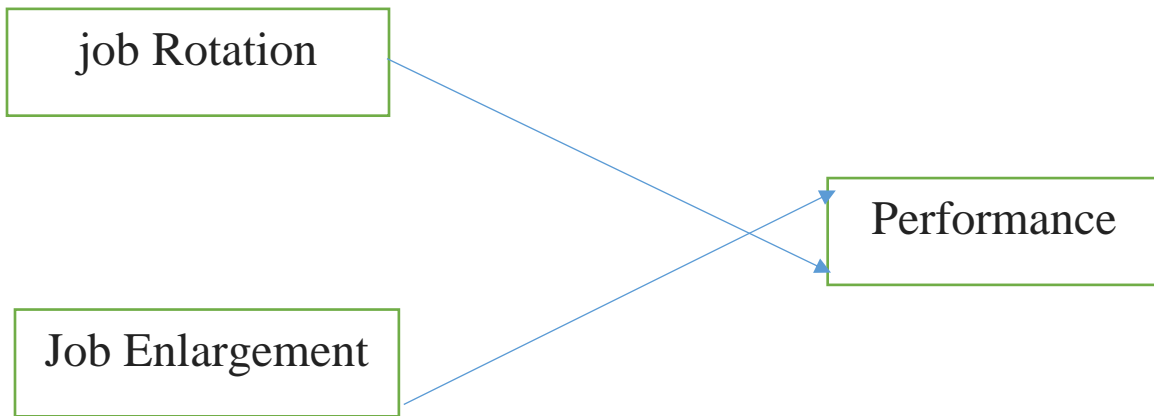
However, the following research assists in forecasting the motivational impacts of job expansion (Loghman et al., 2023). investigated how job expansion (especially horizontal job loading) affected workers' motivation. They concluded that adding jobs is more likely to boost employee satisfaction, product quality, and, to a certain extent, cost-cutting and productivity (Akonkwa et al., 2022). However, a situation can arise where employees must put up more effort to produce at the same rate as before the roles were expanded. Larger operations frequently use worker-paced production techniques, which may slow down the pace of production and obstruct ideal human movement. Producing high-quality goods instead of a lot of low-quality goods may give workers increased job satisfaction. Therefore, employment expansion is most likely to (a) increase employee satisfaction, (b) positively impact product quality, and (c) have an impact on productivity (Brown et al., 2022).

Hypothesis:

H₁: There is a significant impact of job rotation on performance.

H₂: There is a significant impact of job enlargement on performance.

Conceptual Framework:



Material and Methods

The philosophical stance of this study is based on the post-positivism paradigm. This study used a deductive approach to address the issue in question. Convenience sampling was the sampling method utilized to acquire the data from the 258 faculty members of the higher education institutes across Balochistan. A closed-ended questionnaire was the main tool for gathering data. All the measures used in the closed-ended questionnaire were taken from earlier studies to ensure the data's validity and validity. The scale used for the questionnaire was a five-point Likert scale, where one represents the degree of agreement that is least, and five represents the level of agreement that is most. Partial Least Square Structural Equation Modelling with SmartPLS was used to analyze the collected data.

Results and Discussion

Demographic Profile of the Respondents

Table 1 of the demographic profile of the respondents shows a total of 258 respondents. The first section of the table shows the gender-based distribution, which shows that 148 of them are males and 110 are female. The second section of the demographic table shows the age group of the respondents, which shows that among the 258 respondents, 112 are from the age group of 20 to 30 years, 88 are between the age group of 31 to 40 years, 35 are between the age group of 41 to 50 years, while 23 are at the age group of above 50 years. The table's third and last section shows the designation-wise distribution of the faculty

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members. This section shows that among 258 faculty members, 165 are lecturers, 55 are assistant professors, 23 are associate professors, and the rest of 15 are professors.

Table 1 of Respondent's Demography

Gander	Frequency	Percentage
Male	148	57.4%
Female	110	42.6%
Total	258	100.0%
Age Group	Frequency	Percentage
20 to 30 Years	112	43.4%
31 to 40 Years	88	34.1%
41 to 50 Years	35	13.6%
51 and above Years	23	8.9%
Total	258	100.0%
Department	Frequency	Percentage
Lecturer	165	64.0%
Assistant Professor	55	21.3%
Associate Professor	23	8.9%
Professor	15	5.8%
Total	258	100.0%

Reliability and Convergent Validity

The reliability and convergent validity of the data collected using the questionnaire are shown in Table 2 of the reliability and convergent validity. There are two primary categories of reliability: construct reliability and item reliability. Outer loading values are used for item reliability, while composite reliability is used for construct reliability. The cutoff point for both measurements is 0.7 and above, although a value of 0.6 is also accepted in unusual circumstances. As seen in Table 2, all items that make up each construct and the construct as a whole are above the cutoff point, indicating the reliability of all the data for further analysis. The AVE is the measurement used for convergent validity. The AVE has a cutoff value of 0.5 or above. All of the constructs in Table 2 have AVE values greater than 0.5, which shows that they are all convergently valid.

Table 2 Reliability and Convergent validity

Constructs	Items	Loadings	CA	CR	AVE
Job Enlargement	JE1	0.547	0.705	0.838	0.525
	JE2	0.889			
	JE4	0.737			
	JE5	0.682			
Job Rotation	JR4	0.756	0.706	0.714	0.629
	JR5	0.797			
	JR6	0.825			
Performance	PF1	0.760	0.718	0.733	0.641
	PF2	0.762			

PF3 0.875

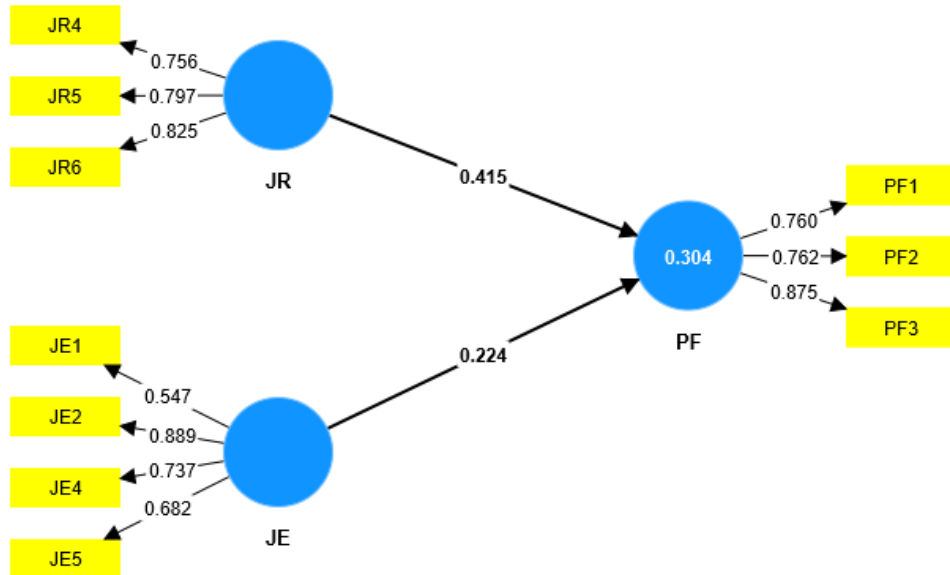
Discriminant Validity

When we run a structural equation model, three significant measures are employed to determine a construct's discriminant validity. These are the Fornell Larcker criteria, the HTMT values, and the cross-loading values. Numerous researchers advise using HTMT as a more trustworthy metric in variance-based SEM. The discriminant validity Table 3 lists the HTMT values for each construct of the study. The HTMT's cutoff value is 0.85 or less. The table demonstrates that all of the HTMT values are below the threshold values, indicating that the construct's discriminant validity is achieved.

Table 3 of HTMT Ratios

	Job Enlargement	Job Rotation
Job Rotation	0.612	
Performance	0.506	0.705

Structural Framework:



Hypothesis Testing and Regression Analysis:

There are two hypotheses that this study intends to examine, as shown in Table 4 of the regression analysis and hypothesis testing. The p and t values are the metrics employed for the hypothesis testing. The cutoff for the p statistic is 0.05 or less, whereas the cutoff for the t statistic is 1.96 or above. This study's findings support all of the hypotheses, as shown in Table 4, where all the t and p values are more significant than the threshold values. In contrast, the beta coefficient of each relationship reveals the strength of the particular relationship.

Table 4 Hypothesis Testing and Regression Analysis

Hypothesis	β	T	P	Results
H1: Job Enlargement -> Performance	0.314	11.56	0.000	Supported
H2: Job Rotation -> Performance	0.415	3.163	0.002	Supported

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R Square:

The coefficient of determination indicates the variation in the dependent variable caused by the independent variables in the model. The coefficient of the model's determination is displayed in Table 5 of the R square. The R square value in Table 5 is 0.304, indicating that 30.4% of the variation in faculty members' performance at the higher education institutes of Balochistan is due to the training practices named job rotation and job enlargement.

Table 5 R-square

	R-square	R-square adjusted
Performance	0.304	0.277

Model fitness

After the reliability and validity of the individual items construct, it is necessary to ensure the model's fitness. In SmartPLS, different measures are used for the model fitness, named SRMR, NFI, Chi-square, etc., but according to the researchers, SRMR is the most robust measure to identify the model fitness of a study when a researcher is using a model based on PLS-SEM. The threshold value for the SRMR is 0.08 and below. The below table of the model fitness shows that the model of the study has a SRMSR value below the threshold value, indicating that the model fitness initial criteria are established.

Table 6 Model Fitness

	Saturated model	Estimated model
SRMR	0.061	0.061
d_ULS	0.618	0.618
d_G	0.245	0.245
Chi-square	76.068	76.068
NFI	0.58	0.58

Conclusion and Recommendations

According to the study, HR practices which are significant parts of the training development perspective, job rotation, and job enlargement, significantly impact the performance of the faculty members at the higher education institutes of Balochistan. These two types of training and development tools are commonly known as on-the-job training programs in which employees learn about their job during their job by doing their duty. The faculty members' job performance will improve if they find these practices satisfactory. As a result of the study's findings, it is recommended that the higher education institutes of Balochistan give its faculty members good job rotation and employment enlargement opportunities to improve their performance. The results of this study will also assist other universities in Pakistan, even globally, in enhancing the efficiency of their teachers.

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