

Training and development: Its effects on job performance in the selected companies of UAE

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Abstract. One can think that businesses were running without any training in ancient times. Technically, this is not the case. Whether formal or informal, training has always been there in business to carry on its processes. Gradually, it has acquired the shape that can be said a formal one. Firms have started realizing that training and development is a major source of gaining competitive advantage. Most human resource management researchers are of the view that Training and development has got that important role through which organizations can maximize their performances by maximizing performances of their employees. Training and development programs are always there in some way or shape. It may be general or specific. It may be formal or informal and it may be provided by some neutral source or by employers. There is a list of training methods which are in practice in corporate world. For the sake of simplicity, some of them were taken in this study –namely-on-the-job training; mentorship and coaching; vestibule training; instructor-led classroom training; case studies and systematic job rotations and transfers. Another aspect of this study is employee performance. Firm's performance depends on its employees' performance. Employee performance has many facets. It may be financial and non financial. It may be quantifiable and qualitative. Furthermore, employee performance contains a number of components in it. In this study, three qualitative components are considered -employee job commitment; employee work knowledge and employee job satisfaction- thinking that these are the main sources of employee performance enhancement.

Keywords. Training and development, On-the-job training, Mentorship, Simulator training, Instructor-led classroom training, Case studies, Systematic job rotations and transfers, Employee performance, Job commitment, Job satisfaction, Work knowledge, UAE.
JEL. M53, J28.

1. Introduction

Training and development practices in organizations are not new. One or more types of such activities have always been there in organizations in any form, whether formal or informal. People learn even by just performing the tasks. Training and development programs have taken many shapes. They may be formal or informal. They may be general or specific. General training and development programs are useful for many similar jobs and job settings while

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specific programs are specifically designed for particular job and in a particular organization with particular working environment.

This study is conducted keeping on the track of formal specific employer-provided training and development programs and their impacts on the employee performance in terms of employee commitment, gaining work knowledge and job satisfaction which in turn result in better employee work performance.

There are researchers in the field of human resource development who argue that training and development programs result in increased employee turnover while there is a number of researchers who argue against it by stating that training and development programs are better sources of achieving higher degrees of employee retention (Colarelli & Montei, 1996; Becker, 1993).

Major objective of this study is to find out the impacts of training and development on performance of employees working in the financial sector of UAE. Firms are not irresponsible that they decide that much insane decision of spending on an activity which is not useful for them or results in just wastage of time and money. According to Kaufman & Hotchkiss (2006), a firm weighs the costs and benefit of training to decide the amount which is feasible to spend on.

In the contemporary corporate world, training is becoming more and more something that one can call a norm. But the point is not to know just the impacts of training and development practices in firms, it is the main point of concern of this study to find out what could be the possible effects of such trainings and how are they affecting the performance of employees.

The effects of training and development programs which are employer-provided can be evaluated in many ways. The effects may be on the productivity and efficiency directly or they may be evaluated in terms of many other behavioral factors that ultimately enhance the productivity of employees. This study is focusing those factors which are the direct impacts of trainings and indirectly increase the productivity of employees. Such factors which are identified for the sake of study are employee commitment, employee work knowledge and employee job satisfaction which are supposed to increase the productivity of the employees.

2. Literature review

2.1. Training and development

One of the most important investments in any organization is considered to be the investment on human resource. Other resources can also be useful only if the human resource of the organization is useful. Training is very important in this regard. Well said by (Arthur, 1994) that Human Resource is in fact human capital in shape of people that run the organization unlike other resources of the organization. Training and development programs are designed not only to take care of this human capital but also to groom and polish it in order to take advantage of it in the benefit of the organization. It is the major concern of the organizations that whether the investment on the employee in shape of training and development programs will show some returns. Thinking this companies look towards different methods of trainings that can secure their investment at most. Some companies are using the methods of specific trainings that are specifically that particular company-oriented and that are thought to be secure investment as the skills and knowledge gained in such programs are normally not useful for other organizations. While some are using general training methods. And there are organizations that are using a mix of general and specific trainings. Whatever is the way, training and development programs have become norms in contemporary corporate world realizing the positive and substantial returns. (Becker, 1993) introduced the idea that training and education is the investment for organizations.

Employees like to be in the organizations which train and develop them for their future prospects. According to (Burke, 1995), employees who participate in most of the training programs and consider them to be relevant are of a view that their organizations are supportive and that such employees are considered to be having less intention of leaving the organization.

Training is very important function considered for the manager to perform. (Drucker, 1998) states that one important contribution out of the other valuable contributions of managers that an organization expects is enabling others to perform. Doing is important but making others do is placed separately having a dignified place.

(Beardwell & Holden, 1993) state that it is due to achieving commitment and growth in quality that senior management realize the importance of training and development. According to Cole (2002, p.330), training is the learning activity performed in order to acquire or make acquire the specific knowledge and skills for the sake of the job or task. Training is an organized way of modifying behaviors through sequence of learning events, routines and functions whose resultant are the training participants acquiring a certain level of knowledge, skills and expertise so that they can carry out their professional work effectively (Gordon & DiTomaso, 1992 p. 235). (Armstrong, 1988: p.11) emphasized on the understanding of training that encourages the development of training programs to appreciate learning theories. It is the organization's ability to identify the needs for training and the careful preparation of the training program in order to make trainees learn what they are supposed to learn are the important factors responsible for the success of training program (Rodriquez *et al.*, 1996).

Organizations may conduct short term and long term training and development methods. It may also be specific and general. According to (Mihiotis, 2005), the most important training and development methods are

- On-the-job training,
- Mentorship and coaching
- Simulator training,
- Instructor-led classroom training,
- Case studies and
- Systematic job rotations and transfers

2.2. On-the-job training

On-the-job training is a type of formal employer-provided training method used most widely in most of the organizations, since it cost effective, real work environment based training and showing solid productivity results. It is a one to one training taking place at the trainee's own work place. According to (Lynch, 1991), workers who participate in formal on-the-job training are much less likely to end the relationship with employers and organizations than those who receive off-the-job general training.

2.3. Mentorship and coaching

Most of the times, mentorship and coaching are considered to be interchangeable terms. Many researchers consider mentoring to be a less structured and longer duration wise than coaching (Bozeman *et al.*, 2004; Koortzen & Oosthuizen 2010; Haggard *et al.*, 2011). Apart from the fact there are authors who think that there is some difference between the two, there are also authors who think that there is a number of similarities in them. Mentoring and coaching share common characteristics like (i) there is a support provided helping individuals personally and professionally; (ii) these are functional in families societies and organizations; (iii) there are potential benefits for all the stakeholders; and (iv) both of the methods are performed in a variety of ways either formal or informal (Clutterbuck, 2008; Ragins, & Kram, 2007).

2.4. Simulator training

Simulator or simulator training is the form of formal training where there is a situation created at the training place similar to the actual work place. Here, the same machineries or equipments are used. Normally, a group of trainees is trained in this simulator training program by one already trained and skilled trainer.

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In the contemporary world, there is another method of training in practice by many organizations which involves information technology tools. Its basic purpose is to create a boundary less training environment where one can learn being anywhere in the world.

According to (Lee, & Bruvold, 2003), such training is self paced and it provides learning anytime anywhere around the globe adjustable to trainee's own requirements.

2.4. Instructor-led classroom training

Instructor-led classroom training is the method where the trainers have face to face interactions with trainees and the trainers impart knowledge using various classrooms training methodologies. Normally, there is one trainer and a group of trainees. Another study states that instructors' beliefs and actual practices of classrooms are closely related in this type of training. Instructor is the most important player. Trainees can learn better if the instructor is knowledgeable and confident in the training area. No matter how good is the learner or the curriculum if the instructor is poor, the result will be poor retention of knowledge and skills (Kaye *et al.*, 1991).

2.5. Case studies

Case studies are important when workers are required to improve their analytical skills. Trainees are provided with the real situations, problems and issues. Their thinking and analytical skills are improved and then used to develop suitable solutions for the given situations. Specific skills are needed in the development of case studies, their usage and relevant cross cultural issues as suggested by (Rees & Porter, 2002).

2.6. Systematic job rotations and transfers

Systematic job rotation and transfers are considered as an indirect training method where workers are given some different job or transferred to some different work area in order to increase motivation and decrease boredom which in turn results in a new skill acquiring way. As (Azizia, Zolfagharib, & Lianga 2010) suggest, it is the way of increasing production, loyalty, motivation and innovation and is of reducing boredom and absenteeism. It supports lifetime employment and seniority wages.

Training and development is a continuous and systematic process. In order to have desired results from it, it should be designed carefully and implemented regularly to increase the workers productivity and organizational efficiency. As it is assert that such programs should be consistent with organizational and employee's goals and requirements and should fit the business strategy.

2.7. Employee performance

Employee Performance is a wide term. Generally speaking, performance is the acting upon the task given by the organization and meeting the organizational standards. Every organization expects some sort of organizational behavior from its employees which is helpful to achieve its overall organizational goals. Organizations are like systems and these systems require from its essential components to facilitate other components and avoid conflicts. Only in this way the system can serve its basic purpose. Apart from productivity and competitiveness, effectiveness and efficiency are the essential ingredients of performance (Masi & Cooke, 2000). An employee's performance can be measured by comparing the performance standards determined by the organization (Mowday *et al.*, 1979).

Employee performance having many components like commitment, satisfaction and work knowledge may be increased passing through a formal employer-provided training which becomes a solid base for employees' productivity and eventually it satisfies the goal achievement given by the organizations. Training is a basic and effective tool in the successful achievement of the firms' objectives

which in turn result in increased productivity (Colombo & Stanca, 2008; Sepulveda, 2005).

(Noe *et al.*, 2014) mentioned the lack of employer-provided training and development programs in the United States when in 2000, they stated only 16% of the total workforce never gone through any type of training provided by the employer and that the organizations have begun to realize the significance of training and development understanding that they play an important role in performance enhancement increasing productivity to be in competition.

Furthermore, many evidences are available in various researches indicating the way of improving and enhancing the employee productivity. Researchers like Bishop (1994) and Bartel (1989) are of exactly the same view that training and development provided by employers increase productivity and performance almost by 16%. Training and other associated activities affect positively the results increasing productivity and decreasing turnover (Ichniowski *et al.*, 1997; Huselid, 1995; Arthur, 1994).

Further, (Guzzo, Jette, & Katzell, 1985) insisted in a meta-analysis that goal setting, socio-technical systems and training significant positive impacts on productivity.

2.8. Employee commitment

Employee commitment is the employee willingness to accept the task and remain with the job. Researchers have identified that employee commitment is a main source of lesser turnover. In a study, (Steers, 1977) found that those employees who were more committed to their jobs less desire of leaving their organizations. (Steers, 1977) further conclude that employee commitment had significant inverse relationship with employee turnover. (Arthur, 1994), in his study of two steel mini-mills where one was using control strategy and the other one was on the lines of commitment strategy, found out that the organization practicing commitment strategy was more productive and got better business advantages over the other company. In the same study, (Arthur, 1994), found that turnover rate was almost twice higher in the company using the control strategy.

In a study conducted on training and its outcomes, (Owens, 2006) found about the relationships of training, commitment and turnover, by applying independent t-tests, he found that the employees who were trained had a mean score of 83.54 for organizational commitment and 31.15 for turnover cognition. While those who were not trained well gave the results as to be mean score of 75.87 for commitment and 28.94 turnover cognition. It is evident that trained employees are more committed than those who did not go through such training and development programs.

2.9. Work knowledge

The term work knowledge refers to the extent to which the wellness of knowledge of workplace work is acquired. Work knowledge means the degree of proficiency of a worker to perform his organizational tasks. Improved knowledge, skills and capabilities of talented workers proved as a main source of competitive edge in globalized market (Farrell, 2006). Acquiring work knowledge is very important to perform necessary tasks as required. Without work or job knowledge, no worker can perform the job on workplace. Effective training programs that increase employee motivation are required to develop work knowledge, abilities and skills of employees in order to perform the job well (Meyer & Allen, 1991).

Capacity building also requires improved work knowledge and skills. (Leonard-Barton, 1992) suggests that the organization that gives much weight to the work knowledge thinking that in this way it can gain competitive advantage need to develop system that assures regular learning and that its effective way is training. Training improves employee performance which means immediate enhancement in the knowledge, abilities and skills to perform job and therefore to achieve organizational goals Ichniowski *et al.*, (1997) and Huselid, (1995).

2.10. Job satisfaction

Job satisfaction is equally important to predict quits as one can predict the same on the basis of wages Clark *et al.*, (1998); Rose (1980); Freeman (1978). Many researches in the field of human resources assert the effects of employer-provided training on job satisfaction and that on the importance of job satisfaction in the achievement of organizational commitments Bartlett, (2001); Nordhaug (1989).

Achieving Employee job satisfaction has become a normal and popular human resource practice after having had the results of various human resource researches which show a significant positive correlation between Employee job satisfaction and Employee job performance (Lee & Bruvold, 2003; Tietjen & Myers, 1998; Cotton & Tuttle, 1986; Wright & Hamilton, 1978). It has almost become a universal truth that job satisfaction is a main source of improved job performance and that there are certain factors which are required to increase job satisfaction which can be acquired through proper training and development programs provided formally by employers.

3. Conceptual framework

Review of related literature has helped drawing the conceptual framework as stated in the following clauses. 'Training and development' and 'employee performance' both are very broad concepts to testify. There are many types of training and development programs provided by employer. Some are general which are helpful not only for workplace but also for general skill development purposes while some training programs are specifically directed towards the improvements of job-oriented skills and knowledge of employees. Some training programs are formal while some are informal. Some training and development programs are provided by employers while some are provided some by other sources other than the employers. Due to the lack of time and other resources, some areas of training and development and some areas of employee performance are taken into consideration for the sake of this study.

Some types of training and development programs are selected for the study and identified as to be formal employer-provided training programs – namely – on-the-job training; mentorship and coaching; simulator or simulator training; instructor-led classroom training; case studies and systematic job rotations and transfers.

Similarly Employee performance possesses many facets. Out of which, only three are covered in this study for the sake of simplicity and completion – namely – employee job commitment; employee work knowledge and employee job satisfaction.

Furthermore, there are two main variables constituted. One as a mean score of all the identified components of Training and development named as 'training and development' while the other one as mean score of identified components of Employee performance named as 'Employee Performance'.

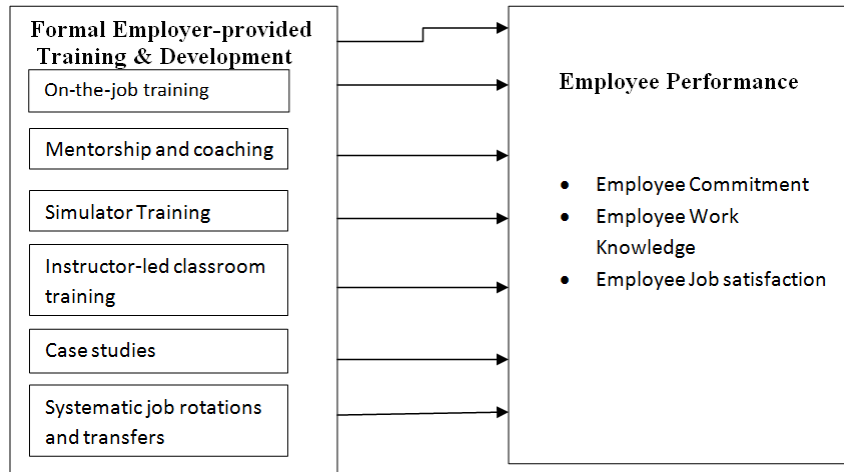


Figure 1. Schematic Diagram (Training and Development and Employee Performance Model)

Note: Author drawn keeping in view the selected independent variables affecting the dependent variable.

There are eight variables in total. One variable is identified as ‘Training and development’ provided by the employer splitting further in six other variables – on-the-job training; mentorship and coaching; simulator training; instructor-led classroom training; case studies and systematic job rotations and transfers.

One variable is identified as ‘employee performance’, which is used in this study as a mean score of its other identified components namely - ‘employee work knowledge’, ‘employee job satisfaction’ and employee overall performance. Based on the above conceptual framework, seven hypotheses are developed.

Ha₁ There is a significant relationship between on-the-job training and employee job performance.

Mean score of components of employee performance is compared with the employer-provided on-the-job training to find out whether there is any significant relationship between these two exists or if there is any then what type of this relationship is.

Ha₂ there is a positive relationship between mentorship and coaching employee work performance.

The components of employee performance are averaged out and checked the relationship of it with employer-provided mentorship. Basic hypothesis is that mentorship and coaching programs which are employer-provided leave positive impacts in the increase of work performance of employees.

Ha₃ There is a positive significant relationship between employer-provided simulator training and development program and employee job performance.

The identified components of employee performance are averaged out and this mean score of said factors is tested to check the relationship between simulator training and employee job performance. Positive significant correlation between the said variables will show that training and development programs have positive effects in the process of increasing job performance.

Ha₄ There is a significant relationship between employer-provided instructor-led training and development program and employee overall performance.

This hypothesis is developed to test the nature of relationship between mean score of all identified components of employee performance and instructor-led classroom training.

Ha₅ Case studies are positively related with employee performance.

This hypothesis is developed to find out the nature of relationship between the application of case studies in the business organizations and employee overall performance.

Ha₆ Systematic job rotations done in the organizations have a positive relationship with overall employee performance.

Organizations usually rotate their employees' jobs in order to maximize their utility. This is to check in this hypothesis whether this act is related positively with employee performance.

Ha₇ Employer-provided training and development programs a positive correlation with overall employee performance.

Mean score of all the identified components of training and development programs are processed with the mean score of identified components of employee performance in order to know the overall result of this relationship.

4. Research methodology

This research is cross-sectional due to the limited time and resources and because of the same reason just one sector namely financial sector is selected as the main point of focus. Financial sector is selected as it is the representative sector for the service industry. Some of the personal contacts were used to collect the data from three financial institutes of UAE. – One leading house financing company; one leading commercial bank and one leading Insurance Brokerage House.

It is the primary research and the data collected directly from the respondents by way of a questionnaire carefully designed to collect the required data. Since the variables used in this study are qualitative, respondents are asked questions to rate these variables on the scale of 1 to 5 where 1 is assigned to strongly disagree while 5 is assigned to strongly agree.

After checking the validity and reliability of the questionnaire, it was given to 15 working executives of three different financial organizations – one leading house financing company; one leading commercial bank and one leading Insurance Brokerage House of UAE to check its understandability. These fifteen executives were asked to please point out any comprehension issues or other ambiguities if there are in responding. Some of them seemed stuck on the concept of simulator training. But when it was explained to them, they identified the concept saying that they were just unaware of the term only. Having completed this phase successfully, 150 questionnaires were handed over to the personally aquatinted executives to get them filled by their friends and acquaintances in their organizations and they were also requested to explain those who get any type of confusion in the understanding of questionnaire and they agreed. Out of these 150 distributed questionnaires, 116 were received back in two-day time, 42 from the executives of commercial Bank, 39 From house-financing institute and 35 from Insurance brokerage house. Further, out of these 116 collected questionnaires, only eight were found containing errors of various types – six of them were double checked while two were found having some questions unanswered. Therefore, only 108 questionnaires were found properly filled and valid for further processing. The response rate is 72%.

4.1. Research design

To find out the effects of training and development programs in the financial sector of UAE, primary research method is selected. It is a cross-sectional study due to lack of time and resources. A questionnaire is developed to evaluate the results and which is served in person to the respondents of the survey. The sample space is the executives working in the selected firms of financial sector of UAE. Only one sector (financial sector) is selected in order to keep the study manageable within the limited resources.

4.2. Respondents

Whether there are any changes evidenced in the employees due to going through training and development programs and if there are any what are these changes and what are their impacts ultimately on the employee overall performance, executives who go through trainings in the firms are the respondents

of this study. Employees themselves being the subjects are asked the questions to rate those between 1 to 6 in one section while 1 to 5 in the other section, so that their first hand experience can be known.

4.3. Research instrument

Carefully designed questionnaire is used as a research instrument for this study where on one hand personal questions are asked to know if there are any differences in response due to change in gender or age while on the other hand, there are two more sections developed – in the section ‘B’, questions are asked related with the conduct of any training and development programs asking the reply rating from 1 to 6 while section ‘C’ was about their effects in relation with employee performance asking response on the scale of 1 to 5. All of the questions are closed ended and in the core area of questionnaire, respondents are asked to rate them from 1 to 5 and 1 to 6 where: 1=Strongly Disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly disagree; 6=Not applicable.

4.4. Reliability and validity of research instrument

According to (Norland, 1990), validity refers to the value of built in error in the measurement and it is established, normally, by using a panel of experts in the field and a sort of field test. Validity of the instrument depends on the objectives of study. In the process of establishing validity, following questions need to be answered well.

1. Is the questionnaire capable of measuring what it is directed towards?
2. Is it representing the main content?
3. Is it suitable for the sample?
4. Is the questionnaire comprehensive to collect the required information?
5. Is it looking like a questionnaire?

In order to address the above questions and to meet the requirements of validity of instrument, the final questionnaire got ready after gone through several changes in the questions asked and the options to be replied.

Reliability refers to the precision and accuracy of the instrument (Norland, 1990). In order to check the reliability of the instrument, a pilot test was conducted in the field on 20 respondents who were out of the sample and the results were processed in SPSS to find out the value of Cronbach’s Alpha and list wise deletion of variables if any.

Table 1. Case Processing Summary of Reliability and Validity of Data

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
.854	9

Note: The reliability and validity test by Cronbach Alpha applied on all primary dataset and found the data is reliable and suitable for analysis as its value estimated is more than the benchmark of 0.65.

The reliability test shows that there are no items deleted processing list wise all the variables and the Alpha value is 0.854 processed on nine variables and 20 responses. If the reliability coefficient (Alpha) is 0.70 or higher than that, then the reliability of the instrument is considered acceptable.

4.5. Data collection procedure

Data collection in such a short time became possible only due to the personal contacts with the executives in the selected organizations – One leading house

financing company; one leading commercial bank and one leading Insurance Brokerage House – who cooperated in a way that they not only themselves filled the questionnaires but they also cooperated in getting the other questionnaires filled by their colleagues. They also helped in collecting back the filled questionnaires. Though the target was to collect 150 responses, only 108 properly filled questionnaires were collected back.

4.6. Statistical tool

Viewing the main objective of the study which is to find out correlation between Training and performance and Employee performance, if there is any, and that if the relationship exists what is its significance and whether this relationship is positive or negative, the correlation tool of SPSS (Statistical Program for Social Sciences) is used.

As the data is found to be normally distributed, it thought suitable to use a parametric tool of correlation to know the said relationship between training and performance and employee performance. For the reason, it is decided to use Pearson Correlation tool available in SPSS.

5. Findings

The major objective of this study is to know the relationship between employer-provided training and development programs and employee performance and know what these relationships show. Training and development contains several variables in it like on-the-job training, mentorship and coaching, simulator training, instructor-led classroom training, case study and systematic job rotations and transfers. On the other hand, employee performance is measured on the basis of employee job commitment, employee work knowledge and employee job satisfaction. Therefore, following seven hypotheses were tested:

Ha₁ Employer provided on-the-job training is positively related with employee's Performance.

Ha₂ Mentorship is positively related with employees' performance.

Ha₃ Simulator training is positively related with employees' performance.

Ha₄ Instructor-led classroom training is positively related with employees' performance.

Ha₅ Case studies are positively related with employees' performance.

Ha₆ Systematic job rotations and transfers have positive relationship with employees' performance.

Ha₇ Employer provided training and development programs have strong positive relation with employees' performance.

Table 2. *Descriptive Statistics*

Variables	Mean	Std. Deviation	N
On_the_job_TR	3.8333	1.11489	108
Mentorship	3.7407	1.17107	108
Simulator	3.6389	1.20325	108
Instructo_led_classroom	3.7685	1.07309	108
Case_Study	3.5648	1.12136	108
Job_Rotations	3.6667	1.10225	108
Employee_Performance	3.6605	.99007	108

Note: the table presents the frequency distribution, mean and standard deviation of all variables in the dataset.

To satisfy the purpose of the study, respondents were asked several questions to rate on the scale of 1 to 5 out of which nine were relevant with the core area of study. The total number of valid responses is 108. The statistics show that the variable on-the-job training has a mean score of 3.8333 with the standard deviation

of 1.11489. Results for mentorship show 3.7407 as the mean score with the standard deviation of 1.17107. The mean score of simulator training is 3.6389 and standard deviation as 1.20325. Instructor-led classroom training has given the mean score of 3.7685 with the standard deviation at 1.07309. Case study is showing the mean score of 3.5648 and a standard deviation at 1.12136. The mean score of job rotations is taken as to be 3.6667 and standard deviation as 1.10225. Employee Performance which is the average of identified components of it shows the mean score of 3.6605 with the standard deviation at 0.99007.

Table 3. Pearson Correlation Coefficient (N=108, Significance 2-tailed at 1%)

	On_The_Job TR	Mentorship	Simulator	Instructo_led_Clas s room	Case_Stu dy	Job_Rel ations	Employee_Perfor mance
On_The Job TR	1	0.833	0.819	0.764	0.749	0.761	0.753
Mentorship	0.833	1	0.782	0.762	0.696	0.78	0.751
Simulator	0.819	0.782	1	0.724	0.734	0.698	0.793
Instructo led Classroom	0.764	0.762	0.724	1	0.715	0.693	0.773
Case Study	0.749	0.696	0.734	0.715	1	0.66	0.766
Job Relations	0.761	0.78	0.698	0.693	0.66	1	0.766
Employee Performance	0.753	0.751	0.793	0.773	0.766	0.766	1

Note: Pearson Correlation Coefficients estimated are presented in above table. All estimates show sufficiently strong correlation among each other being larger than 0.5.

The table shows a comparative analysis of correlations between all the components of employer-provided training and development programs and the components of employee performance. All the components of training and development are positively related with the identified components of employee performance having different levels but all these relationships are significant.

The mean score of the identified components of employee performance is processed with the on-the-job training to test the hypothesis that on-the-job training and development has a positive relationship with employee performance. Viewing the results, one can not reject the hypothesis that employer-provided on-the-job trainings have a significant positive relationship with employee job performance.

The Hypothesis that mentorship and coaching programs are positively related with employee job performance is proved to be true viewing the Pearson Correlation between the two which is showing highly significant positive relationship between the two variables.

Table 2 shows the relationship between the mean score of all the components of employee performance and simulator training. It is showing a highly significant positive relationship between the both variables. Therefore, the hypothesis that employer-provided simulator training is positively related with employee job performance cannot be rejected.

There is also a strong positive relationship shown between instructor-led classroom training and employee performance and viewing that one can not reject the hypothesis that instructor-led classroom training and employee performance have a positive correlation between them.

Case studies are also showing a significant positive correlation with employee performance. Therefore, the hypothesis that there is a positive relationship between case studies and employee performance has also been accepted.

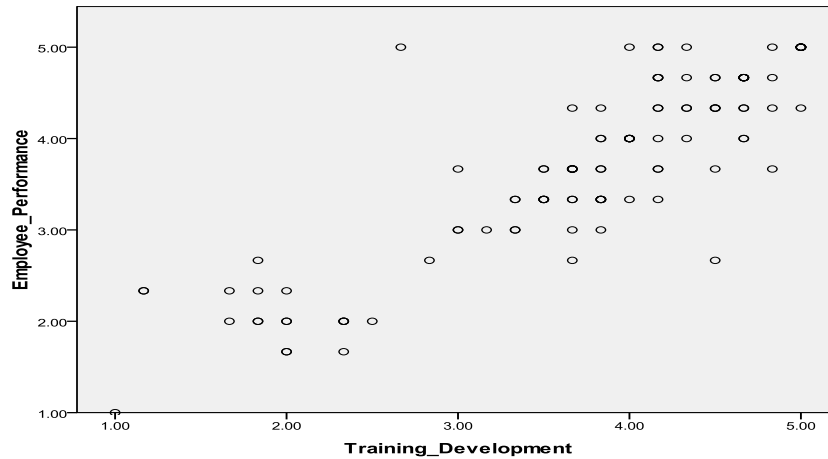
Table 2 also shows strong relationship between systematic job rotations and employee performance. Hence, the hypothesis that systematic job rotations are positively related with employee job performance is accepted.

Table 4. Pearson Correlation between Employee Performance and Training & Development (2- tailed Sign. 1% for N= 108)

	Training_Development	Employee_Performance
Training_Development	1	.864**
Employee_Performance	.864**	1

Note: Pearson Correlation between training development and employee performance significance and strong at 5% level of significance

Table 3 is the reflection of the relationship between the mean score of all the components of training and development and mean score of all the components of employee performance. It shows the overall result of this relationship. As a result of the hypothesis that employer-provided training and development programs have a positive relationship with employee job performance, it came out to be true showing a highly significant positive correlation between the two.



Graph 1. Scatter Diagram showing relationship between Training & Development and Employee Performance

Note: The above scatter diagram reflects a positive trend between the Training & Development and Employee Performance

Graph 1 is scatter diagram showing a strong relationship between both axis – training and development and employee performance. The diagram shows a positive slope which is the sign of their positive relation.

6. Conclusions and recommendations

This study is aimed at knowing the nature of relationship between employer-provided training and development programs and employee performance. For the purpose, a survey was conducted and responses collected from the officials working in financial sector of UAE. In totality, 108 valid responses received back showing the response rate of 72%. Seven hypotheses were developed:

Ha₁ Employer provided on-the-job training is positively related with employee’s Performance.

Ha₂ Mentorship is positively related with employees’ performance.

Ha₃ Simulator training is positively related with employees’ performance.

Ha₄ Instructor-led classroom training is positively related with employees’ performance.

Ha₅ Case studies are positively related with employees’ performance.

Ha₆ Systematic job rotations and transfers have positive relationship with employees’ performance.

Ha₇ Employer provided training and development programs have strong positive relation with employees’ performance.

On the basis of collected data and by using Pearson Correlation tool in SPSS, all of the developed hypotheses were accepted showing a strong positive relationship between training and development and employee performance.

It shows that more efforts and more investment on formal employer-provided training programs can result in enhanced employee performance which in turn enhances the overall organizational performance. Human resource managers and

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policy makers should formulate their strategies giving importance to various types of training and development programs.

This study can be useful for the researchers in the same field for further reckoning the matter. Besides, this study has been conducted in situation of several limitations and constraints. There was a shortfall of time so many other aspects of training and development and employee performance could not be taken into it. In future, these other aspects can also be explored. This study is conducted in the UAE market and may show different results in other parts of the world. Even in UAE, only financial sector is focused whereas it may show different results in other sectors of UAE economy. Moreover, the identified components of Employee Performance are not processed individually. Their mean score is taken and used for the processing with the components of training and development individually.

The study shows a useful piece of information to understand the formal training and development methods and various aspects of employee performance. It may be useful for the firms to understand the value of training and development programs and its effects. It may be used as a guideline for the firms to gain competitive advantage by focusing more on training and development programs and enhancing the employee performance which in turn results in enhanced firm's performance.

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