

# Impact of Training on Employee Performance at Viva Bahrain

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## ABSTRACT

*Training has a very crucial role in the organizations of today. All around the world things are changing with a greater pace. In VIVA Bahrain, although existing training helps employees do their current jobs, the benefits of training doesn't extend throughout an employee's career and doesn't help develop that employee for future responsibilities. The research adopts quantitative methodology and solved the research questions with the help of descriptive and inferential statistics. This research will analyze effectiveness of existing training program in VIVA Bahrain and provide recommendations for making changes to this training program according to the latest training standards to meet the vision and mission of VIVA Bahrain. Survey questionnaire was administered to the respondents. The primary data is collected using self-administered questionnaire from 220 respondents and the secondary data includes the semi-structured interview questions are administered from management and other training providing staff. The findings from the study suggest that the training needs assessments are not met. Training programs are not implemented according to desires of employees. Lack of efficient training and attitude of top management toward training. There are also lack of training evaluation practices for employee performance and improvement. Employee agrees that the training has positive and strong impact on performance and improves the skill gaps.*

## 1. Introduction

Training has a very crucial role in the organizations of today. All around the world things are changing with a greater pace. Science and technology is advancing. Primitive machines and equipment at work is being replaced with highly sophisticated technology. This complex but efficient equipment calls for a greater knowledge and skill. So organizations try to get maximum production from each individual they have and to achieve that objective, an individual is required to be thoroughly trained to work on that equipment (Engetou, 2017).

Bahrain Government has put great emphasis in the development of capacity and competency building of employees working in private as well as government sector. It is part of Bahrain Vision 2030 that states that both private and government sector is required to develop the capacity and skill development of employees by developing necessary plan and budget for various training programs. Government of Bahrain is also bridging the gap of employees skill and development by providing subsidized training programs with the help of Tasmeem organization (Tasmeem, 2017).

VIVA Bahrain is one of the largest telecom operator in Bahrain. It has a staff of more than 500 employees with a headquarter in Manama. The Human Resource (HR) department in VIVA Bahrain has put huge focus on the training. The company realizes that the training practices have significant affect on employee performance. Therefore, employee is considered as the important part of organization success. Viva Bahrain is running various programs for technical and non-technical staff to understand the need of industry in terms of employee skills and development. The training department has a huge task of alligning the training

needs with the growing skill demand of workforce (VIVA Bahrain, 2019).

Training is one of the most important activity in human resource development. It is one of the most research topic especially for the profit oriented companies. This study target a most competative sector in the market i.e. telecom sector. Productivity plays an important role when it comes to employee accurate training programs. However, most of the training program fails due absence of clear training policy and practices. This is the most common observation while performing interviews with the top management of organization. Another common probems is the training need assessment. Each training is subject to basic needs assesment such as who is target audience?, what knowledge and skill are required? and who is going to conduct, monitor and evaluate? There, training plays crucial role in the development of organizaition performance.

This study contributes to Viva Bahrain by evaluating the training needs assessment and program designs. It checks the efficiency of training program and identifies any challenges associated with the implementation of the program. The primary target is to analyze the effect of preparing on representative execution.

### 1.1. STATEMENT OF THE PROBLEM

Training practices in Viva Bahrain is governed by the training department. There is an absence of training policy that lead to inconsistent training practicies. The training processes are unsystematic and lacks the fundamental processes such as need assesment, evaulation and efficiency. This urged the research to carry out the research on existing training processes and finding its overall impact on the employee

performance. The researcher took the opportunity to analyze various training programs that are not effective due to lack of proper need assesment. The training programs are not designed according to the desires and skills requiremnt of the employees. There is no evaluation and monitoring of trainings programs before and after commencement. The most serious problems is the alignment of training with the organization vision and strategy and the employee skills gap assesment. Further more researcher didn't find any previous studies carried out in the organization on the evaluation of training and its impact on the employee performance. VIVA Bahrain must focus on training its staff but its real focus should be learning, not training. This research will analyze effectiveness of existing training program in VIVA Bahrain and provide recommendations for making changes to this training program according to the latest training standards to meet the vision and mission of VIVA Bahrain (Alomari, 2017).

**1.2. RESEARCH QUESTIONS**

In view of the problem statement, this research endeavors to answer the accompanying inquiries at work performance of workers; immature

1. How the training needs are assessed in VIVA?
2. How about the training program efficiency of VIVA Bahrain?
3. What is the contribution of training on employees' job Performance?
4. How to identify the challenges associated with training?

**1.3. RESEARCH OBJECTIVES**

The main objective of the study is to determine the impact of training on employees performance in VIVA Bahrain.

Based on the above-mentioned questions, this study establishes the following objectives.

1. To identify the training needs in VIVA Bahrain?
2. To identify the training program efficiency of VIVA Bahrain?
3. To identify contribution of training on employees' job Performance?
4. To identify the challenges associated with training?

**1.4. RESEARCH HYPOTHESIS**

The main hypothesis of the study are:

1. Training has an impact on employee performance.
2. Training has no impact on employee performance.

**1.5. SIGNIFICANCE OF THE STUDY**

Research will provide a central focus for recommending and providing training interventions that address organizational goals and objectives of employees. It will identify the impact of existing training program on employee performance in and propose type of training most suited for the employees of VIVA Bahrain. Further, it will identify critical shortfalls in existing training program and suggest strategies and training initiatives required to improve employee performance in VIVA Bahrain.

**1.6. CONCEPTUAL FRAMEWORK**

The proposed conceptual framework is based on the literature review of various researchers that are presented on employees training and development. The proposed model is self-made and presents the relationship between independent variable training and dependent variable as employee performance.

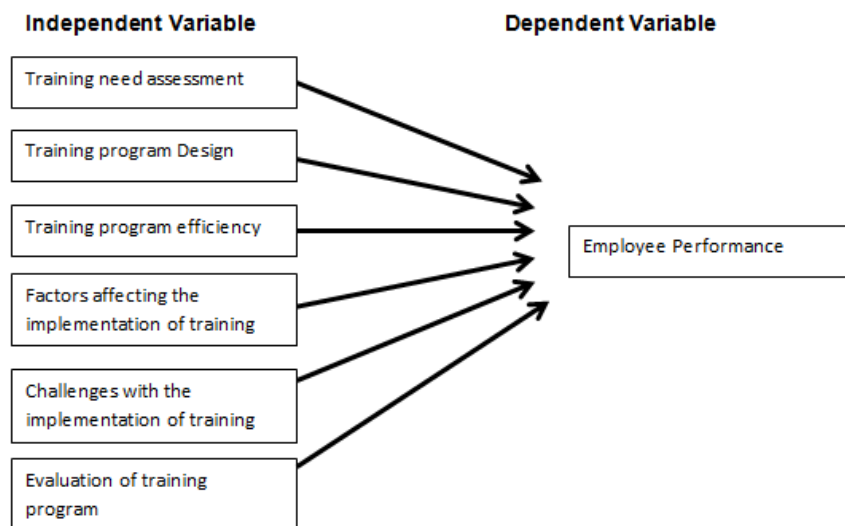


Figure 1 Conceptual Framework

**1.7. SCOPE AND LIMITATION OF THE STUDY**

The scope of this research is limited to analysis of existing training program in VIVA Bahrain and proposes training interventions that will address organizational goals and objectives. The main output will be to identify critical shortfalls in existing training program and suggest strategies and training

initiatives required to improve employee performance in VIVA Bahrain.

Repondents willingness to provide feedback during survey and interview was the major limitation of study. Some of employee were uncomfortable to praticipate. The researcher provide assurance to employee that all the information is kept

confidential and the responses are coded without using respondent personal or work information.

The telecom industry is very competitive. Organization information confidentiality is treated very important. Therefore, it is not possible to get all kinds of training information from employee during the detailed survey.

The research is limited to training and development of VIVA Bahrain but many aspects of this research can be generalized to other technical fields.

## 2. Literature Review

Training initiatives are very important for the employee performance. It draws in the relationship to add to the improvement of a nation's human capital, through its effect on direction approaches and structures and preparing by open arranging foundations, to even more instantly serve business needs. It in addition draws in it to influence bosses with respect to the need for them to put more in preparing and pro improvement - which associations should see as one key to their capacity later on (Salah, 2016).

It adds to better human relations at the endeavor level and as such to all the more promptly meander execution, by arranging corporate objectives and individuals the board moves close. Finally, it improves the general picture of the alliance and contributes it with a level of cleaned procedure, which can impel expanded help and impact (AlMughairi, 2018).

Afroz (2018) presented the research on the impacts of preparing on representative execution by introducing a contextual analysis of banking division. The banking sector always put customer satisfaction first. Therefore, employees are trained with skills such as customer engagement, motivation and job satisfaction. The study deployed a questionnaire and responses were collected from 14 banks in Tangail district. Around 75% of responses were collected that undergo analysis using SPSS. The study uses statistical methods such as T-test, correlation and regression analysis to check the hypothesis. The result shows that training has huge effect on the employee performance (Afroz, 2018).

Hafeez and Akbar (2015) presented a study of training on worker execution in pharmaceutical industry of Pakistan. Employee performance is assessed based on cooperation, correspondence ability, client care, relationship and absenteeism. Whereas the development area for the employee considered job satisfaction, motivation and adoption of new technologies to add more efficiencies to the work. The study examines the responses with the help of questionnaire. The questionnaire is distributed to 356 employees of four pharmaceutical companies. The result was statistical analyses using SPSS and methods such as descriptive analysis, regression analysis and correlation. The results show a positive impact of training over the employee performance (Hafeez & Akbar, 2015).

The research will be carried out based on the recommendations of authors Afroz (2018) and (Hafeez & Akbar (2015). The research objectives and hypothesis is based on the recommendations by Hafeez & Akbar (2015).. The statistical treatment of data using frequency, mean, minimum and maximum is taken from Hafeez & Akbar (2015).. The questionnaire will be designed by following the recommendations by Hafeez & Akbar (2015).

## 3. Methodology of the Study

This study used quantitative research design by understanding and evaluating relationship between various variables. VIVA Bahrain employees come from different professional and non-technical backgrounds. For sampling purposes, adequate population is taken into account to provide the analysis with predicative, descriptive and confirmatory results (Mozael, 2015). For this analysis, the sampling frame includes categorization and selection of the number of staff participating in the survey.

In VIVA Bahrain, there are more than 500 employees divided and managed across different departments. Employees are primarily classified as technical and non-technical. The sample is a fairly reasonable fraction of the total population and is a function of the data collection method (Zikmund, 2003). It is not possible to analyze all elements of the population in this study, as in most research studies. The use of a sample is therefore the most practical approach to research. It is important to select a sample in order to provide appropriate primary data for the analysis of the facts under review and to represent the target population. It is therefore expected to collect feedback from many VIVA Company employees within Bahrain so that the results could be generalized. This study uses a reasonable and fairly stratified sampling methodology that helps to provide knowledge about the sample size (Al Ali, MD Yusoff, Ismail, & Alhisan, 2019)

The sample used in quantitative methods of studies is sometimes bigger than the one used in qualitative methods of studies. In most research, the idea of saturation is often used to assess how many respondents in quantitative research must be engaged. Saturation is a juncture in which the data gathering method no longer carries unique or appropriate data and new collection of data no longer ignites new conceptual insights, nor will it present new characteristics in key conceptual classifications. (Engetou, 2017).

The intended participants for this study are professional and non-technical background staff with a majority of their fields of expertise with bachelor's degree. The participants will be chosen based of interest, skill and experience. Furthermore, it will not be necessary to provide the likelihood of each selection group since the evaluation will be partially tolerant.

This study finds the sample size based on the confidence level of 95% and 5% error margin. The details of equation used for the calculation of sample size are presented in appendix (B). In Table 1, the total population of the study is 500 and a sample size of 218 participants is selected that constitutes 44% of total population.

The stratification given in Table 1 reflects the demographic quite clearly. Using the survey to obtain the necessary answers, the highest possible answers will be obtained from each layer. As shown in table 3.1, data from employees in five departments will be obtained to indicate that the survey is taken with a more diverse group (Sample Size, 2019).

The sample of the total population was stratified on the basis of each department. Hence, the sample size representing the number of staff who receives questionnaires divided into stratum (Engetou, 2017).

Table 1  
Sample stratification by departments - target and actual

Industry Categories	P	n	N	nx
Engineering department	165	218	500	70
Information and communication	75	218	500	32
Sales and marketing	65	218	500	30
Finance department	57	218	500	27
Network department	138	218	500	59
Total response	500			218

**3.1 Research Instruments**

An online questionnaire is designed to collect the respondent responses. The questionnaire is a list of questions that is based on measuring the relationship between training of employees and overall performance of the employees. It is designed according to the research objectives. The list of questions measure the responses based on the Likert scale. The responses are divided into five categories (SA as Strongly Agree, A as Agree, N as Neutral, D as Disagree, and SD as Strongly Disagree).

In addition to questionnaire, one-to-one interviews are conducted with the selected participants mostly from the management end. This provides useful view of management.

Semi-structured interview are conducted to get the opinions of various process and practices involved in the training of employees. The interview mostly consists of people working in management position in organization. These interviews helped to strengthen the information that is gained from the questionnaire.

The measurement of responses is based on 5 Likert Scale. Each scale has been assigned weight or value. The value for scale Strongly Agree or SA is 5, Agree or A is 4, Neutral or N is 3, Strongly Disagree or SDA is 2 and Disagree or Da is 1. The statistic techniques used are Reliability, Descriptive, and Correlation & Regression.

Table 2  
Survey Questionnaire-Demographics

#	Demographic	Measurement Type & Technique	Reference
1	Gender	Multiple Choice Questions (%)age	(Kassie, 2017) (Hafeez & Akbar, 2015)
2	Age		
3	Education Level		
4	Experience		
5	Position		
6	Type of department		

Table 3  
Survey Questionnaire –Categories

#	Questionnaire Categories	Measurement Type & Technique	Reference
1	Training need assessment	5-Likert Scale Reliability, Descriptive, Correlation & Regression	(Kassie, 2017) (Hafeez & Akbar, 2015)
2	Training Program Design		
3	Training Program Efficiency		
4	Factors affecting implementation of training program		
5	Challenges in the implementation of training program		
6	Evaluation of training program		
7	Employees performance		

**3.2 Data Collection**

Questionnaire and interviews are conducted to collect the primary data of the research. The process requires first taking the permission from required authorities. The respondents are first educated on the purpose of questionnaire. Also various doubts and clarifications are done to remove any kind of misinformation. The questionnaire is designed in Google Forms and circulated as an online link. It is distributed to whole

population of the organization with expected achievable sample of 218 respondents.

**3.2 Data Analysis Methods**

The data is first edited to remove any kind of errors and inconsistencies. After the successful removal of errors, the data undergoes analysis using quantitative techniques. The data is made ready for analysis through data coding, tabulation and applying various statistical techniques. The data is analyzed

using Statistical Package for Social Science (SPSS) software of version 17.0. The descriptive statistics include frequencies, percent's, mean and standard deviation.

The study employs Pearson's Correlation for measuring the relationship between employee training and performance of employee. Linear regression model is deployed to test study hypothesis and association of variables.

**3.4 Pilot Test**

Pilot test is necessary to make proper corrections and consider any more things that is important and left behind. The pilot test ensures the truth worthiness of the data and scale. Cronbach's Coefficient Alpha is famous technique that checks the reliability of data (Zikmund, 2003). Therefore, survey questionnaire is pre-tested to ensure that relationship between variables is strong. Pretest is done with the help of 25 randomly selected group of experts and managers. The results showed an alpha value of 0.92 for 31 items of the survey. This shows the pre-test is successful and the survey can be distributed to all the population of study.

**3.5 Validity and Reliability**

Cronbach's Alpha is a coefficient of reliability. It checks the reliability of questionnaire with an acceptable range of alpha = 0.7 and greater. This method was first pioneered by Lee Cronbach in 1951. The reliability analysis in

Table 4 shows the results of in terms of cronbach's alpha each item category of questionnaires. The results show all the items have a cronbach's alpha range between 0.789 to 0.925. The alpha range of 0.7 and greater shows good reliability (Zikmund, 2003).

For the data collection, a questionnaire-based strategy was used in which it included the addition of numerical information using organized poll to gather essential information from the samples.

In addition, a list of mails from the ministry of economics to badge the respondents to fill up the questionnaires at an applicable time or to their convenience either at the work or at home was used. Moreover, the questionnaire was circulated via WhatsApp messages.

Table 4  
*Reliability Cronbach's alpha*

#	Variables	Items	CRONBACH'S ALPHA
1	Training Need Assessment	4	0.805
2	Training Program Design	4	0.789
3	Training Program Efficiency	4	0.815
4	Factors affecting the implementation of training program	3	0.915
5	Challenges with the implementation of training program	3	0.825
6	Evaluation of training program	6	0.906
7	Employees performance	7	0.925

**4. Results and Discussion**

The study questionnaire was designed using the Google Form tool and was distributed among employees of Viva Bahrain. The data is collected with the help of distributing 230 questionnaires. The 220 questionnaire returned that constitutes

96% response rate Table 4.1. Around 10 questionnaires are discarded as in complete or missing information. These responses are used for the analysis

Table 5  
*Response Rate*

Questionnaire Distributed	Questionnaire Returned	Response %
230	220	96%

**4.1 Analysis of Data**

This section provides data analysis of respondents in terms of descriptive statistics like frequencies, percentages, mean and standard deviation. It employs pearson correlation to finding relationships among variables in terms of strength. Linear regression model is applied to determine the association of variables.

**4.2 Demographic Analysis**

Survey was distributed based on respondent's relevance, qualification and experience. Respondents must have relevant qualification to fulfil the survey needs. The total of 220 respondents has participated in the survey. The demographics are shown in Table 6.

In terms of gender, there are more males 77% compared to females 23% females. This shows most of the population of the study is from the male group.

The age group between 34-41 (27%) are more compared to other age groups i.e. 26 – 33 (23%), 50 & above (21%), 18-25 (15%) and 42-49 (14%). This shows that the majority of respondents are at the age of mature level and the responses will be based mostly of meaningful and practical experience.

In terms of education level, (36%) are bachelors, (34%) college diploma, 4-12 grade (20%) and master and above are (9%). This shows that the majority of people are well educated and the responses will be driven by good qualification and academic background.

In terms of experience, most of the people 27% are at the level of 1 to 5 years and 11 to 15 years. The experience level of 6 to 10 years is 18% and 14% are less than 1 year and 15 years and above. This shows that the respondents of the

survey are mostly experience in their desire fields and the responses will be correct based on the experience level.

In terms of position, most respondents 73% are non-managers and only 27% are managers. This basically shows the position or role of the respondents in their concerned departments not the job description or the list of activities.

In terms of departments types, most of the respondents (36%) from sales and marketing, (23%) finance, information and communication (16%), engineering department (14%) and network (11%). This shows that the people from business and finance have contributed more compared to people from the technical ends such as engineering, IT and network.

Table 6  
*Demographic Profile of the Respondents and Organizations (field survey)*

No	Items	N=220	Frequency	Percent %
1	Gender	Female	50	23%
		Male	170	77%
2	Age	18-25	34	15%
		26-33	50	23%
		34-41	60	27%
		42-49	30	14%
		50 & Above	46	21%
3	Education Level	4-12 Grade	45	20%
		College Diploma	75	34%
		Bachelors	80	36%
		Master & Above	20	9%
4	Experience	Less than 1 year	30	14%
		1 to 5 years	60	27%
		6 to 10 years	40	18%
		11 to 15 years	60	27%
		15 years & above	30	14%
5	Position	Manager	60	27%
		Non Manager	160	73%
6	Type of department	Engineering department	30	14%
		Information and communication	35	16%
		Sales and marketing	80	36%
		Finance department	50	23%
		Network department	25	11%

### 4.3 Descriptive Statistics of Measured Variables

#### 4.3.1. Training need assessment

In

Table 7, the result of statement (1.1) support the response collected during interview from various managers in the company with a total respondents who disagree are (84) 38% whereas who agrees are (112) 51%. The result of statement (1.2) shows respondents are not confident on the organization for the selection of proper training needs assessment with 85 (39%) respondents agree and (94) 43% disagree to the statement. The result of statement (1.3) shows respondents

disagree with the statement and the responses clearly shows that most are not assessed prior to the launch of training for the specific required skill or knowledge. The result of statement (1.4) show the training provided are coherent with organization objective and fulfills the need of departments with the respondents who agree to the statement are 95 (43%) and disagree are 79 (36%). The overall training needs assessment acquire a mean and standard deviation of 2.95 and 1.19.

In summary the results shows that the training needs are not fully assessed by the organization. Organization does provide prior awareness programs but respondents are not confident on the organization for the selection of proper training needs assessment. Also respondents are not assessed prior to the launch of training for the specific required skill or knowledge (Engetou, 2017).

**Table 7 Training Need Assessment**  
*Training Need Assessment*

No	Items	N=220	Frequency	% age	Mean	SD
1.1	Training need assessments are conducted properly.	SA	24	11%	3.14	1.18
		A	88	40%		
		N	24	11%		
		DA	62	28%		
		SDA	22	10%		
1.2	The selection for training is based on proper need assessment.	SA	15	7%	2.92	1.18
		A	70	32%		
		N	40	18%		
		DA	70	32%		
		SDA	24	11%		
1.3	The organization assesses the trainee's knowledge before selecting the training program.	SA	15	7%	2.68	1.21
		A	53	24%		
		N	37	17%		
		DA	75	34%		
		SDA	40	18%		
1.4	Employees attend the trainings that fit departments' needs with the alignment of the organization objective.	SA	20	9%	3.05	1.17
		A	75	34%		
		N	46	21%		
		DA	55	25%		
		SDA	24	11%		
Overall					2.95	1.19

**4.3.2 Training Program Design**

In Table 8, the result from statement (2.1) shows that the training programs are not designed based on need assessment with respondents who agree to the statement are 90 (41%) and disagree are 101 (46%). The statement (2.2) result show shows that objectives of the trainings are not coherent with employees trainings need with total respondents who agree to the statement are 64 (29%) and disagree are 99 (45%). The statement (2.3) result show that training programs are not designed at level of abilities and educational background of employees with total respondents who agree to the statement

are 60 (27%) and disagree are 108 (49%). The statement (2.4) result show that there exists no opportunity after training with total respondents who agree to the statement are 55 (25%) and disagree are 125 (57%). The overall training program design acquire a mean and standard deviation of 2.73 and 1.19.

In summary the results shows that the training program are not designed based on respondents needs assessment, respondent abilities and educational background. It also proves from the questionnaire results and the staff opinion in the interview that there exists no opportunity exists after the training (Engetou, 2017).

**Table 8**  
*Training Program Design*

No	Items	N=220	Frequency	% age	Mean	SD
2.1	Training programs are designed based on need assessments.	SA	11	5%	2.89	1.16
		A	79	36%		
		N	29	13%		
		DA	77	35%		
		SDA	24	11%		
2.2	The objectives of trainings are coherent with employees trainings need.	SA	11	5%	2.8	1.06
		A	53	24%		
		N	57	26%		
		DA	79	36%		

		SDA	20	9%		
		SA	9	4%		
		A	51	23%		
2.3	Training programs are designed at level of abilities and educational background of employees.	N	53	24%	2.67	1.18
		DA	75	34%		
		SDA	33	15%		
		SA	13	6%		
		A	42	19%		
2.4	There exists an opportunity after training.	N	40	18%	2.57	1.15
		DA	88	40%		
		SDA	37	17%		
Overall					2.73	1.14

### 4.3.3. Training Program Efficiency

In Table 9, the statement (3.1) result show that most of the respondents agree that the training offered are relevant to the job description with total respondents who agree to the statement are 112 (51%) and disagree are 66 (30%). The statement (3.2) result show that majority of respondent agree that organization is using right methods according to the trianing objectives with total respondents who agree to the statement are 93 (42%) and disagree are 77 (35%). The statement (3.3) result show majority of respondents said that

there is no clear policy or any guideline for the training with total respondents who agree to the statement are 57 (26%) and disagree are 88 (40%). The statement (3.4) result show majority of the respondents agree that training provied by the organization have an impact on the employee performance with total respondents who agree to the statement are 103 (47%) and disagree are 66 (30%). The overall training program efficiency acquire a mean and standard deviation of 3.04 and 1.06 respectively.

Table 9i  
Training Program Efficiency

No	Items	N=220	Frequency	% age	Mean	SD
		SA	15	7%		
		A	97	44%		
3.1	The training is relevant to my job description.	N	42	19%	3.21	1.2
		DA	51	23%		
		SDA	15	7%		
		SA	7	3%		
		A	86	39%		
3.2	The method of training used by the organization is relevant to the training objectives.	N	51	23%	3	1.01
		DA	55	25%		
		SDA	22	10%		
		SA	11	5%		
		A	46	21%		
3.3	There are defined criteria for training and development at the organization.	N	75	34%	2.8	1.03
		DA	64	29%		
		SDA	24	11%		
		SA	15	7%		
		A	88	40%		
3.4	Trainings organized by the organization are improving employees' performance.	N	51	23%	3.15	0.98
		DA	46	21%		
		SDA	20	9%		
Overall					3.04	1.06

**4.3.4. Factors affecting the implementation of training program**

In Table 10, the statement (4.1) result show the overall response just by 1 respondents has reported a disagree claim that there are not any clear directions providing in the training. In summary respondents who agree to the statement are 79 (36%) and disagree are 80 (36%). The statement (4.2) result show the responses shows the majority of responses agree

that the training is aligned with organization objective with total respondents who agree to the statement are 114 (52%) and disagree are 63 (29%). The statement (4.3) result show shows the majority of responses disagree that the there exists any opportunity in career development after receiving the training with respondents who agree to the statement are 55 (25%) and disagree are 103 (47%). The overall results showed a mean and SD of 2.92 and 1.30.

Table 10i  
*Factors affecting the implementation of training program*

No	Items	N=220	Frequency	% age	Mean	SD
4.1	There are clear directions provided during training.	SA	9	4%	2.91	1.19
		A	70	32%		
		N	62	28%		
		DA	51	23%		
		SDA	29	13%		
4.2	The training provided aligns with organization objectives.	SA	11	5%	3.21	0.98
		A	103	47%		
		N	42	19%		
		DA	48	22%		
		SDA	15	7%		
4.3	There is opportunity for career development after receiving trainings.	SA	9	4%	2.65	1.01
		A	46	21%		
		N	62	28%		
		DA	66	30%		
		SDA	37	17%		
Overall					2.92	1.30

**4.3.5. Challenges associated with the implementation of training program**

In Table 11, the statement 5.1 collects responses based on top management attitude toward the training with total respondents who agree with the statement 55 (24%) and 103 (47%) disagree. The statement 5.2 result collects responses based on the organization training programs budget allocation

with total respondents 82 (37%) agree with the statement whereas 64 (29%) disagree with the statement. The statement 5.3 result collects responses based on the availability of training program resources with total respondents 18 (8%) agree with the statement whereas 141 (64%) disagree with the statement. The overall result showed a mean of 2.61 and SD of 1.03.

Table 11i  
*Challenges associated with the implementation of training program*

No	Items	N=220	Frequency	% age	Mean	SD
5.1	Top management is committed to facilitate trainings for the employees' at the organization.	SA	2	1%	2.63	1.01
		A	53	24%		
		N	62	28%		
		DA	68	31%		
		SDA	35	16%		
5.2	The organization put enough budgets for the training and development.	SA	9	4%	3.04	1.1
		A	73	33%		
		N	75	34%		

		DA	46	21%		
		SDA	18	8%		
		SA	11	5%		
		A	7	3%		
5.3	The organization has adequate resources for training such as availability of trainers, time and materials.	N	62	28%	2.15	0.98
		DA	66	30%		
		SDA	75	34%		
Overall					2.61	1.03

**4.3.6. Evaluation of training program**

In Table 12, statement 6.1 evaluates the training program based on employee skill, knowledge, attitude and creativity. The result showed a neutral response from the respondents, but looking into overall result, it is clear that there is no evaluation of training in terms of respondent’s skill, knowledge, attitude and creativity. In summary 95 (43%) agree with the statement whereas 92 (42%) disagree with the statement. The statement 6.2 evaluates the training program job satisfaction rate. The result shows majority of the respondents disagree with training program raising the job satisfaction rate In summary 68 (31%) agree with the statement whereas 97 (44%) disagree with the statement. The statement 6.3 result shows disagreement of respondents in terms of evaluation of training program during or the end of program with total responses 60 (27%) agree with the statement whereas 104 (47%) disagree

with the statement. The statement 6.4 result shows majority of respondent disagrees with the statement and showed dissatisfaction with the training with total respondents 47 (17%) agree with the statement whereas 116 (53%) disagree with the statement. The statement 6.5 result shows majority of respondent doesn’t support the statement of raising individual as well as organization performance based on the training with total respondents 68 (31%) agree with the statement whereas 97 (44%) disagree with the statement. The statement 6.6 result shows disagreement of respondents with the evaluation of effectiveness of training program for improvement of employee performance with total respondents 50 (23%) agree with the statement whereas 107 (49%) disagree with the statement. The overall result showed a mean and SD of 2.75 and 1.07 (Engetou, 2017).

Table 12  
Evaluation of training program

No	Items	N=220	Frequency	% age	Mean	SD
6.1	Trainings improve employee’s skill, knowledge, attitude and creativity.	SA	22	10%	3	1.17
		A	73	33%		
		N	33	15%		
		DA	68	31%		
		SDA	24	11%		
6.2	Trainings enhance job satisfaction.	SA	9	4%	2.81	1.05
		A	59	27%		
		N	55	25%		
		DA	75	34%		
		SDA	22	10%		
6.3	Trainings are evaluated during or at the end of each program.	SA	9	4%	2.71	1.05
		A	51	23%		
		N	57	26%		
		DA	75	34%		
		SDA	29	13%		
6.4	Employees are satisfied with the training programs.	SA	4	2%	2.55	0.94
		A	33	15%		
		N	66	30%		
		DA	92	42%		
		SDA	24	11%		
6.5	Employee trainings are considered important for improving individuals and organizational performance.	SA	15	7%	2.8	1.13
		A	53	24%		

		N	55	25%		
		DA	66	30%		
		SDA	31	14%		
		SA	2	1%		
		A	48	22%		
6.6	The effectiveness of training programs is properly evaluated in terms of improvements in employees' performance.	N	62	28%	2.63	1.08
		DA	81	37%		
		SDA	26	12%		
Overall					2.75	1.07

**4.3.7. Employees performance**

In Table 4.9, statement 7.1 result shows majority of respondents agree that training are important in raising employee performance for providing quality of service with total respondents 170 (77%) agree with the statement whereas 44 (20%) disagree with the statement. The statement 7.2 result show majority of employee commitment increase in job after receiving the training with total respondents 108 (49%) agree to statement and 57 (26%) disagree to statement. The statement 7.3 result show employee job satisfaction increase during the training with total responses 80 (36%) agree to statement and 75 (34%) disagree to statement. The statement 7.4 result show majority of employee agrees that increase in the job performance enhances employee efficiency and effectiveness

with 101 (46%) agree to statement and 73 (33%) disagree to statement. The statement 7.5 result show majority of employee agrees that training enhances the employee confidence level after receiving the training with 95 (43%) agree to statement and 64 (29%) disagree to statement. The statement 7.6 result show majority of employee agrees that motivation increases with the training and raises the job performance with 99 (45%) agree to statement and 64 (29%) disagree to statement. The statement 7.7 result show majority of employees agree that employs become more responsible in executing and managing daily work tasks after receiving training with 159 (72%) agree to statement and 31 (14%) disagree to statement. The overall result shows a mean and SD of 3.33 and 1.08 (Engetou, 2017).

Table 13 Employee performance  
*Employee performance*

No	Items	N=220	Frequency	% age	Mean	SD
		SA	62	28%		
		A	108	49%		
7.1	Trainings are important in improving the employees' performance to give quality service.	N	7	3%	3.78	1.12
		DA	29	13%		
		SDA	15	7%		
		SA	24	11%		
		A	84	38%		
7.2	Employees become more committed toward their jobs after receiving trainings.	N	55	25%	3.27	1.07
		DA	42	19%		
		SDA	15	7%		
		SA	7	3%		
		A	73	33%		
7.3	Employees' job satisfaction is increased through trainings.	N	66	30%	2.96	1.01
		DA	55	25%		
		SDA	20	9%		
		SA	13	6%		
		A	88	40%		
7.4	Job performance helps to enhance the employees' efficiency and effectiveness.	N	46	21%	3.1	1.01
		DA	53	24%		
		SDA	20	9%		
		SA	22	10%		
7.5	Trainings increase employee confidence when performing work related task after receiving trainings.	A	73	33%	3.2	1.16
		N	62	28%		

	DA	55	25%		
	SDA	9	4%		
	SA	22	10%		
	A	77	35%		
7.6 Trainings motivate employees to enhance their job performance.	N	57	26%	3.21	1.12
	DA	53	24%		
	SDA	11	5%		
	SA	51	23%		
	A	108	49%		
7.7 Employees become more responsible after receiving trainings.	N	31	14%	3.76	1.1
	DA	20	9%		
	SDA	11	5%		
Overall				3.33	1.08

**4.4. Pearson Correlation**

The result of pearson correlation shows a relationship among between independent and dependent variables is highly significant. In Table 14, the highest positive correlation is of training need assessment (.420\*\*) with employee performance. The second highest correlation is of training program design (.418\*\*). The third highest correlations if of training program

efficiency (.396\*\*). Similarly other training variables correlation are "Factors affecting the implementation of training program" is (.338\*\*), "Challenges with the implementation of training program" is (.367\*\*) and the lowest correlation is of training variable "Evaluation of training program" of (.316\*\*). The Sig (2.T ailed) value of (.000) is less than 0.05.

Table 14  
Pearson Correlation Analysis

Factors		Performance
Training Need Assessment	Pearson Correlation	.420**
	Sig. (2- Tailed)	.000
	N	220
Training Program Design	Pearson Correlation	.418**
	Sig. (2- Tailed)	.000
	N	220
Training Program Efficiency	Pearson Correlation	.396**
	Sig. (2- Tailed)	.000
	N	220
Factors affecting the implementation of training program	Pearson Correlation	.338**
	Sig. (2- Tailed)	.000
	N	220
Challenges with the implementation of training program	Pearson Correlation	.367**
	Sig. (2- Tailed)	.000
	N	220
Evaluation of training program	Pearson Correlation	.316**
	Sig. (2- Tailed)	.000
	N	220

\*\* Highly Significant At 1%

**4.5 Regression Analysis**

Table 15 lines regression model summary with the value of R-square is (0.552). This shows 55.2% contribution is achieved

by training on the employee performance. These findings are in line with findings of Afroz (2018).

Table 15  
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error Of The Estimate
1	0.728 <sup>a</sup>	0.552	0.538	0.28654

a. Predictors: (Constant), Training and employee performance

In Table 16, F Test statistics of the model is 103.891 i.e. ( $f > 7.0$ ) shows significance of model and a corresponding probability of .000. The P value shows highly significant and the result shows that the model is jointly significant with training

influencing employee performance. This shows overall regression model is a good fit  $F(4,167) = 103.891$ ,  $P < 0.05$ ,  $R^2 = 55.2\%$ . These findings are in line with the findings of (Engetou, 2017).

Table 16  
Regression ANOVA

Model		Sum Of Squares	Df	Mean Square	F	Sig.
1	Regression	48.89	4	32.789	103.891	.000 <sup>b</sup>
	Residual	57.903	167	0.789		
	Total	106.793	171			

Table 17 shows coefficient value of trainings with unstandardized Coefficients values ranges between the highest are 0.776 and the lowest is 0.310. The highest coefficient value is achieved by training program design of 0.776 and T value of 3.265 i.e. ( $T > 2.5$ ) showing high significance. Other training values in beta descending order are: training need assessment

(Coefficient=0.689,  $T=2.968$ ), Training Program Efficiency (Coefficient =0.445,  $T=33.178$ ), factors affecting the implementation of training program (Coefficient =0.465,  $T=4.658$ ), challenges with the implementation of training program (Coefficient =0.310,  $T=3.987$ ) and evaluation of training program (Coefficient =0.332,  $T=5.675$ ).

Table 17  
Individual Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	1.275	0.451		0.658	0.076
	Training Need Assessment	0.689	0.191	0.567	2.968	0.000
	Training Program Design	0.776	0.109	0.556	3.265	0.000
	Training Program Efficiency	0.445	0.089	0.403	3.178	0.000
	Factors affecting the implementation of training program	0.465	0.189	0.389	4.658	0.023
	Challenges with the implementation of training program	0.310	0.197	0.275	3.987	0.003
	Evaluation of training program	0.332	0.256	0.214	5.675	0.081

**4.6 Interpretation of Results**

The results show that the training needs are not fully assessed by the organization. There is not enough need assessment is carried out based on respondent abilities and educational background. Respondents showed that the training is relevant to the job description and it contributes to the employee performance. Whereas there doesn't exist much guidelines and policy for training programs.

There are three main factors surveyed that affects the implementation of training program. Respondents reported in term of first factor that there are not clear directions provided during the training. In term of second factor, majority reported agreement with the alignment of training program with organization objective. The third factor responses showed that there are no opportunities exist after the training.

There are three main challenges measured for the implementation of training. The result show the attitude of top management and lack of resources are main challenges of

training programs. Whereas the responses on the allocation of training budget is neutral.

Evaluation of training program showed training is not evaluated before and after when it is held. Majority of respondents disagree on most the evaluation statements especially evaluating the training efficiency at the end of program. Respondents appreciate the training efforts and showed that it increases the job satisfaction, work commitment, employee confidence and enhance efficiency and effectiveness.

According to regression analysis, the value R-square = 55.2%, F test = 103.891, Beta between (0.214 & 0.567), T between (2.968 & 5.675) and  $P < 0.076$  shows high level of significance. This proves the study hypothesis (H1) that states that "Training has an impact on employee performance" (Engetou, 2017).

**5. Conclusion and Recommendations**

This study determine the impact of training on employee performance with the help of descriptive and inferential statistics. This study utilizes primary and secondary data sources for answering to research question by using self-administered questionnaire from 220 respondents and semi-structured interview with management and other training providing staff. The findings of the study based on respondents and reviewed literature suggested that training need assessment based on systematic and proper identification of training and employee skill deficiencies is not implemented up to agreeing level.

It is also noted that training program design are not implemented to a respondent level of desires. Organization doesn't provide adequate training opportunities for employees. The management during the interview also agrees with the lack of opportunities after training. Overall the training program design needs to be implemented and practices at the employees desired level.

Efficient training is considered important factor for employee performance. It helps in enhancing the employee skill competencies and fills the skill and knowledge gaps. It is found that implementation of training programs doesn't support a well-defined criteria or guidelines with set of rules and regulations to measure efficiency. The results are also supported by the interview where the management agreed that there doesn't exist any training policy.

The findings confirmed the three main factors that affect the implementation of training programs. These factors are lack of clear directions and opportunities after training. The attitude of top management and lack of resources are the main challenges faced by the implementation of training programs.

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The study also shows lack of training evaluation practices. Evaluations of training help to improve and raise employee performance. It is a continuous process that understands and considers employee feedback and raises the overall effectiveness of training.

The finding of the study revealed that the training has a positive and strong relationship with the employee performance. Furthermore, effective training raises employee performance. It is only possible if proper needs are assessed, programs are designed based on employee skill gaps and supported by the management with proper resources. The research confirms the hypothesis that training has huge impact on the employee performance.

This study has successfully concluded the positive relationship between the training and employee performance. However, there are numerous variables that are not considered that might play an important role on the employee performance. It is beneficial for future researchers to include some other important variables such as employee capacity building, work involvement, inspirations and work environment. These variables can increase the importance of training. Further more future research can also investigate various training models or frameworks that help to achieve employee performance.

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