Employees Training and Organizational Performance: Mediation by Employees Performance

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Abstract

The specific problem addressed in this study is to visualize the importance of training for school teachers and analyzing its relationship between training and teachers’ performance. The governmental schools in Kotli AJ&K are unable to visualize the true importance of teachers training and its impact on performance. The intention of this specific study is to determine the impact of training on employee performance as well as on organizational performance and employee performance mediating role between employee training and organization performance. The research proposes the way the teachers’ effectiveness can be improved simply by suitable education and training. Both quantitative and qualitative methods used; questionnaire used for data collection. A complete involving 220 questionnaires have been dispersed amongst schools teachers of district Kotli AJ&K out of those 197 received with 90 percent turnover. SPSS used for data analysis and policy based on results presented for ensuring training effectiveness and enhancing employee’s performance. With support of SPSS, correlation and regression ended up being conducted to generate results. Overall results revealed significant and positive association between training and organization performance. The mediating role of employee performance also gave positive result. Generally, the model supported well theoretically and statistically.

Keywords: Training, Employees Performance, Organization Performance, Teachers Performance, Governmental Schools

1. Introduction

Organization having much better skilled and creative employees can easily avoid wasteful investment to improve efficiency and performance of organization. Training is the most important part of human resource management function on the effective use of human resources. Now a day, everyone admits the value of training as a major influence on success of the organization. Training enhances knowledge and information about a certain field and also adds advantage to networking for efficiency and performance of employees. Human resources are the most valuable assets in every organization, with the machines, materials and the money, absolutely nothing gets done without employees. Training is really a systematic development of the knowledge, skills and behavior required by employees to do adequately on confirmed task or job. It can take place in numerous ways, on the job or off the job; in the organization or outside organization.

In Pakistan, organizations are facing a lot of problems of staff turnover and employees ineffective performance. For this purpose organizations spend lot of capital for the improvement of employees’ without knowledge which skill is crucial for the employees after completion of training process they expect they will bring change in the organization. Organizations are facing problem of staff turnover, due to lack of motivation and low employees’ satisfaction level. These two factors could be addressed through extending opportunities of learning, developing and imparting on-hand training and workforce experience (Muzzfer, 2012; Batool and Bariha, 2012). The quality of education is deteriorating, although, the efforts on government level are being made for the improvement of employees’ performance, especially of the teaching staff. Even, certain training
programs are launched to improve the efficiency of teachers and organizations and greater amount of capital is spent on training programs to improve the standard of education that gets wasted every year, but results are unsatisfactory. It is agreed by a number of authors that a training need occurs when an existing or anticipated shortfall in overall performance where training is the most appropriate and effective remedy (Okanya, 2008). Moreover, organizations work with wide range of quantity on their staff members not only for improvement connected with staff members but with organization’s effectiveness as well. It is the fact that training enhances the employees’ performance and organization performance. Many organizations established the training programs for employees’ job performance in almost every sphere of life that enhanced teacher training efficiency. In this concern, this study assesses the impact of teachers training and its effects on the teachers’ performance in schools of district Kotli Azad Kashmir. Government schools in Kotli AJ&K are unable to visualize the true importance of teachers training and its impact on their performance. This question of visualizing the importance of training for school teachers and analyzing its relationship between training and teachers’ performance rests upon the focus of this study.

1.1 RESEARCH OBJECTIVES

- To determine the relationship between teachers training and their performance in schools of Kotli AJ&K.
- To find out the relationship between training and organization performance in schools of Kotli AJ&K.
- To understand the relationship between employees performance and organization performance in schools of Kotli AJ&K.
- To determine the employees’ performance mediated between employees training and the organization performance in schools of Kotli AJ&K.

2 Literature Review

This section accounted for the review of relevant literature in connection with the area focused in study.

2.1 Training and Its Importance

Training is considered as the process of improving the existing skills, knowledge, exposure, and abilities in an individual. According to Saleem and Mehwish (2011) training is an organized increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underling situation. Moreover, it also enhances the capabilities of panel of employees in very effective way by motivating them and transforming them in to well organize and well-mannered, that ultimately affects the performance of organization. Laing (2009) defines training as an indicator to enhancesuperior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers. However, he adds one thing more that it (training) extends the production of the organization. Massod (2010) and Khanfar (2011) argued that training is an active means to enable individual to make use of his capability and his potential capability.

Training is only considered when people of an organization looking for promotion of rank. Some employees prefer training to improve professional skills that help them to work more efficiently. Professional training enhances knowledge then otherwise (Kennedy, 2009). Teacher training is very important for development of student’s knowledge and learning. Education is backbone within the development of a new society and teacher incorporates a pivotal role within the education system. Every community invests inside the teacher schooling by creating the teachers’ prospective in training methodologies and ways of ensure maximum outcomes through the system. In Pakistan key teacher’s education is a pivotal thought of diverse national and also international companies. These institutions are continuously adding to develop the teacher’s skills at fundamental level (Shah and Rehana, 2011).

Undoubtedly good quality connected with education can be directly related to the improvement connected with instructional aims, training applications, curricula, services, tools in addition to management design nonetheless it is merely the teacher whom put life straight into the frame (Shah and Rehana, 2011). Olaniyan and Ojo (2008) identify the training is important because it increase productiveness, improves the good quality of work;
increases skills, knowledge, develop the attitude; enhance using tools, reduces waste, mishaps, turnover, lateness, absenteeism and also other overhead costs, eradicates obsolescence in knowledge, technologies, methods, items, capital management and so forth. It brings incumbents to that level of effectiveness which needs the performance with the job; enhance your implementation of brand new policies and regulations; prepares people for achievement, improves the employees’ growth and ensures survival and growth of the organization.

2.2 Training and Organization Performance

Bowra et al. (2011) has found successful organizations tend to be progressively knowing that there are volume of factors which contribute to performance of organization but human resource is definitely the most essential one. According to Tharenou, Alan and Celia (2007) the goal of training is to enhance the organization effectiveness. It also demands an influence on employee’s performance, as well as in relation to organizational performance which is mediated by means of employee’s performance. Aguinis and Kraiger (2009) said that training improves the overall organization profitability, effectiveness, productivity, and revenue and other outcomes that are directly related to the training in improving the quality of services.

Thang and Drik (2008) argued that the success of organization is determined by human resources, definitely not physical resources and is highly endorsed to increase the organization' investments in training in order to offer superior expertise, knowledge and features pertaining to employees rather than their competitors relationship between training and organization performance. ALDamoe et al. (2012) claimed that organization performance is measured through financial and non-financial measures like sale, profit, and market share and non-financial factors measures are efficiency, quality of service, productivity of organization, satisfaction of employees and commitment these factors can increase through training. Olaniyan and Lucas (2008) believe that training enhances the employees’ capacity to contribute the optimal performance of the organization. Therefore, the study intended to test that:

\[ H_1: \text{"There is not a significance relationship between employees training and organization performance"}. \]

2.3 Training and Employees’ Performance

According to Brum (2007) training is probably the hardest strategy to improve employee’s determination towards the organization performance. Khanfar (2011) views substantiates Brum’s (2007) claim regarding employee performance that is provided by training. Akhtar et al. (2011) discovered that training has an optimistic association between motivations that is provided by job engagement involving personnel doing work in organizations. Muzaffar et al. (2012) indicates that, to increase the employee’s performance, it is crucial to inspire the employees by means of satisfying the space in between skills necessary and the owned or operated by means of staff through delivering applicable training. Farooq and Khan (2011) concluded that role of the valuable training is to improve the quality of task process that brings improvement in the performance of employees. To test aforesaid arguments the study has proposed that:

\[ H_2: \text{"There is not a positive relationship between employee training and employee performance"}. \]

2.4 Employee Performance & Organization Performance

Manu (2004) focuses on the importance of skillful workers that is very necessary for the improvement of the organization. Batool and Bariha (2012) investigated that employees develop their sense of self-confidence, dignity, self-worth as well as wellbeing when they find themselves to be a valuable asset to the organizations. These factors provide them with a sense of satisfaction based on their achieved company goals and continue to encourage them to effort towards the enhancement of the organization to add value in its performance.

According to Abbas and Sara (2009) state employees’ performance as fundamental foundation associated with an organization that employees the knowledge intended for better effectiveness that can be analyzed through the organization performance. Hameed and Ahmed (2011) outlined employee as a key element of the organization. Success or failure of every organization depends on employee performance. Employee performance ultimately affects the organizational performance. High performance organization is the role model for the other
organization. Ali and Aroosiya (2010) probed employees’ performance very necessary for the organization performance. To test this proposition following hypothesis has been designed:

\[ H3: \text{“There is not relationship between employee performance and organizational performance”} \]

2.5 Training, Employees Performance, and Organization Performance

Saleem and Mehwish (2011) suggest that training is major activity of Human Resources Development for employees’ development. In this competitive world, training is the key strategy to achieve the organizational objectives. Training benefits employees’ performance and organizational effectiveness. Attractive employee’s performance is highly demanding in this competitive world for achieving the organizational performance. Niazi (2011) said in his study that training is beneficial for both employee and organization. Trained employee can face the current and future challenges of organization and achieve the competitive advantages. AL Damoe et al. (2012) said in his study that highly skillful and knowledgeable staff is very necessary for the improvement of the organization. Training increases the productivity of employee, improves the services of the employee and brings the positive change in the organization. Training gives the outcome in the shape of tangible and intangible.

According to Barzegar and Shahroz (2011), the most important impact of training on employees and organization performance is improve the quality and quantity of organization’s output, increase in the organization’s profitability, safeguarding the organization stability, minimizing the risk, decrease the organization cost and expenses, improving the management of the organization and establishing the organization as national and international entities. Training must be related to the mission and performance goals of organization. Singh and Madhumita (2012) believe that training is important mean to improve the employees’ productivity which ultimately affects the organization performance and effectiveness. Okanya (2008) says that training directly influences on the HR outcomes (employee performance) and puts indirect effect on the organization performance that is mediated with employee performance. Muzffer et al., (2012) said trained employee is an important asset for the organization. Trained employee achieved the long term goals which are valuable for the organization success. Training improves the interpersonal skills of employee. Training maintains the capability of both employees and organization. Training available to employees to meet the needs of both the organization and the employee in order to build and retain a work force of skilled and efficient employees. Therefore the study purpose that:

\[ H4: \text{“Employee performance does not mediate between employee training and organizational performance”} \]
3. Materials and Methods

3.1 Research Model

Human capital theory that supports the investment in training is very beneficial for the performance of employees as well as performance of the organization (Becker, 1964). Human capital is the major tool which generates the organization performance. This theory recommends that organization develop resources internally only investments in employee’s skills are justifiable in term of future productivity and performance. It shows the relationship with the independent variables to the mediating and the dependent variable.

3.2 Population and Sampling

The population of the study was government school teachers serving in district Kotli of AJ&K while as convenient sampling technique was used to select sample size.

3.3 Data Source and Statistics

Self-administered structured questionnaire have served as operational instrument to collect cross-sectional primary data from 174 out of 220 governmental school teachers. Study also used secondary sources like; standard records, research publications to get insight about the training and its impact on organization performance. Cronbach’s Alpha was applied on Five-point Likert Scale mustered data for validation purposes and descriptive statistics, correlation, regression and SPSS were used for data analysis.

4 Data Analysis and Discussions

4.1 Reliability Analysis

Table 1 portrayed the reliability analysis of the variables as value of Cronbach’s alpha for employee training is 0.723 (14-items), 0.721 (9-items) for employee performance its 0.700 (7-items) for organization performance
and it is evident from above table the Alpha values are above 0.700 which showed the sound reliability and consistency.

4.2 Descriptive Analysis

The result showed (table 2) that the variables have been found significantly in the studied area. The mean value of the Training, Employees Performance, and Organization performance were 3.8822, 3.7701, and 3.8268 respectively signifies the relationship between training and organization performance through employee performance.

4.3 Demographic Analysis

Demographic results were attained. The complete sample size was 197. While shown in Tables 3 and also 4 below.

4.3.1 Age

Table 3 represented composition of the sample with reference to age groups. 15% of respondent had 20 to 30 years group, 22% respondents were lie in age 31-40 years, 41% respondents were lie in age 41-50 years, 20% respondents were lie in age connected with 51-60 years. In this study the more respondent’s representative were from the 41-50 age group.

4.3.2 Gender

Table 4 represents composition of the sample with regards to gender. 61% were males and females were 38%, which demonstrates more respondents were being male.

4.3.3 Education of Teachers

Another demographic component below review is usually structure associated with sample with reference to respondents’ education.

Table 5 expressed that 53.8% (the highest in study) respondents possess master degree, 34.5% involving respondents possess bachelor degree, 7.1% hold intermediate 4.1% were matriculates and only .5% were M.Phil degree.

4.3.4 Position of teachers

Table 6 showed that 40.6% of respondents were primary teachers and (59.4%) of respondents were senior teachers.

4.3.5 Training of Teachers

Table 7 characterized that (15.2%) of respondents were take PTC training, (63.5%) of respondents were take BED training and (21.3%) respondents take MED training. The highest rate of training is BED training.

4.4 Correlation Analysis

The table 8 below depicted the correlation between training, employees’ performance, and organization performance. Results indicate in the table that training and employees performance are positively correlated with highly significant value of (.427**). Training and organization performance are positively correlate with highly significant value of (.384**). Employees performance and organization performance are positively correlated with significant value of (.519**)
4.5 Regression Analysis

4.5.1 Training and Organization Performance

Table 9 has deflected the regression analysis where value of R Value of R Square implies that 15% variation in organization performance is because training. The value of F (33) implies that the model possess significant overall strength. This ensures the correctness of the model. On the basis of Beta coefficients the model implies that training causes 38% positive variation in organization performance, t= 5.813 and also p<0.001. So we rejected H1 which declares that H1: “There is not a significance relationship between employees training and organization performance”.

4.5.2 Training and Employees Performance

Value of R Square in table 10 shows 18% variation throughout employee performance is because of training. The value of F (43.378) signifies that the model have significant overall strength. This ensures the correctness in the model. On the basis of Beta coefficients the model signifies that training causes 42% positive variation in employee performance, t= 6.586 and p< (0. 001). Therefore we rejected H2 which states that “There is not a positive relationship between employee training and employee performance”.

4.5.3 Employees Performance and Organization Performance

In table 11, value of R Square shows that 26% variation in organization performance is caused by employee performance. The value of F (71.934) shows that the model possess major overall strength. This ensures the correctness of the model. On the basis Beta coefficients the model shows that training causes 51% good variation in employees performance, t= 8.481 and also p< (. 001). Sowerejected H3 which declares that “There is not relationship between employee performance and organizational performance”.

4.5.4 Employee’s Performance as a Mediator between Training and Employee’s Performance

Table 12 demonstrates 30% variation in organization efficiency by training after controlling the mediating specifics. The value involving F-Statistic (33.795) ensures that model posses’ important overall strength. After controlling mediating variables employee’s performance the Beta coefficient ensures that Training causes 19% variation in organization performance that is less than the value 38% which we found through mediating variable (Employee Performance), t=3.002 and p< .01. According to Barron & Kenny (1986) recommendations, the result partially supported the hypothesis H4 that employee performance mediates relationship training and organization performance. Thus we have rejected H4 which states that “Employee performance does not mediate between employee training and organizational performance”.

5 Conclusion and Recommendations

5.1 Conclusion

The study revealed an optimistic and significant relationship between employee training and organization performance, employee training and employee performance, employee performance and organization performance, employee performance mediate between employee training and organization performance and so the relationship between MV (employee performance) DV (organization performance) support the condition suggest by simply Barron and Kenny (1986) the relationship between MV and DV must be significant. The study shows there is mediating role associated with employee performance between employee training and also organization performance.


The analysis revealed that employee performance mediates between employee training and organizational performance that is an imperative addition to the literature as studies are scant in this regard. All the previous studies which were conducted on training checked the direct relationship between employee training, employee performance, and organization performance. This study fulfills the gap of employee training and its relationship between organization performances with the mediating role of employee performance. This is the first study which has focused on the mediating role of employee performance on the relationship between employees training and organization performance and concluded that employee performance mediates between employee training and organization performance.

This study indicates the importance of positive relationship related to the training and worker performance. Training is not beneficial for employee it’s ultimately beneficial for development of the organization. If performance of employee is good it is going to affect the entire organization in optimistic way. So teacher training is also very important for development of the student performance as well as beneficial for schools. Teacher training facilitates the essential requirements associated with an effective instructor and promotes self-increase. This works is the function of training to enhance the confidence a higher level in our trainee teachers and help to produce effective, well-groomed instructors. Teacher training is really a major practice in Pakistan and majority of the governmental educational institutions have realized the importance of training and train their teachers before and in many cases during their jobs. The results signify that all levels regarding employees need some amount of training to comprehend their job characteristics efficiently and correctly to perform their professional activities.

5.3 Recommendations

It truly is realized that teachers training programs have become necessary for the improvement of particular teachers’ skill, capabilities, understanding, career journey, and efficiencies at the work. Training motivates the employee for the job. Trained employees are more efficient and effective as compared to the untrained. In this regard the conclusion of study initiates the researcher to give recommendation/suggestions for policy makers, management and teachers as well because of the fact that they are the essential comprehends of the whole of the whole teaching programs.

5.3.1 Suggestion for Policy Makers

- Training programs should be according to the international standard. Because the teachers can enhances their skills more efficiently according to the international standard.
- Training provide to the employee should result in a better understanding of the performance objectives of employees. It should also clear them about their job functions.
- Training activities should be supported and durable.
- Training programs should also include leadership development programs to develop the leadership skills in teachers.
- Training programs should be up-to-date with new process or technology and methods because new studies and researches enhanced learning and teaching methods.
- In Pakistan mostly long term courses are preferred for teacher development. Only few courses are of short term consisted of one or two weeks even one month courses. Short term courses are mostly periodic often after six month or one year. These should be frequently held. So that any teacher can take according to his/her time availability.
- Training programs should be beneficial in both aspects like performance improvement and incentive and reward.
5.3.2 Suggestion for Management

- Working condition should support the training programs.
- To effectively implement the training results, it is necessary that performance reward system should be designed to support the training efforts and recognized when performance is improved as the result of training.
- Management should involve the trained teachers in the decision making which are connected to the department.
- Training should be according to job performance.
- Tearing programs should be beneficial for long term in a sense job progress.
- Training programs should be organized in a way that enhances their abilities that are beneficial for institute.
- The actual staff needs to be encouraged to go on further training as a result of any sort of training that is available from the interest of the staff along with the organization which often he/she serves.
- Computer in and net ability should be provided to any or all teacher training institutes to be able to improve quality regarding education.
- Those persons selected for delivering training should be well trained in this field, and know how to meet with hope as well as necessities of the employees.

5.3.3 Suggestion for Teachers

- Teacher should comprehend the significance of training programs to enhance their professional skills and ability.
- They should realize their position related to their performance and efficiency of the organization.
- They should participate actively and enthusiastically in training activities to strengthen their skills and knowledge.
- They should know the importance of their competence in skills and enhancement of knowledge along with motivation and active participation in training programs would not only benefit their self, but also to their organization, society and nation as whole.

5.4 Limitations of the Study

The current study has some reservations as it does possess some limitations. The limitations are as under:

- The respondents were equally divided on basis of gender but due to lack of female respondents the gender biasness created. Perhaps the response would be different if I could get free access to the female participants.
- The Sample size of the respondents was not enough, and all the 197 questionnaires were not homecoming with useable data. Perhaps the findings of the may be different if I could have received all questionnaires properly filled.

5.5 Future Directions

This study concluded a substantial positive relationship in between employee training and employee performance. However, numerous other variables that might be playing role in this particular field so, its going to be very helpful for researchers should they conduct research in this particular field in foreseeable future by including additional variables like employee satisfaction, employee inspiration, employee motivation organization effectivenes along with other working condition in relation to employees training to create more convincing results that may increase the incredible importance of employee training.
References


Appendices

Table 1 Reliability Analysis of Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>(α) Values</th>
</tr>
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<tbody>
<tr>
<td>Employees Training (14-items)</td>
<td>0.723</td>
</tr>
<tr>
<td>Employee Performance (9-items)</td>
<td>0.721</td>
</tr>
<tr>
<td>Organization Performance (7-items)</td>
<td>0.700</td>
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Source: Created by authors

Table 2: Descriptive Analysis of variables

<table>
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<tr>
<th>Variables</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>N</th>
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<tbody>
<tr>
<td>Training</td>
<td>3.8822</td>
<td>.67561</td>
<td>197</td>
</tr>
<tr>
<td>Employees Performance</td>
<td>3.7701</td>
<td>.53869</td>
<td>197</td>
</tr>
<tr>
<td>Organization Performance</td>
<td>3.8268</td>
<td>.69997</td>
<td>197</td>
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Source: Created by authors

Table 3 Ages of the Respondents

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<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td>20 to 30</td>
<td>31</td>
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</tr>
<tr>
<td>31 to 40</td>
<td>44</td>
<td>22.3</td>
</tr>
<tr>
<td>41 to 50</td>
<td>82</td>
<td>41.6</td>
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<tr>
<td>51 to 60</td>
<td>40</td>
<td>20.3</td>
</tr>
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<td>Total</td>
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Source: Created by authors

Table 4 Gender proportion

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percent</th>
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<tr>
<td>Male</td>
<td>121</td>
<td>61.4</td>
<td>61.4</td>
</tr>
<tr>
<td>Female</td>
<td>76</td>
<td>38.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>100</td>
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</table>

Source: Created by authors
Table 5: Education of Respondents

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
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<tr>
<td>Matriculate</td>
<td>8</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Intermediate</td>
<td>14</td>
<td>7.1</td>
<td>11.2</td>
</tr>
<tr>
<td>Bachelor</td>
<td>68</td>
<td>34.5</td>
<td>45.7</td>
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<tr>
<td>Master</td>
<td>106</td>
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<td>Total</td>
<td>197</td>
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Source: Created by authors

Table 6: Position of Teachers

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Primary</td>
<td>80</td>
<td>40.6</td>
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<td>Senior</td>
<td>117</td>
<td>59.4</td>
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<td>Total</td>
<td>197</td>
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Source: Created by authors

Table 7: Training of Respondents

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<th>Training</th>
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<tr>
<td>PTC</td>
<td>30</td>
<td>15.2</td>
<td>15.2</td>
</tr>
<tr>
<td>BED</td>
<td>125</td>
<td>63.5</td>
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</tr>
<tr>
<td>MED</td>
<td>42</td>
<td>21.3</td>
<td>100</td>
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<td>Total</td>
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Source: Created by authors

Table 8: Correlation between the Variables

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<th>EP</th>
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<td>Training</td>
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<td></td>
</tr>
<tr>
<td>Employees Performance</td>
<td>.427*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization Performance</td>
<td>.384*</td>
<td>.519*</td>
<td></td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level (2-tailed).
**Correlation is significant at the 0.01 level (2-tailed).

Source: Created by authors
### Table 9: Regression Analysis of Training and organization performance

<table>
<thead>
<tr>
<th>Model 1</th>
<th>R</th>
<th>R square</th>
<th>F-value</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>.384</td>
<td>.148</td>
<td>33.795</td>
<td>.384</td>
<td>5.813</td>
<td>.000</td>
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*p<.05, **p<.001
Source: Created by authors

### Table 10: Regression Analysis of Training and Employee Performance

<table>
<thead>
<tr>
<th>Model 2</th>
<th>R</th>
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<th>F-value</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>.427</td>
<td>.182</td>
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<td>.427</td>
<td>6.586</td>
<td>.000</td>
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*p<.05, **p<.001
Source: Created by authors

### Table 11: Regression Analysis of Employee Performance and Organization Performance

<table>
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<th>Model 2</th>
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<td></td>
<td>.519</td>
<td>.269</td>
<td>71.934</td>
<td>.519</td>
<td>8.481</td>
<td>.000</td>
</tr>
</tbody>
</table>

*p<.05, **p<.001
Source: Created by authors

### Table 12: Mediating Role of Employee Performance between Training and Organization Performance

<table>
<thead>
<tr>
<th>Model 4</th>
<th>R</th>
<th>R square</th>
<th>F-value</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T &amp; OP</td>
<td>.384</td>
<td>.148</td>
<td>33.795</td>
<td>.384</td>
<td>5.813</td>
<td>.000</td>
</tr>
<tr>
<td>Mediating variable control</td>
<td>.199</td>
<td>.032</td>
<td>9.013</td>
<td>.199</td>
<td>3.002</td>
<td>.003</td>
</tr>
</tbody>
</table>

*p<.05, **p<.01, ***p<.001
Source: Created by authors