

The Impact of Training on Improving Job Performance at ZOMCO, Khobar KSA

Mohammed Abbas Al Tawfeek

2021203278

Graduation Project – 1

Faculty of Management - Midocean University

Supervisor

Dr. Mona Moustafa Elashry

Faculty member- Faculty of management- Midocean University

1st Semester- 2024

Acknowledgement

I would like to express my sincere gratitude to my advisor, Dr. Mona Mustafa, for her guidance and support throughout this project. Her encouragement and insightful feedback was invaluable. I would also like to thank the distinguished committee members for their time and suggestions. I also extend my sincere expressions of gratitude and appreciation to everyone who helped me, from near or far, to complete this work.

Finally, I thank my family and friends for their unwavering support and encouragement.

Dedication

I dedicate this humble effort to my honorable parents, may God protect and protect them

To my wife and children who were my support and aid in completing this journey, hoping that God Almighty will protect them and guide them to what is good and fulfilling.

To my brothers and sisters, my support and pride, and their children, wishing them success and success

To Dr. Mona Mustafa, whose guidance, insightful feedback, and unwavering encouragement were instrumental in shaping this project. Your belief in me fueled my determination to get it done.

To the distinguished members of the committee, thank you for your time and valuable suggestions. Your expertise has helped me expand the scope of this work and strengthen its foundation.

And to everyone who has offered their support along the way, your contributions are deeply appreciated.

To my dear family and friends, thank you for your unwavering support and encouragement. Your love and belief in me has been a constant source of strength.

Table of Contents

1	Chapter 1: Introduction	6
1.1	Introduction	7
1.2	Research Problem	9
1.2.1	Theoretical Gaps:	9
1.2.2	Empirical Gaps:	9
1.3	Research significant:	10
1.3.1	Theoretical significance:	10
1.3.2	Empirical significance:	10
1.4	Research Questions	11
1.5	Research Objective.....	11
1.6	Research Hypotheses	11
1.7	Research Model.....	12
1.8	Research Methodology	12
1.9	Empirical Study	14
1.10	Project Structure.....	14
2	Chapter 2: Literature Review	15
2.1	Introduction	16
2.2	First variable: Training	17
2.3	Second variable: Improving Job Performance	19
2.4	The relationship between Training and Improving Job Performance	23
2.5	Conclusion	27
3	References	29
4	Appendices	33
4.1	Personal Information:	34
4.2	First variable: Training	35
4.3	Second variable: Improving Job Performance	36

List of Figures

Figure number	Figure title	Page number
1	Research Model Source. The Researcher, (2024)	11
2	Research Methodology Source. The Researcher, (2024)	12
3	Project Structure Source. The Researcher, (2024)	13

1Chapter 1: Introduction

1.1 Introduction

The Industrial Revolution, which was a whirlwind of rapid progress in various fields, required rapid adaptation from everyone. Whether at the individual level, within organizations, or across society as a whole, raising living standards has become a critical goal. This need for adaptability remains true for businesses navigating the internal and external changes of today's world. (Hedaya et al., 2022). As a result, a company's ability to adapt to change is essential to its ability to survive in the business world and to ensure that it achieves the goals it has set. (Marta, 2017). As a result of the materialistic trend that has clearly dominated the work environment and its various systems, the basic criterion for the organization's success has become the human resource (Arafat et al 2023).

Training is one of the important and sensitive topics that receives great attention, as the human resource seeks through it to improve his skills and performance in order to adapt to his work position and perform it without difficulties. Arafat et al (2023) Training is a comprehensive activity designed to give, acquire, enhance and develop work competence, productivity, discipline, conduct and work ethics at a certain level of ability and experience in line with the requirements of the position or job (Mangkongara, 2013). Employee development is the process of increasing an employee's ability and competence to reach the performance standards required for himself and the company as a whole. Employee development leads to increased job satisfaction, which enhances the productivity and profitability of the company (Chambers, 2006).

According to Zheng (2009), a statistically significant relationship was found between employee training and the resulting performance training in completing various tasks. It was found that those employees who received training were more capable of performing different tasks and vice versa. Training has a direct relationship to employee performance. Most careers involve some type of on-the-job training, and a trained workforce has benefits for employees and employers. Training is often conducted to familiarize new employees with the roles and responsibilities of their position as well as company policies (Tukunimulongo et al, 2016)

Although previous research has shown that training is generally successful, it has often been unclear exactly what type of training and how best to deliver it to maximize performance gains. An employee's performance in a company does not always improve after attending training, sometimes an employee's performance declines. This is due to several factors, namely the qualifications of the employees who will participate in the training are not suitable, the providers are not suitable, the content of the training materials, training methods, training sites, training environment and training time (Nordiana Dehan & Pratama, 2018).

It is hoped that the research will provide information that can be useful to all managers in line with the implementation of on-the-job training. It also aims to help them find effective ways to develop and implement on-the-job training. It is expected that human resources training institutions will find this study very useful in developing their future training programs. Bafaneli et al. (2015). By uncovering optimal training approaches, this research provides actionable recommendations for company to invest wisely and get the most out of their training programs. Moreover, it takes into account the dynamic nature of today's business environment, ensuring its findings are directly relevant and applicable. This research not only builds on existing knowledge but also lays the groundwork for further exploration of specific training modalities and their impact in different contexts. Ultimately, it has the potential to significantly advance knowledge, improve organizational practices, and boost employee performance in the modern business landscape.

While previous research has established a positive correlation between training and performance, factors influencing the effectiveness of training programs remain an area of exploration. This research aims to address this gap by examining the relationship between various training practices and employee performance outcomes at ZOMCO. The findings of this study are expected to provide valuable insights for ZOMCO's management in designing and implementing effective training programs, ultimately contributing to improved employee performance and organizational success.

1.2 Research Problem

Organizations recognize the critical role of training in empowering employees with the necessary skills and knowledge to excel and achieve peak performance. However, despite acknowledging the positive impact of training on employee performance, a crucial gap remains in our understanding of the specific types of training, delivery methods, and moderating factors that contribute to optimal training effectiveness in today's rapidly evolving business landscape. This research aims to address this gap by investigating the impact of various training practices on job performance at ZOMCO, Khobar KSA.

1.2.1 Theoretical Gaps:

Current theories may not accommodate the unique training requirements of different roles within the ZOMCO industry and context. Although the benefits of training are recognized, the most effective ways to increase performance for different skill types and learning styles remain unclear. Theoretical frameworks may not fully explain how effectively employees apply learned skills to their jobs. This research aims to explore the specific training needs of the workforce and the effectiveness of ZOMCO's specific training methods, contributing to a more comprehensive understanding.

1.2.2 Empirical Gaps:

While it is possible to study the overall effect of training, there may be a lack of research that explores the specific aspects of training programs that contribute most to improved performance. This research can investigate the relationships between different training characteristics (such as duration, delivery method, and content) and employee performance. Although there are studies on the impact of training, there may be a lack of empirical evidence that specifically focuses on organizations such as ZOMCO in the Al Khobar region of Saudi Arabia. This study can contribute by providing empirical data on the effectiveness of training programs within this specific context to address this gap by collecting data on ZOMCO's training practices and analyzing their impact on employee performance.

Main research question:

" What is The Impact of Training on Improving Job Performance"

1.3 Research significant:

The process of continuous training is considered one of the most important effective means of influencing and adapting the human resource to work and keeping it always in the picture with the latest developments and scientific and practical methods at the internal and external levels of the organization. The modern vision of training has proven that it is one of the best types of organizational investments, and that it is an investment with a high return. In the short and long term, management must provide financial capabilities and specialists for training, which may be expensive for the organization, but the return will be comfortable for it by improving the level of efficiency and performance of individuals as well as raising productivity, thus ensuring the continued survival of the organization (Arafat et al, 2023)

1.3.1 Theoretical significance:

This research seeks to contribute to the theoretical understanding of training effectiveness by studying the relationship between different training practices and employee performance at ZOMCO Company. This study can identify the factors that affect the effectiveness of training programs. This can contribute to developing a more comprehensive theoretical framework for understanding the effectiveness of training in different contexts.

The findings may challenge or refine existing theoretical models of training effectiveness by highlighting previously not considered factors or interactions between variables. This can lead to a more nuanced and nuanced understanding of the complex relationship between training and performance.

1.3.2 Empirical significance:

The results can provide valuable insights to the ZOMCO management team in designing and implementing effective training programs tailored to meet the specific needs of their employees and organizational goals. This can lead to improved employee performance, increased productivity, and ultimately, enhanced organizational success.

These insights can also benefit training organizations by informing the development of more impactful programs and other organizations by helping them improve their training practices and achieve better results. By understanding the factors that contribute to training effectiveness, these organizations can create more targeted and impactful training programs for their clients.

1.4 Research Questions

- What is the impact of management's interest in the training component on Improving job performance in ZOMCO company?
- What is the impact of training programs in the institution on Improving job performance in ZOMCO company?
- What is the impact of implementing and evaluating training within the organization on Improving job performance in ZOMCO company?

1.5 Research Objective

- Exploring the effect of Training on Improving Job Performance in ZOMCO company.
- Exploring the effect of management's interest in the training component on Improving Job Performance in ZOMCO company.
- Exploring the effect of training programs in the institution on Improving Job Performance in ZOMCO company.
- Exploring the effect of implementing and evaluating training within the organization on Improving Job Performance in ZOMCO company.

1.6 Research Hypotheses

- Main hypothesis H1:
 - There is a statistically significant effect of Training on Improving Job Performance in ZOMCO company.
- The first sub-hypothesis Ha:
 - There is a statistically significant effect of management's interest in the training component on Improving Job Performance in ZOMCO company.
- The second sub-hypothesis Hb:
 - There is a statistically significant effect of training programs in the institution on Improving Job Performance in ZOMCO company.
- The third sub-hypothesis Hc:
 - There is a statistically significant effect of implementing and evaluating training within the organization on Improving Job Performance in ZOMCO company.

1.7 Research Model

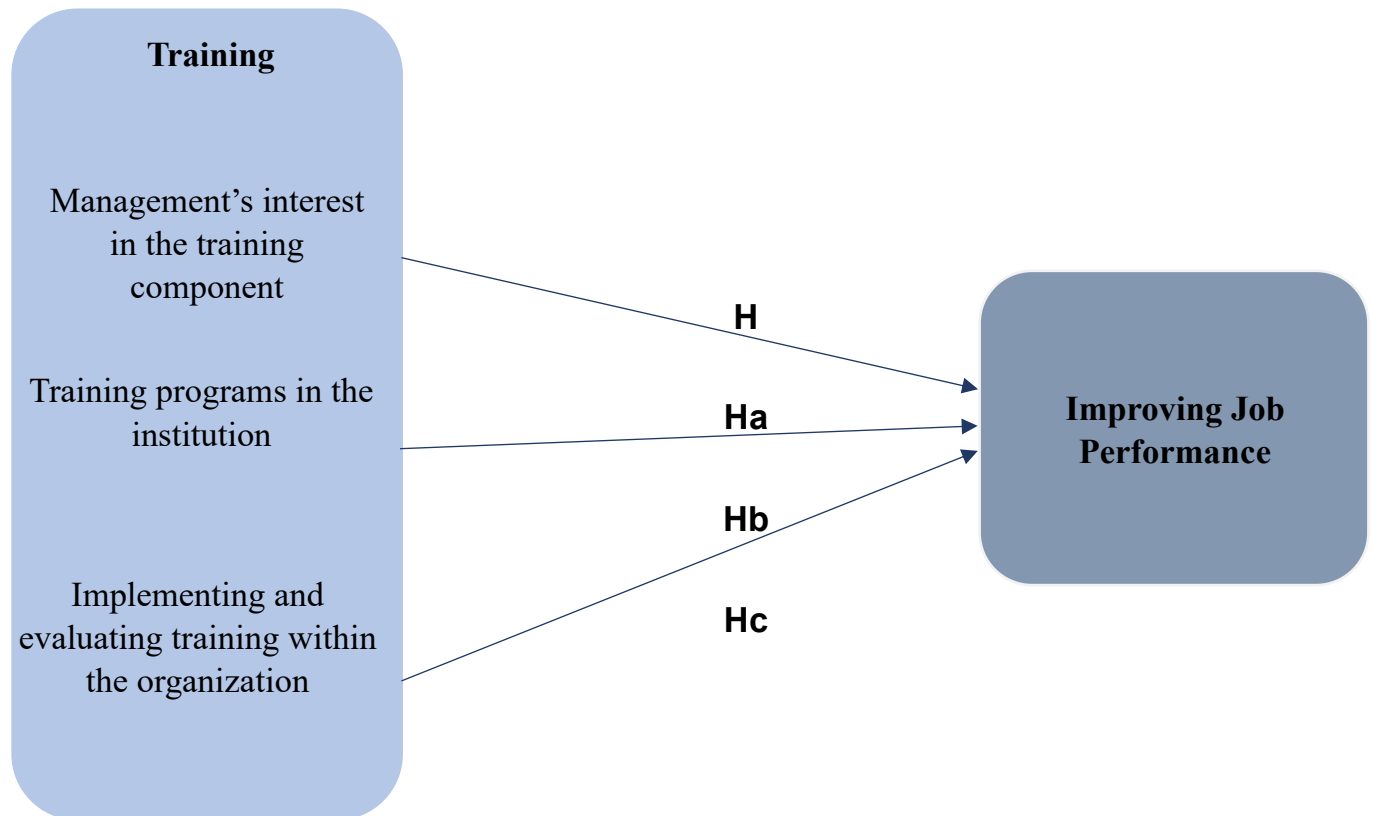


Figure 1: Designed By The Researcher, (2024)

1.8 Research Methodology

- **Research philosophy:** Positivism
- **Research approach:** Deductive
- **Research strategy:** Case study
- **Research choice:** Mixed Methods
- **Time horizon:** Cross-sectional
- **Data collection and analysis techniques:** Questionnaires

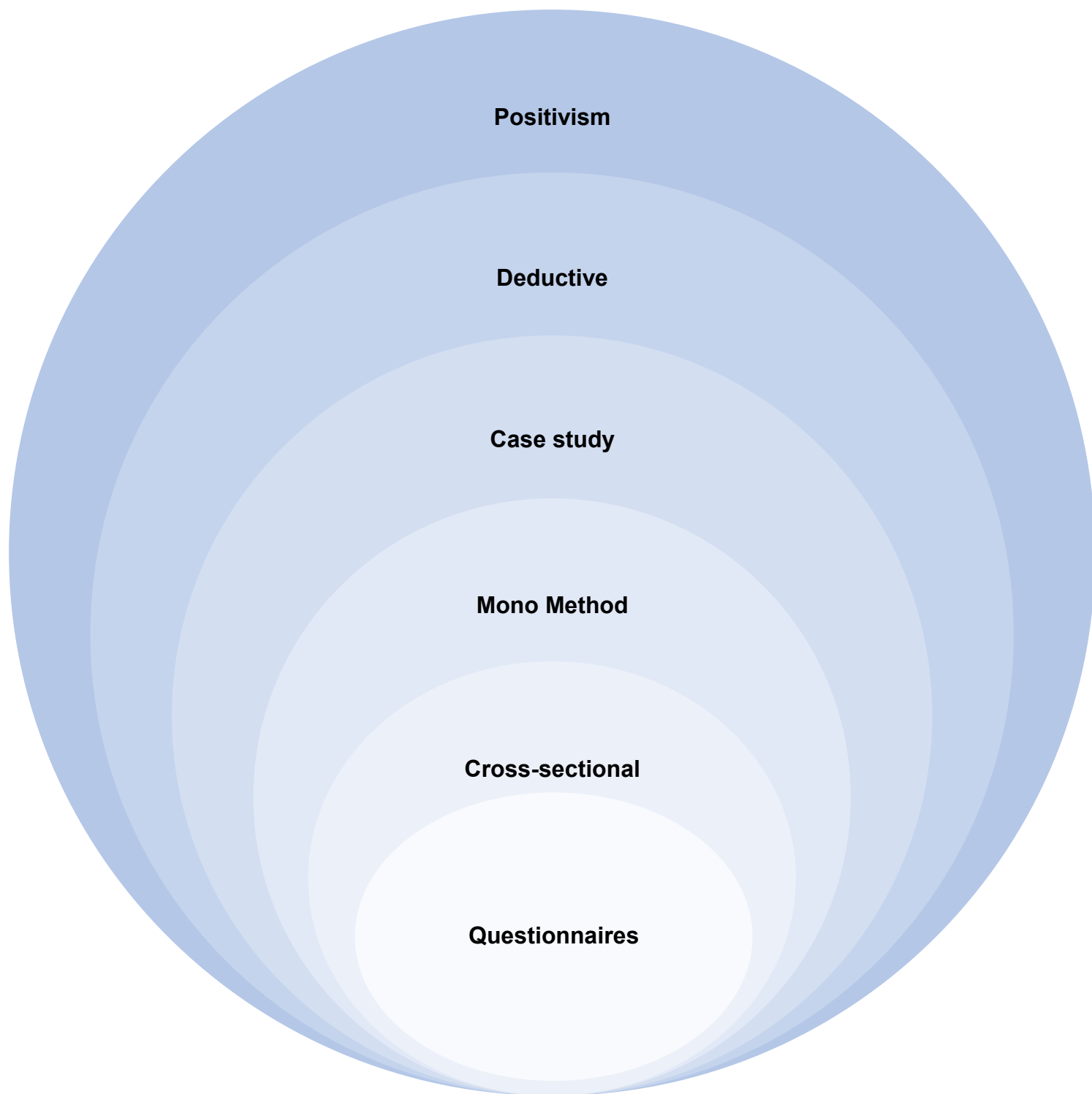


Figure 2: Designed By The Researcher, (2024)

1.9 Empirical Study

A field study will be conducted at ZOMCO, the leading Saudi company providing operation and maintenance services, to study how training programs affect employee job performance. The study will use a mixed methods approach, combining quantitative data from surveys and performance measures with qualitative data from interviews with employees and supervisors. This comprehensive approach will capture changes in an employee's knowledge, skills and job performance after training. By analyzing pre- and post-training data, researchers can isolate the effect of the training program itself. The expected result is to show the positive impact of training on employee performance. The results will be used to develop more targeted training programs to address identified skills gaps and improve employee satisfaction. Ultimately, this study aims to contribute to ZOMCO's mission of providing outstanding operations and maintenance solutions by ensuring that its workforce possesses the skills and knowledge necessary to excel.

1.10 Project Structure

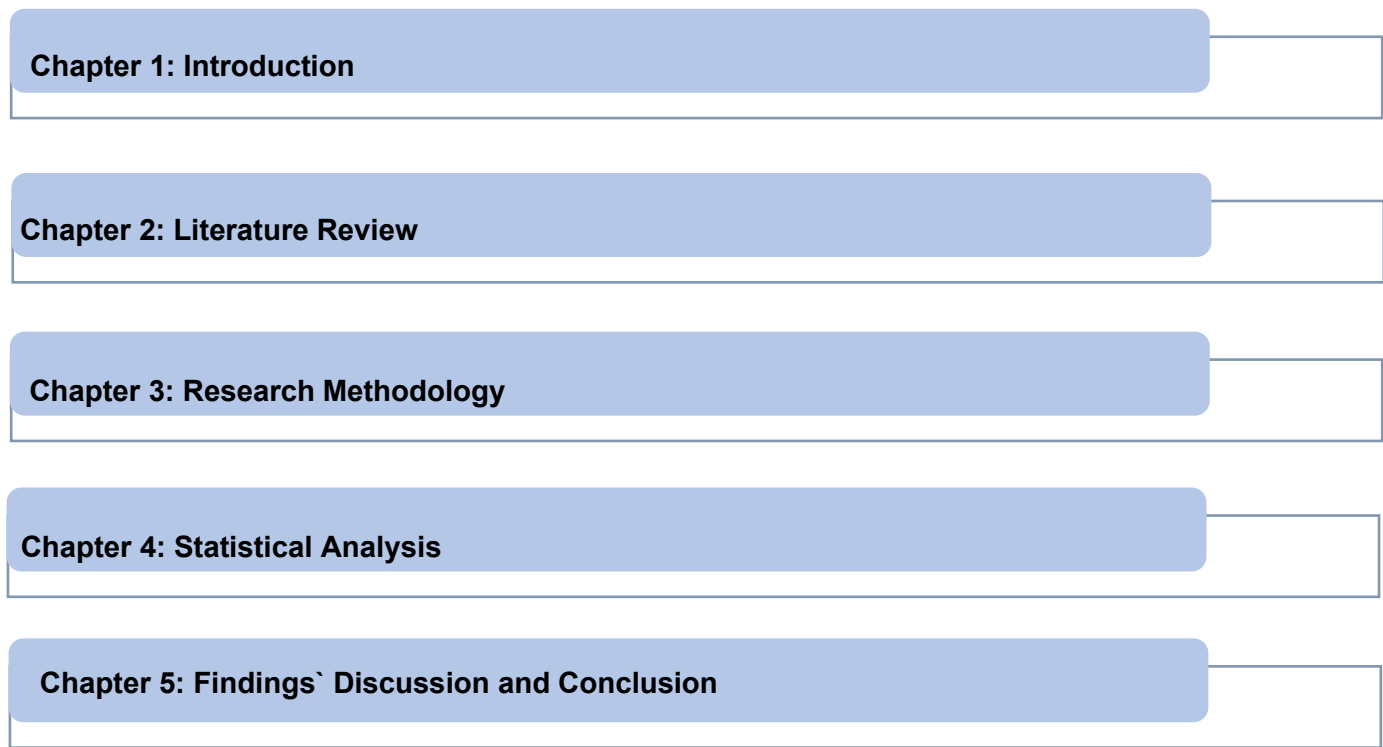


Figure 3: Designed By The Researcher, (2024)

2 Chapter 2: Literature Review

2.1 Introduction

In today's dynamic business environment, organizations require a skilled and adaptable workforce to achieve their strategic goals. Training and development programs play a crucial role in equipping employees with the necessary knowledge, skills, and abilities to perform their jobs effectively. This literature review explores the significant impact of training on job performance, examining how well-designed programs can enhance employee capabilities, boost productivity, and contribute to overall organizational success.

Employee performance is a critical factor in the success of any organization. Skilled and knowledgeable employees are more productive and efficient and contribute to a positive work environment. Training programs have long been recognized as a key strategy for improving employee performance. This literature review explores the impact of training on job performance, examining how well-designed training programs can enhance employees' knowledge, skills, and attitudes, ultimately leading to better performance outcomes. This review will delve into the existing research on the subject, analyzing the various types of training programs and their effectiveness in different job contexts. We will explore how training can improve both hard skills, such as technical expertise, and soft skills, such as communication and teamwork. Additionally, the review will examine factors that influence the success of training programs, including needs assessment, delivery methods, and employee engagement.

Through the different types of training programs offered by organizations and how they meet specific skill development needs, the impact of training on various aspects of job performance, including productivity, accuracy, quality of work, decision making, and the factors that influence the effectiveness of training programs. Potential challenges will also be identified. related to training and how organizations can overcome them to maximize the return on their investment in training. By examining existing research and evidence, this review aims to provide a comprehensive understanding of the relationship between training and job performance. This knowledge can be valuable to organizations in designing and implementing effective training programs that contribute to a more skilled, high-performing workforce.

2.2 First variable: Training

Training is the process of teaching or developing specific skills, knowledge, and fitness in oneself or others to achieve useful competencies ([Wikipedia], n.d.). These competencies can improve an individual's capability, capacity, productivity, and performance (Noe et al., 1986). Training forms the core of apprenticeships and provides the foundation for technical colleges and polytechnics (Schiesser, 1985).

Training extends beyond acquiring basic skills for a particular trade or profession. It provides ongoing opportunities to maintain, upgrade, and update skills throughout one's working life (Baldwin & Ford, 1987). Professionals often refer to this as professional development (Naylor & Briggs, 1963). Training also encompasses the development of physical fitness relevant to specific areas like sports, martial arts, and military applications (Bompa & Buzzichelli, 2019). Certain professions are inherently dangerous and require a minimum level of competence to ensure the safety of practitioners and those around them (Geller, 2006). Occupations like occupational diving, rescue, firefighting, and operating specific machinery often require assessment and certification to demonstrate this minimum competence before individuals can practice (International Labour Organization, 2001).

On-the-job training takes place within a typical work environment, utilizing the actual tools, equipment, and materials trainees will encounter in their roles (Noe et al., 2019). It is often considered the most effective method for vocational training (Schiesser, 2017). This approach involves employees receiving training at the workplace while performing their actual job duties. A professional trainer (or sometimes an experienced employee) guides the process, offering hands-on experience supplemented by formal classroom sessions if needed. On-the-job training can also leverage web-based technology or video conferencing tools (Baldwin & Ford, 1988). This method is applicable across all departments within an organization.

Simulation-based training utilizes technology to support trainee development, particularly beneficial for skills requiring extensive practice or those with significant responsibility for safety (Gery, 1991). This method allows trainers to identify, analyze, and address skill deficiencies in a controlled, virtual

environment. It also provides trainees with the opportunity to experience and learn from rare real-world events like emergencies or system failures. Trainers can run scenarios and observe trainee responses, enhancing their preparedness for real-world situations. Common examples where simulation training is used include piloting aircraft, spacecraft, locomotives, and ships; operating air traffic control systems; power plant operations; advanced military training; and advanced emergency response training like firefighting and first aid (Gery, 1991).

Off-the-job training occurs outside of regular work hours, implying that employees are not considered directly productive during the training period (Noe et al., 2019). This method involves training employees at a dedicated location away from the actual work environment. It often utilizes techniques like lectures, seminars, case studies, role-playing, and simulation (Baldwin & Ford, 1988). The advantage of off-the-job training is that it allows participants to focus more intently on the training content without work distractions. This type of training has been shown to be more effective for inculcating concepts and ideas (Baldwin & Ford, 1988). Many personnel selection companies offer services to improve employee competencies and change work attitudes through off-the-job training programs (Society for Human Resource Management, 2023). Internal training programs can cover a wide range of topics, from problem-solving skills to leadership development.

A more recent development in job training is the On-the-Job Training Plan (OJT Plan). The United States Department of the Interior recommends that a proper OJT plan should include (U.S. Department of the Interior, n.d.):

- An overview of the subjects to be covered
- The expected duration of the training in hours
- An estimated completion date
- A method for evaluating the effectiveness of the training

Researchers have developed training methods for artificial-intelligence devices as well. Evolutionary algorithms, including genetic programming and other methods of machine learning, use a system of feedback based on "fitness functions" to allow computer programs to determine how well an entity performs a task. The methods construct a series of programs, known as a "population" of programs, and then automatically test them for "fitness", observing how well they perform the intended task.

The system automatically generates new programs based on members of the population that perform the best. These new members replace programs that perform the worst. The procedure repeats until the achievement of optimum performance. (Banzhaf, et al, 1998) In robotics, such a system can continue to run in real-time after initial training, allowing robots to adapt to new situations and to changes in themselves, for example, due to wear or damage. Researchers have also developed robots that can appear to mimic simple human behavior as a starting point for training.

2.3 Second variable: Improving Job Performance

Job performance assesses whether a person performs a job well. Job performance, studied academically as part of industrial and organizational psychology, also forms a part of human resources management. Performance is an important criterion for organizational outcomes and success. John P. Campbell describes job performance as an individual-level variable, or something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance, which are higher-level variables (Campbell, 1990)

Campbell, (1990) First, Campbell defines performance as behavior, which is something done by an employee. This concept differentiates performance from outcomes. Outcomes result partially from an individual's performance, but they are also the result of other influences. In other words, there are more factors that determine outcomes than just an employee's behaviors and actions.

Campbell allows for exceptions when defining performance as behavior. For instance, he clarifies that performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioral (Campbell, 1990).

The difference between individual controlled action and outcomes is best conveyed through an example. In a sales job, a favorable outcome is a certain level of revenue generated through the sale

of something (merchandise, or some service such as insurance). Revenue can be generated or not, depending on the behavior of employees. When the employee performs this sales job well, he is able to move more merchandise. However, certain factors other than employees' behavior influence revenue generated. For example, sales might slump due to economic conditions, changes in customer preferences, production bottlenecks, etc. In these conditions, employee performance can be adequate, yet sales can remain low. The first is performance and the second is the effectiveness of that performance. One can de-couple these two because performance is not the same as effectiveness (Campbell et al, 1970).

Campbell, (1988) Another closely related construct is productivity. One can think of productivity as a comparison of the amount of effectiveness that results from a certain level of cost associated with that effectiveness. In other words, productivity is the ratio of outputs to inputs—those inputs being effort, monetary costs, resources, etc. Utility, another related construct, is defined as the value of a particular level of performance, effectiveness, or productivity. Utilities of performance, effectiveness, and productivity are value judgments.

Another key feature of job performance is that it has to be goal relevant. Performance must be directed toward organizational goals that are relevant to the job or role. Therefore, performance does not include activities where effort is expended toward achieving peripheral goals. For example, the effort put toward the goal of getting to work in the shortest amount of time is not performance (except where it is concerned with avoiding lateness).

Despite the emphasis on defining and predicting job performance, it is not a single unified construct. There are vastly many jobs each with different performance standards. Job performance consists of more than one kind of behavior. Campbell (1990) proposed an eight factor model of performance based on factor analytic research that attempts to capture factors of job performance existent across all jobs.

Campbell (1990)

1. The first factor is task specific behaviors which include those behaviors that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another.
2. On the other hand, non-task specific behaviors, the second factor, are those behaviors which an individual is required to undertake which do not pertain only to a particular job. Returning to the sales person, an example of a task specific behavior would be showing a product to a potential customer. A non-task specific behavior of a sales person might be training new staff members.
3. Written and oral communication tasks refer to activities where the incumbent is evaluated, not on the content of a message necessarily, but on the adeptness with which they deliver the communication. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.
4. An individual's performance can also be assessed in terms of effort, either day to day, or when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.
5. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law, not abuse alcohol, etc.
6. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and his or her colleagues. This might include acting as a good role model, coaching, giving advice or helping maintain group goals.
7. Many jobs also have a supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishments. These aspects of performance happen in a face to face manner.
8. Managerial and administrative performance entails those aspects of a job which serve the group or organization but do not involve direct supervision. A managerial task would be setting an organizational goal or responding to external stimuli to assist a group in achieving its goals. In addition a manager might be responsible for monitoring group and individual progress towards goals and monitoring organizational resources.

Another way to divide up performance is in terms of task and contextual (citizenship and counterproductive) behaviors (Borman & Motowidlo, 1993). Whereas task performance describes obligatory behaviors, contextual behaviors are behaviors that do not fulfill specific aspects of the job's required role. Citizenship behaviors are defined as behaviors which contribute to the goals of the organization through their effect on the social and psychological conditions (Rotundo et al, 2002). Counterproductive behaviors, on the other hand, are intentional actions by employees which circumvent the aims of the organization (Sackett & DeVore, 2001).

Campbell (1990) also suggested determinants of performance components. Individual differences on performance are a function of three main determinants: declarative knowledge, procedural knowledge and skill, and motivation.

Declarative knowledge represents the knowledge of a given task's requirements. For instance, declarative knowledge includes knowledge of principles, facts, ideas, etc.

If declarative knowledge is knowing what to do, procedural knowledge and skill is knowing how to do it. For example, procedural knowledge and skill includes cognitive skill, perceptual skill, interpersonal skill, etc.

The third predictor of performance is motivation, which refers to "a combined effect from three choice behaviors—choice to expend effort, choice of level of effort to expend, and choice to persist in the expenditure of that level of effort" (Campbell, 1990). It reflects the direction, intensity, and persistence of volitional behaviors (Dalal & Hulin, 2008). Campbell (1990) emphasized that the only way to discuss motivation as a direct determinant of behavior is as one or more of these choices. (See also Work motivation.)

Campbell (1990) also mentioned several performance parameters that may have important implications for the job performance setting and should be investigated by industrial and organizational psychologists.

The first one is the distinction between speed and accuracy. This distinction is similar to the one between quantity and quality (Lawler, 1973). Important questions that should be considered include: which is most valued by the organization, maximized speed, maximized accuracy, or some balance between the two? What kind of trade offs should an employee makes? The latter question is important because speed and accuracy for the same task may be independent of one another.

The second distinction is between typical and maximum performance. Sackett, Zedeck, and Fogli (Sackett et al, 1988) did a study on supermarket cashiers and found that there was a substantial difference between scores reflecting their typical performance and scores reflecting their maximum performance. This study suggested the distinction between typical and maximum performance. Regular work situations reflect varying levels of motivation which result in typical performance. Special circumstances generate maximum employee motivation which results in maximum performance.

Additionally, the impact of organizational justice perceptions on performance is believed to stem from Equity Theory. This would suggest that when people perceive injustice they seek to restore justice. One way that employees restore justice is by altering their level of performance. Procedural justice affects performance as a result of its impact on employee attitudes. Distributive justice affects performance when efficiency and productivity are involved (Cohen, 2001). Improving justice perceptions improves productivity and performance (Karriker et al, 2009).

2.4 The relationship between Training and Improving Job Performance

According to Neo (2000) in East Africa, specifically in Kenya the East African Breweries Limited (EABL) conducts personal performance management assessments during the year, resulting in agreed career development plans for each manager.

For many, this involves training courses held within the group companies to develop particular skills. During the year, EABL delivers over 6,500 days of training – representing an investment by the

group of around Kenyan Shillings 24 million the equivalent of USD 300,000. Strong attention is given to providing opportunities for their people to develop their careers within the group. During the year around 90% of all vacancies in EABL companies were filled by internal applicants.

One significant function of Human Resource Management to the effective use of human resources is training and development. Almost everyone now recognizes the significance of training on the success and growth of organizations. Employees are however a very crucial and expensive resource to every organization. There are significant changes today in terms of the value of the employee.

Along with these changing values trends at the workplace that have significant impact on employees' knowledge and skills. Training is therefore necessary to enhance the knowledge, skills and attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other coworkers.

A significant relationship was found between the employees training and their resultant performance in accomplishing different tasks. It was found that those employees who have taken trainings were more capable in performing different task & vice versa. Training has direct relationship with the employees' performance.

Basically training is a formal & systematic modification of behavior through learning which occurs as result of education, instruction, development and planned experience (Michael Armstrong, 2000). Because of the practical implications of training, it is important to have training that is effective. Studies have proven that more costly but effective training can save money that is wasted on cheap but inefficient training (Ginsberg, 1997).

Therefore, training has acquired a strategic value for hotels since service quality depends on employee customer care effectiveness Connie Zheng.(2009)

Thomas (1997) argues that employee training involves teaching employees skills that can help them become more efficient and productive workers. Most careers include some type of on-the-job training, and a trained work force has benefits for employees and employers.

Training is often conducted to familiarize new employees with the roles and responsibilities of their positions as well as company policies. Many companies offer continuing training opportunities for employees, focusing on skills that can improve efficiency.

Employees who are welltrained often have higher motivation and morale because they feel that the company has invested in their ability and development. This also results in lower turnover rates.

Armstrong (2000) contends that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. Trained employees are also more confident in their performance and decision-making skills.

In addition, employees who receive regular training are more likely to accept change and come up with new ideas. Employees who learn new skills through training make good candidates for promotions because they have shown their ability to learn, retain and use information. Reliable, skilled employees can also be empowered to train other employees, the fact that reduces pressure for the management team.

When evaluating the performance of employees, it is very important to have a check list that will be used consistently. The technique for measuring the performance of employees may differ from every company. The information thus far reveals a seeming consensus in the belief that there is a positive relationship between training and employee performance.

Thus training impacts positively on employee's performance by generating benefits to both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies and behavior (Evans, 1999).

On the job training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant relationship between organizations that train their employees and organizations that do not (Evans, 1999).

Every organization that is committed to generating profits for its owners (shareholders) and providing quality service for its customers and beneficiaries must invest in the on the job training for its employees.

According to Robert Simpson Managing director of Legna Construction Limited, a construction company located in the central region of Ghana which contributes substantially to the development of the country through its roads construction and employment of the country's human resource, training of the company's human resource contributed to the company gaining substantial increase in revenue from 2005 – 2009. (40% increase from 2001 – 2004).

He attributed this to the skills and knowledge the employees gained through the training that helped them be more efficient thus reduced cost on the job thereby gaining more revenue.

Evans and Lindsay (1999) also stated that, Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly and this has significantly impacted on the employee performance.

2.5 Conclusion

In conclusion, the literature overwhelmingly supports a positive relationship between training and employee performance. Training programs, like those implemented at East African Breweries Limited (EABL), can equip employees with the skills and knowledge necessary to excel in their roles. This can lead to a number of benefits for both the employee and the organization, including:

Increased Efficiency and Productivity: Trained employees are better equipped to handle their tasks, leading to less wasted time and resources. (Ginsberg, 1997) (Thomas, 1997)

Improved Decision-Making: Training fosters confidence and critical thinking skills, allowing employees to make sound decisions. (Armstrong, 2000). **Enhanced Innovation:** Training exposes employees to new ideas and fosters a willingness to adapt, which can lead to creative solutions and improved problem-solving. (Armstrong, 2000)

Higher Morale and Motivation: Employees who feel valued and invested in by their companies tend to be more engaged and satisfied. (Armstrong, 2000)

Reduced Turnover: By investing in employee development, organizations can retain valuable talent. (Armstrong, 2000). **Stronger Teamwork:** Training that emphasizes shared goals and expectations can lead to more cohesive and effective teams. (Armstrong, 2000). **Increased Revenue:** Studies have shown a direct correlation between employee training and a company's bottom line. (Evans, 1999) (Simpson, as cited in the passage)

These findings underscore the importance of training as a strategic investment for organizations of all sizes. By prioritizing employee development, companies can build a skilled and motivated workforce that is prepared to meet the challenges of today's competitive business environment.

The passage also highlights the importance of tailoring training programs to meet the specific needs of the organization and its employees. Effective training should be well-designed, delivered by qualified instructors, and provide opportunities for application and feedback. With careful planning and execution, training programs can be a powerful tool for improving employee performance and driving organizational success.

List OF References

3 References

- Armstrong, Michael. (2010). A Handbook of Performance Management 4th edition. New Delhi: Kogan Page.
- Black, S. E. & Lynch L. M (1996). Human-Capital Investment and Productivity. The American Economic Review. p 86.
- Bafaneli, S., & Setibi, G. (2015). The impact of on-the-job training on employee performance: The case of Riley's Hotel. Journal of Business Theory and Practice, 3(2), 239.
- Baldwin, T.T & Ford, J.K. (1988) "Transfer of training: A review and directions for future research" Personnel Psychology, 41(65)
- Banzhaf, W., Nordin, P., Keller, R. E., & Francone, F. D. (1998). Genetic programming: an introduction: on the automatic evolution of computer programs and its applications. Morgan Kaufmann Publishers Inc..
- Banzhaf, W., Nordin, P., Keller, R. E., & Francone, F. D. (1998). Genetic programming: an introduction: on the automatic evolution of computer programs and its applications. Morgan Kaufmann Publishers Inc..
- Bompa, T. O., & Buzzichelli, C. (2019). Periodization-: theory and methodology of training. Human kinetics.
- Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt & W. C. Borman (Eds.), Personnel Selection in Organizations (pp. 71-98). San Francisco: Jossey-Bass.
- Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), Handbook of Industrial and Organizational Psychology (pp. 687-732). Palo Alto, CA: Consulting Psychologists Press, Inc.
- Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology.
- Campbell, J. P., & Campbell, R. J. (1988). Productivity in organizations: New perspectives from industrial and organizational psychology. Jossey-Bass/Wiley.
- Campbell, J. P., Dunnette, M. D., Lawler, E. E., Weick, K. E., & Karl, E. (1970).
- Campbell, J.P., & Campbell, R.J. (1988). Productivity in Organizations: New perspectives from industrial and organizational psychology. San Francisco: Jossey-Bass.
- Campbell, J.P., Dunnette, M.D., Lawler, E.E., & Weick, K.E. (1970). Managerial behavior, performance, and effectiveness. New York: McGraw-Hill.
- Chambers, D. P. (2006). Evaluation of new GRACE time-variable gravity data over the ocean. Geophysical Research Letters, 33(17)

- Cohen-Charash, Y.; Spector, P.E. (2001). "The role of justice in organizations: A meta-analysis". *Organizational Behavior and Human Decision Processes*. 86 (2): 278–321. doi:10.1006/obhd.2001.2958.^
- Connie Zheng, (2009). Keeping talents for advancing service firms in Asia, *Journal of Service Management*, Vol. 20 Iss: 5, pp.482 - 502
- Dalal, R. S. & Hulin, C. L. (2008). Motivation for what? A multivariate dynamic perspective of the criterion. In R. Kanfer, G. Chen, & R. D. Pritchard (Eds.), *Work motivation: Past, present, and future* (pp. 63-100). New York: Routledge.
- Dihan, F. N., & Pratama, M. R. (2018). Pengaruh Pelatihan Dan Budaya Organisasional Terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Intervening (Survey Pada Departemen Sumber Daya Manusia Di Pt. Madubaru Pg/Ps Madukismo). *JBTI: Jurnal Bisnis: Teori dan Implementasi*, 9(1), 58-75. <https://doi.org/10.18196/bti.91100>
- Elnaga, A., & Imran, A. (2013). The effect of training on employee performance. *European journal of Business and Management*, 5(4), 137-147.
- Evans, J. R. & Lindsay W. M (1999) *The Management and Control of Quality*. 4th edition, Cincinnati Ohio: South-Western College Publishing.
- Geller, D. A. (2006). Obsessive-compulsive and spectrum disorders in children and adolescents. *Psychiatric Clinics*, 29(2), 353-370.
- Gery, G. J. (1991). *Electronic performance support systems: How and why to remake the workplace through the strategic application of technology*. Weingarten Publications, Inc..
- Hidayat, A., & Aziz, M. A. (2022). The Role of Job Training in Improving Employee Performance. *Adpebi International Journal of Multidisciplinary Sciences*, 1(1), 21-30. <https://doi.org/10.54099/aijms.v1i1.186>
- <https://zomco.com/>
- Karriker, JH; Williams, ML (2009). "Organizational Justice and Organizational Citizenship Behavior: A Mediated Multifoci Model". *Journal of Management*. 35: 112. doi:10.1177/0149206307309265
- Lawler, E.E. (1973). *Motivation in work organizations*. Monterey, C.A: Brooks/Cole.
- Mangkunegara, A. A. P. (2011). *Manajemen sumber daya manusia perusahaan*.
- Martah, V. (2018). Pengaruh Pendidikan Dan Pelatihan Terhadap Prestasi Kerja Karyawan Pt. Ismg Floor Mills. *Economic: Journal of Economic and Islamic Law*, 8(3), 8-14.
- Naylor JC, Briggs GE. (1963) The effect of task complexity and task organization on the relative efficiency of part and whole training methods. *Journal of Experimental Psychology*, 65, 217–224.
- Neo, E. (2000). *Human Resource Management: Gaining Competitive Advantage*. 3rd edition McGraw-Hill., Boston, USA.

- Noe RA, Schmitt N. (1986) The influence of trainee attitudes on training effectiveness: Test of a model. *personnel psychology*, 39, 497–523.
- Prasetyani, D. (2021). Pengaruh Pelatihan Terhadap Prestasi Kerja Karyawan Pada Pt. Bank Hsbc Cabang Pondok Indah. *Jurnal Ekonomi Efektif*, 3(3), 314-321. <https://doi.org/10.32493/Jee.V3i3.10527>
- Ren, S., Cooke, F. L., Stahl, G. K., Fan, D., & Timming, A. R. (2023). Advancing the sustainability agenda through strategic human resource management: Insights and suggestions for future research. *Human Resource Management*, 62(3), 251-265.
- Rotundo, M.; Sackett, P. R. (2002). "The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach". *Journal of Applied Psychology*. 87 (1): 66–80. doi:10.1037/0021-9010.87.1.66. PMID 11916217.
- Sackett, P. R., & DeVore, C. J. (2001). Counterproductive behaviors at work. In N. Anderson, D. Ones, H. Sinangil, & C. Viswesvaran (Eds.), *Handbook of industrial, work, and organizational psychology* (Vol. 1, pp. 145–164). London, UK: Sage.
- Sackett, P. R.; Zedeck, S.; Fogli, L. (1988). "Relations between measures of typical and maximum job performance". *Journal of Applied Psychology*. 73 (3): 482–486. doi:10.1037/0021-9010.73.3.482
- Schneider W. (1985) Training high performance skills: Fallacies and guidelines. *Human Factors*, 27(3), 285–300.
- Sengenberger, W. (2001). Decent Work: The International Labour Organization Agenda. *Dialogue and Cooperation*, 2(2001), 39-55.
- Thomas N. Garavan. (1997). "Interpersonal skills training for quality service interactions" *Industrial and Commercial Training*, Vol. 29 (3), pp 70–77
- Tukunimulongo, J. (2016). Effect of on-the-job training on employee performance in Kenya: Case of Mumias Sugar Company Limited. *international Journal of Recent Research in Commerce Economics and management*, 3(1), 7-24.
- Zheng, C. (2009). Keeping talents for advancing service firms in Asia. *Journal of service management*, 20(5), 482-502. <https://doi.org/10.1108/09564230910995107>
- دور الرقابة الادارية في تحسين اداء العاملين (2023). سيد احمد/مؤطر & عيق, خضرة, دحان, كريمة, مجاهد (جامعة أحمد دراية-أدرار). (Doctoral dissertation, جامعة أحمد دراية-أدرار)
- دور التدريب في تحسين انتاجية العاملين بالمؤسسات الاقتصادية. سيف الدين & مصباح, وليد عرفات, مختاري (جامعة قاصدي مرباح-ورقلة). (Doctoral dissertation, جامعة قاصدي مرباح-ورقلة)

List Of Appendices

4 Appendices

Welcome!

We are conducting a research study titled "The Impact of Training on Improving Job Performance at ZOMCO, Khobar KSA". Your participation is valuable in helping us understand how training programs contribute to employee performance within our company.

This questionnaire aims to gather your insights and experiences regarding the training programs you have participated in at ZOMCO. Your honest and anonymous responses will be crucial in identifying strengths, weaknesses, and areas for improvement within our training programs.

By completing this questionnaire, you are contributing to:

Evaluating the effectiveness of training programs at ZOMCO.

Identifying areas where training can be improved to better support employee performance.

Shaping future training initiatives to be more relevant and impactful for employees.

The questionnaire should take approximately 10-15 minutes to complete. All your responses will be kept confidential and anonymous.

Before you begin, please note:

There are no right or wrong answers. We value your honest feedback.

Your participation is entirely voluntary. You may choose to stop the questionnaire at any time.

We appreciate your time and cooperation

Variable	Variable Dimensions	Number Of Statements	Source
Training	• Management's interest in the training component Innovation in operations • Training programs in the institution • Implementing and evaluating training within the organization	1-17	Arafat et al (2023) The role of training in improving employee productivity for economic institutions
Improving Job Performance	• Performance	1-10	Khoudra et al (2023) The role of administrative control in improving employee performance

4.1 Personal Information:						
Gender	Male		Female			
Age	From 20 to 35		From 35 to 50			
Qualification	Secondary		Bachelor's		Master's	
Seniority in the company	Less than 3 years		3 to 5 years		More than 5 years	

4.2 First variable: Training

No.	statement	Agree	Neutral	Disagree
The first dimension: management's interest in the training component				
1	The training needs of employees are determined based on the results of the performance evaluation.			
2	The training needs of employees using new technologies in the organization are identified.			
3	The need for training courses is determined when new jobs are created.			
4	The training needs of employees were identified based on measurable scientific standards.			
The second dimension: training programs in the institution				
5	The organization works to find training programs that match the content of the training courses.			
6	The training programs are designed to match the actual needs of the trainees.			
7	The institution has the information technology needed for training programs.			
8	The organization uses its website to provide information about training programs.			
9	When designing programs, the organization works to develop sufficient instructions for the trainee regarding the training content and application of activities.			
The third dimension: implementing and evaluating training within the organization				
10	The organization uses presentation programs such as Point Power to implement training programs			
11	Email is used to communicate between trainers and trainees.			
12	Multimedia is used in training programs (electronic images - electronic video).			
13	The organization relies on modern training programs			

14	• Training programs are implemented through cooperative interaction between trainees.			
15	• The organization works to compare the performance of employees before and after benefiting from training programs			
16	• The organization uses assessment tools to measure skill performance for some skilled tasks.			
17	• The trainees' performance is monitored after the training programs			

4.3 Second variable: Improving Job Performance

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	• The overall performance level of the institution is high					
2	• The performance level at maximum power is very high					
3	• The performance level under actual power is very high					
4	• The level of performance in the case of external interventions to manage the affairs of the institution leads to a weak level					
5	• The level of performance in the event of a weak system of incentives, wages and rewards becomes singular					
6	• The level of performance in the absence of a spirit of cooperation between the different administrative levels leads to extreme decline					
7	• The level of performance in the event of gaps in the administrative structure declines and deteriorates					

8	Performance level if technical training for maintenance work is neglected					
9	The level of performance, if attention is paid to training maintenance workers, flourishes and develops					
10	The level of performance in the absence of a positive role model for employees weakens and declines					