



# Training and Employee Effectiveness in GSM Telecommunication Firms in Rivers State

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**Abstract:** *This study examined the relationship between training and employee effectiveness in Global System Mobile Telecommunication firms in Rivers State. The study adopted a cross-sectional survey in its investigation of the variables. Primary data was generated through structured questionnaire. The population for the study was 188 middle and junior level management permanent employees of four telecommunication companies in Rivers State. The sample size of 128 was determined using calculated using the Taro Yamane's formula for sample size determination. The reliability of the instrument was achieved by the use of the Cronbach Alpha coefficient with all the items scoring above 0.70. The hypotheses were tested using the Spearman's Rank Order Correlation Coefficient with the aid of Statistical Package for Social Sciences version 23.0. The tests were carried out at a 95% confidence interval and a 0.05. The findings of the research show that there is a significant relationship between training and employee effectiveness in Global System Mobile Telecommunication firms in Rivers State. It was concluded that training strengthens the internal functions and structuring of the organization, bridging its functional gaps through improvements to skills and competencies, thus necessitating outcomes of employee effectiveness. Thus, the study recommends that management of the GSM telecommunication firms in Rivers State should be attuned to constantly training and administering adequate training programs and impacting valid as well as useful knowledge which should embody effectiveness in terms of operations and processes and should be useful with regards to stipulated objectives and goals*

**Keywords:** *Training, Employee Effectiveness, Adaptability, Learning, Communication*

## INTRODUCTION

Organizations build on the capacities of their workers. Kim (2010) posited that the organizations health and performance is tied and defined by the individual level actions, relationships and behaviour expressed or manifested within the workplace. This is corroborated by Sinding and Waldstrom (2014) who affirmed that organizations that are able to drive and achieve their goals, understand the imperatives of employee effectiveness, and are able to develop mechanisms that facilitate the application of their human resources in ways that are beneficial and advantageous to the organization.

Employee effectiveness according to Armstrong (2009) describes the workers expression of competence and ability in advancing stated goals and objectives. Kim (2010) described

employee effectiveness as the workers demonstration of capacity for functioning and improving on the value of the organization. Thus, effectiveness borders on the ability to consistently contribute meaningfully toward positive outcomes. This suggests that the worker is able to adapt, learn and also communicate or relate with significant others within the work environment in ways that promote their functionality and value to the organization.

Distinctions in terms of conceptualization are considered evident, especially when drawing on literature that addresses the concept within two or more highly distinct and different industries (Danjuma & Akinpelu, 2016). Within the telecommunication industry (an information and communications technology service environment), employee effectiveness identifies with the variety of change and relationship-based actions that contribute to the organizations performance and competitiveness. This follows Kim's (2010) observation that one of the primary concerns of service organizations is learning and communication – at the individual as well as organizational level. This differs from other tangible product industries where emphasis is often placed on the quantity and quality of products.

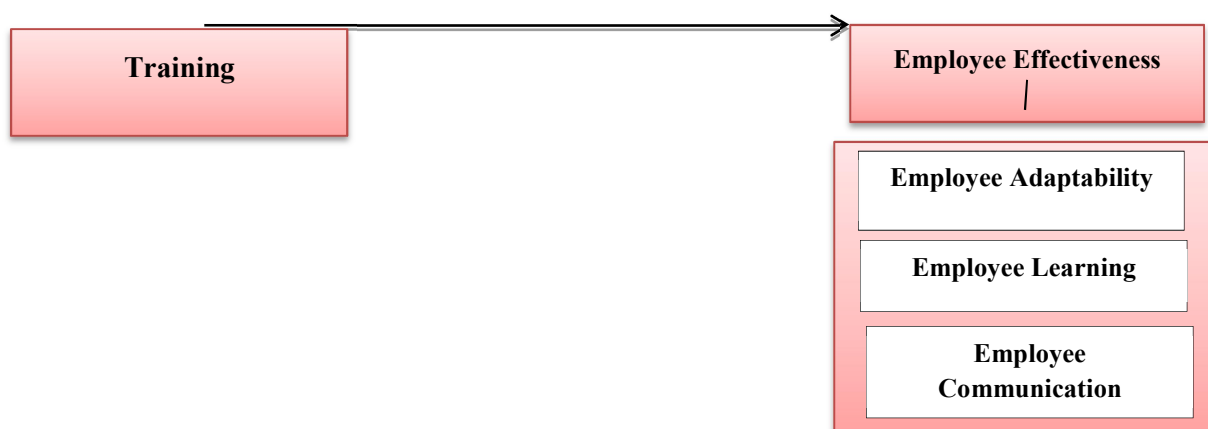
Studies (Jones & George, 2006; Liu & Li, 2012) show that employee effectiveness is significantly linked to the survival and competitiveness of organizations. This is as Kim (2010) argued that employee effectiveness is multi-faceted and anchors on the enablement of structures and relationships that equip and enrich the employee's functionality. Jones and George (2006) stated that effectiveness draws not only on the workers' level of skill and training but also on the workers' understanding and knowledgeability of the changes that are expressed in the environment of the organization.

Kim (2010) thus, identified adaptability and learning as two fundamental aspects and measures of employee effectiveness – noting that workers' capacity for knowledge accumulation through learning and their ability to change or redefine their own attributes in line with the changes or emerging realities of their organization or industry, is crucial and essential to their success and effectiveness in the organization. These features, adaptability, and learning, alongside communication which according to Kim (2010) demonstrates the workers' capacity for social competence, are necessary for improved functional outcomes. However, one may argue that the extent to which these features are channelled and driven toward the interest and standards of the organization depends largely on the organization's own design and structured approach toward managing and developing its own human capital.

One significant function of Human Resource Management to the effective use of human resources is training and development. Effective training and development is an investment in the human resources of an organization, with both immediate and long-range returns. Training is a key element for improved performance; it can increase the level of individual and organizational competency. Training holds the key to unlock the potential growth and development opportunities to achieve a competitive edge. Training programs helps in making acquaintance of employees with more advance technology and attaining robust competencies and skills in order to handle the functions and basics of newly introduced technical equipment.

Training facilitates the updating of skills and lead to increase commitment, well – being, and sense of belonging, thus directly strengthening the organization’s competitiveness (Karia & Ahmad, 2000). Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, Cox & Gavin, 2020). There is no doubt that training is important in all aspect for an organization. Therefore, the purpose of this paper therefore was to examine the relationship between training and employee effectiveness in GSM telecommunication firms in Rivers State. The specific objectives of the study were to:

- i. Examine the relationship between training and employee adaptability in GSM telecommunication firms in Rivers State?
- ii. Assess the relationship between training and employee learning in GSM telecommunication firms in Rivers State?
- iii. Determine the relationship between training and employee communication in GSM telecommunication firms in Rivers State?



**Figure 1: conceptual model for the relationship between training and employee effectiveness**

**Source:** Desk Research (2022)

## **LITERATURE REVIEW**

### **Theoretical Foundation**

#### **Resource-Based View Theory**

The resource-based view (RBV) is based on the idea that the effective and efficient application of all useful resources that company can muster helps determine its advantage. The origins of the resource-based view can be traced back to earlier research. Retrospectively, elements can be found in works by Wernerfelt (1984 cited in Grant, 2001), where emphasis is put on the importance of resources and its implications for firm performance. Major concern in RBV is focused on the ability of the firm to maintain a combination of resources that cannot be

possessed or built up in a similar manner by competitors. This paradigm shift from the narrow neoclassical focus to a broader rationale, and the coming closer of different academic fields (industrial organization economics and organizational economics being most prominent) was a particular important contribution. Some aspects of theories are thought of long before they are formally adopted and brought together into the strict framework (Grant, 2001).

According to Grant (2001), a resource-based view of a firm explains its ability to deliver sustainable competitive advantage when resources are managed such that their barrier. RBV explains that a firm's sustainable competitive advantage is reached by virtue of unique resources being rare, valuable, inimitable, non-tradable, and non-outcomes cannot be imitated by competitors, which ultimately creates a competitive substitutable, as well as firm-specific. A firm may reach a sustainable competitive advantage through unique resources, which it holds, and these resources cannot be easily bought, transferred, or copied, and simultaneously, they add value to a firm while being rare (Barney, Ketchen & Wright, 2011; Grant, 2001).

The adaptations of this theory are catered on managerial routines at the capability level, rather than apply to the resource base level. In other words, organization management need to make the most of their existing resource material in term of tangible, network resources, cultural, knowledge resource, skill, experience as well as procedural resources with the resource of potential dynamics yet simultaneously understand the ongoing depreciation of this resource base at all time (Shaw et al, 2013). Resources are the inputs or the factors available to any organization, which helps to perform its operations or carry out its activities. The unique value-creating resources will generate a sustainable competitive advantage to the extent that no competitor has the ability to use the same type of resources, either through acquisition or imitation. (Shaw et al, 2013)

The development of the organization's human capital and the resulting outcome of employee effectiveness depend on the ability of use identical or similar resources that make the same implications on a firm's performance. This ability of a firm to avoid imitation of their resources should be analysed in depth to understand the sustainability strength of a competitive advantage (Grant, 2001). According to the characteristics of the RBV, rival firms may incumbents of the market, since they do not possess the required resources to perform at a level that creates a threat and competition. RBV provides the understanding that certain unique existing resources will result in superior performance and ultimately build a competitive advantage (Shaw et al, 2013).

### **Training**

This is a core action and constantly asserted to as necessary for improved workers behaviour and actions. Training refers to human resource management actions channeled at increasing its workers capacities and enhancing their functions. Training according to Inyang (2011) describes the relative actions of ensuring that workers competencies match the needs of the organization. Inyang (2011) stated that training is only effective to the extent that it is context-

based and by that, addresses the unique properties, attributes and characteristics that are dominant or prevalent in the environment of the organization. This agrees with Truss (2003) observation that training equips the employee to be able to cope and function more effectively. This is however a consequence of the knowledge of context and the identification of the employees training needs through assessments and evaluative actions.

According to Adeyemi (2009) training assessments and evaluation provide the yardsticks and parameters for assessing training effectiveness. This is as such provide a framework through which training actions and goals are structured in line with the functional gaps of the organization. Adeyemi (2009) further noted that training which is focused and emerges from the actual deficiencies or needs of the organization offers a more practical approach toward building or equipping the organization. Research (Truss, 2003; Sudin, 2004) suggests that the most important element and feature of training is its ability or capacity to address functional gaps and thus provide actual value to the organization. This is because most organizations have over the years acquired a reputation for consistent training which because of the generalized content of such programs, fail in any substantial manifestation of innovation or effectiveness – rather such programs have become routinized and serve as avenues for embezzlement of funds (Inyang, 2011).

### **Employee Effectiveness**

Overall organisation performance consists of the sum of performances of every individual in a company (Kim, 2010). The reward system of a firm is used as a tool to monitor performance of employees as well as a method to motivate employees. Therefore, organizations use the reward system to stimulate the performance of its employees. The goals and objectives of organisation are accomplished by designing tasks and duties of employees. The efficiency and effectiveness of the whole organisation depends upon individual effectiveness and efficiency in achieving individual tasks and duties. From the above literature it is possible to make a hypothesis that there is a positive relationship between rewards and employee performance.

Effectiveness is perceived as doing the right thing at the right time (Jones and George, 2006; Robbins, Judge and Sanghi, 2009; Kinicki and Kreitner, 2003). Thus, employee effectiveness refers to how well an employee accomplishes the job assigned to him/her at the expected time schedule for its completion. For an employee to be effective is also dependent on the available resources at his/her disposal. Secondly, employee completion of the assignment must be in line with the goals of the organization. Therefore, employee effectiveness is a function of resource acquisition as well as goal accomplishment (Kinicki & Kreitner, 2003; Sinding & Waldstrom, 2014). For instance, if a customer relationship employee in the banking sector that is required to be effective when attending to customers is not provided with functional internet fast computer system; such employee may not be effective because; instead of attending to five customers within twenty minutes, it may take the employee an hour. Therefore, all the organisational support that employees require to perform their job must be provided for them

to be effective. Lastly, each assignment must fall within organisational goals otherwise; employees will not have direction in the workplace.

Armstrong (2009) argued that employee effectiveness offers the organization a premise for its functionality and capacity for meeting up with its objectives and goals. Effectiveness at the individual level, precipitates actions and capabilities that nurture the performance and wellbeing of the organization. It also enables a dynamic approach toward organizational operations, necessitating features that allow for improved functionality and work outcomes. Onoh (2009) stated that employee effectiveness is core to the organization's capabilities and also determines the extent to which organizations are able to sustain their value and contribute meaningfully to their various contexts or markets. Organizations are also able to compete more favourably when their workers are effective – advancing outcomes that drive the organization closer towards its vision. Armstrong (2009) noted that effectiveness involves levels of learning and adapting that enhance the workers behaviour and role in the organization. It also involves healthy interpersonal relations – expressed through workers communication or interaction with co-workers or their supervisors. According to Kim (2010), these features of effectiveness mirror its qualities and as such are fundamental to the organization.

### **Employee Adaptability**

Employee adaptability refers to the workers ability to change and modify their behaviour or actions in line with the emerging concerns regarding their roles and responsibilities in the organization. Adaptability bridges workers competencies with the gaps or challenges with regard to their roles or the organization (Jones & George, 2006). Jones and George (2006) described adaptability as comprising a range of actions concerned with ensuring compatibility between expectations and results and thus reinforcing the organizations capacity. Employees who are able to adapt, are able to maintain pace with the changes and emerging realities of their environment. This way they remain relevant with skills updated to suit the needs of their organization.

The drive for adaptability, especially at the individual level, is such that is premised on enabling a more knowledgeable and qualified workforce, flexible and in touch with the dynamics reflected in the business world (Jones & George, 2006). When employees are able to adapt or modify their actions and behaviour in view of the changes in their environment, it suggests a disposition toward change that is supportive and appreciative of such; indicating the workers openness toward innovation. Jones and George (2006) noted that in driving change and innovation in the organization, the first initiative of such is the selling of such an idea or goal to the employees and the convincing of employees of the imperatives of such an action. This is similar to Armstrong's (2009) position on leadership vision and the organization's need to involve its workers in its plans – thus merging human resource strategies with the corporate strategies and ensuring a clear and consistent interpretation of change imperatives.

### **Employee Learning**

As a measure of employee effectiveness, learning is considered critical, especially in understanding the environment and in the building or developing models, behaviour, and competencies necessary for addressing such (Armstrong, 2009). Learning is therefore imperative for identifying the key areas requiring focus and emphasis and for informing the individual or organization of the necessary steps or actions in that regard. Armstrong (2009) argued that individuals who are willing to learn, tend to be more responsive toward change and are more inclined to support and participate in change. This quality as Kim (2010) noted, increases the organization's performance and innovativeness – and demonstrates the employees' effectiveness and relevance to the organization.

learning as such provides for improved outcomes of functionality at the individual level, enriching employee knowledge and skills in ways that positively contribute toward the overall performance and wellbeing of the organization. Robbins et al (2009) argued that the process of learning does not stop or end at the acquisition of knowledge, but rather involves the application of such knowledge in ways that manifests in the change or modification of behaviour necessary or required for the effectiveness or success of the organization. This aligns with Jones and George (2006) position that employee learning is a consistent and transitional process – bridging the features of the environment with the skills and knowledge of the employee through observation, relationships, and a reconfiguring of behaviour and functional approaches in the organization.

### **Employee Communication**

Communication is integral to the functionality and workplace integration of the organization. communication offers coherence tor the organization's practices and behaviour, ensuring that all members of the organization have a shared understanding and perception of their work expectations and obligation to the organization. Employees are only able to connect and work effectively when they communicate and correspond with others in the workplace (Kim, 2010). Communication is therefore an important aspect of employee workplace relations as it necessitates healthier levels of workflow and workplace relations. Communication thus strengthens and reinforces the bond in the organization – enabling a more cohesive approach toward organizational objectives and creating stability in the workplace. It is in this way, an essential action that demonstrates a worker's ability to relate and collaborate with significant others in the organization – suggesting their capacity for teamwork and group effort in the organization (Jones & George, 2009).

Related research (Kim, 2010; Onoh, 2009; Jones & George, 2006) suggests that communication supports collaboration and bonding between individuals and groups in the organization. Kim (2010) argued that when groups and levels in the organization readily share information and messages on a timely and consistent manner, it harmonizes functions and enhances the operations of the organization. Employee communication thus aids organizational processes;



facilitating efficiency and strengthening the task and social integration of the organization. This agrees with Jones and George (2006) observation that communication enriches the network in the workplace and allows for robustness in the behaviour and actions of the organization. Sinding and Waldstrom (2014) noted that by promoting employee communication and correspondence through role structuring, organizations invariably address related concerns of trust and cooperation between the diverse units and groups in the workplace.

### **Training and Employee Effectiveness**

Training programs are structured to drive the performance and functionality of the employee. Such programs build on equipping the workers so that they offer more to the organization and are more productive in their roles. Inyang (2011) described employee training as imperative to the organization's competitiveness and capacity for goal actualization. This agrees with Armstrong (2009) observation that training reinforces the workers position and relevance to the organization – increasing their value to the organization. Adeyemi (2009) affirmed that through the development of suitable training programs organizations can bridge the gaps between the gaps in their environment and the capacity or competencies of the organization. Training is therefore key to the effectiveness of the employee – enriching their skills, knowledge and even their relationships in the workplace. Related studies (Kaufman, 2010; Tzafrir, 2006) point to training as a core practice and human resource management action that necessitates improved outcomes of employee behaviour, attitudes and workplace functions.

From the foregoing discourse, the study hypothesized thus:

**H<sub>01</sub>:** There is no significant relationship between training and employee adaptability in GSM telecommunication firms in Rivers State, Nigeria.

**H<sub>02</sub>:** There is no significant relationship between training and employee learning in GSM telecommunication firms in Rivers State, Nigeria

**H<sub>03</sub>:** There is no significant relationship between training and employee communication in GSM telecommunication firms in Rivers State, Nigeria

### **METHODOLOGY**

The study adopted a cross-sectional survey in its investigation of the variables. Primary data was generated through structured questionnaire. The population for the study was 188 middle and junior level management permanent employees of four telecommunication companies in Rivers State. The sample size of 128 was determined using calculated using the Taro Yamane's formula for sample size determination. The reliability of the instrument was achieved by the use of the Cronbach Alpha coefficient with all the items scoring above 0.70. The hypotheses were tested using the Spearman's Rank Order Correlation Coefficient with the aid of Statistical Package for Social Sciences version 23.0. The tests were carried out at a 95% confidence interval and a 0.05.



## DATA ANALYSIS AND RESULTS

**Table 1: Correlation Matrix for Training and Measures of Employee Effectiveness**

		Training	Adapt	Learn	Comm
Training	Correlation Coefficient	1.000	.407**	.629**	.677**
	Sig. (2-tailed)	.	.000	.000	.000
	N	93	93	93	93
Adapt	Correlation Coefficient	.407**	1.000	.386**	.703**
	Sig. (2-tailed)	.000	.	.000	.000
	N	93	93	93	93
Learn	Correlation Coefficient	.629**	.386**	1.000	.547**
	Sig. (2-tailed)	.000	.000	.	.000
	N	93	93	93	93
Comm	Correlation Coefficient	.677**	.703**	.547**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	93	93	93	93

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source:** Data result, 2022

The tests for the association between training and the measures of employee effectiveness (employee adaptability, learning and communication) reveals significant results in both instances; where training and employee adaptability (correlation coefficient = .407; and  $P < 0.05$ ) indicates strong levels of significant associations between training and employee learning (correlation = .629; and  $P < 0.05$ ) also indicates a high level of association; and training and employee communication (correlation coefficient = 0.677 and  $P < 0.000$ ) suggesting significant relationship. The results show that training is highly and significantly associated with employee effectiveness; hence all null hypothetical statements are rejected and restated as follows:

- i. That there is a significant association between training and employee adaptability in GSM telecommunication firms in Rivers State
- ii. That there is a significant association between training and employee learning in GSM telecommunication firms in Rivers State
- iii. That there is a significant association between training and employee communication in GSM telecommunication firms in Rivers State

## DISCUSSION OF FINDINGS

The findings reveal that there is a significant relationship between training and the measures of employee effectiveness and as such a rejection of the null hypotheses. This finding indicates that the evidence and practice of training contributes towards improved levels of employee adaptability, learning and communication. In this regard, the findings of the study corroborate

the position of Onoh (2009) who argued that the development and training of employees is crucial to their functionality and capacity for productivity in the organization.

The implication follows that workers who are trained in their various roles and responsibilities tend to be effective in driving the objectives and goals of the organization – thus, training enhances the workers functionality and relevance to the organization. Training is as such crucial to the wellbeing of the worker as well as that of the organization. Onoh (2009) further noted that the development of training programs should focus on the specifics of the environment and the organizations own experiences.

## **CONCLUSION AND RECOMMENDATIONS**

In conclusion, the study finds that human capital development through its dimensions of training, education and mentoring, enhances the employee's effectiveness by influencing its measures such as employee adaptability, learning and communication. The study also finds that learning organization significantly moderates the activities of human capital development within the organization in such a way that its effect on employee effectiveness is further enhanced and improved upon;

Training programs which are geared toward enhancing worker's competencies and skills influences results such as enhanced learning capacities, learning and communication skills thus leading to effective and workers. This is as the findings suggest that activities such as the routine training of staff, is revealed to significantly enhance employee effectiveness in GSM telecommunication firms in Rivers State.

Based on the foregoing conclusion, the study thus recommends that:

- i. That management of the GSM telecommunication firms in Rivers State should be attuned to constantly training and administering adequate training programs and impacting valid as well as useful knowledge which should embody effectiveness in terms of operations and processes and should be useful with regards to stipulated objectives and goals
- ii. That the process of educating the workers should be premised on industrial expectations and the ever-changing nature of the business environment as these would dictate the futuristic relevance of such acquired knowledge with regards to global practices and market expectations
- iii. That the utilization of knowledge within the organization should be equated against prior usage and outcomes of such activities as a means for controlling and balancing outcomes with expectations through feedback and actual performance ratings thus driving outcomes of learning on the overall behaviour of the organization

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