

**THE EFFECTIVENESS OF TRAINING AND DEVELOPMENT ON EMPLOYEE
PERFORMANCE TO ENHANCE COMPETITIVE ADVANTAGE: A CASE STUDY OF
SOCIAL ENTERPRISE DEVELOPMENT SIERRA LEONE (SEND-SL)**

THESIS

In Partial Fulfillment of the Requirement for Master's Degree of Management



**By:
ALHAJIE MUSA KAMARA
202010280211009**

**DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG
JANUARY 2022**

**THE EFFECTIVENESS OF TRAINING AND DEVELOPEMNT ON
EMPLOYEE PERFORMANCE TO ENHANCE COMPETATIVE
ADVANTAGE: A CASE STUDY OF SOCIAL ENTERPRISE
DEVELOPMENT IN SIERRA LEONE (SEND-SL)**

By

**ALHAJIE MUSA KAMARA
202010280211009**

Has been accepted on
Wednesday, 18 January 2022

Advisor I



Prof. Dr. Bambang Widadgo, M.M

Advisor II



Dr. Widayat, M.M

Director of the Directorate of
Postgraduate Program



Prof. Ahsanul In'am, Ph.D

Head of Department
Master of Management



Dr. Aniek Rumijati, M.M

THESIS

Written by:

ALHAJIE MUSA KAMARA
202010280211009

Has been examined in front of the examiners
on **Wednesday, 18 January, 2022** and it has been
decided that it has fulfilled the requirements to get
Master Degree of Management
at the Postgraduate Programs of Universitas Muhammadiyah Malang

The Examiners

Chief : Prof. Dr. Bambang Widadgo, M.M

Secretary : Dr. Widayat, M.M

1st Examiner : Dr. Aniek Rumijati, M.M

2nd Examiner : Dr. Eko Handayanto, M.M

LETTER OF STATEMENT

I, the undersigned:

Name : **ALHAJIE MUSA KAMARA**

NIM : **202010280211009**

Department : Master of Management

Hereby, declare that:

1. The thesis entitled: **THE EFFECTIVENESS OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE TO ENHANCE COMPETATIVE ADVANTAGE: A CASE STUDY OF SOCIAL ENTERPRISE DEVELOPMENT IN SIERRA LEONE (SEND-SL)**

is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 7 February 2022

The Writer,



ALHAJIE MUSA KAMARA

DEDICATION

I dedicate this work to my Mother Mrs. Abibatu Kamara and my wife Josephine T. Kamara for the prayers, love and courageous words that ever make me focused to chase my dream and reach this far.



ACKNOWLEDGEMENT

On behalf of my family I would start by expressing my deepest gratitude and praises to the Almighty God for all His gifts of wisdom, courage and passion to me to author and finally complete my Thesis work successfully, I am grateful to you Allah. Indeed, it was a marathon task that consumed knowledge, time, energy, and financial resources that was supported and assisted by several parties that I am so grateful for and ever remain to be acknowledged as supporting pillars to my success. However, I would like to extend my thanks and appreciation to my supervisors Prof. Dr. Bambang Widagdo and Assc. Prof. Dr. Widayat who supported me immensely throughout my thesis work to reach this final stage.

To my two parents Pa. Alhaji, Amid Kamara and Ya, Abibatu C. Kamara, who raised me with care, I sincerely appreciate you and thanks for all the support to make me a stand up man among men, May the Almighty Allah grant you Jannah, Ameen.

To my beloved wife, Josephine T. Kamara you are always a supporting pillar to my success, you motivate me and give me reasons to believe in myself to complete this task, I always appreciate your love.

To my two examiners, Ibu Dr. Aniek Rumijati who also doubles as Head of UMM Masters of Management Study Program and Dr. Eko Handayanto, MM thank you for the collective support.

To all Lecturers of UMM Masters Management Study Program, despite the COVID-19 period with lots of learning challenges, you all have been patient and active in teaching us successfully, thank you all for the professional support.

To Mr Joseph Ayamga, Country Director of SEND-SL and Mrs Jatu Momoh, Human Resource Manager of SEND-SL and to the entire SEND-SL staffing, your support by providing adequate data during my research contributed immensely to the success of this work, thank you all for the support.

To the Directorate General of Science, Technology and Higher Education Institutional Affairs Ministry of Research, Technology, and Higher Education (RISTEKDIKTI) Republic of Indonesia, thank you for the KNB 2019 scholarship opportunity. I further extend my thanks and appreciation to the entire BIPA and IRO-UMM Staff for the awesome support throughout my study period.

To all my friends and family members back home whom I can't name one by one, I express my thanks to you all for the prayers and support to see that this journey came to success.

To all management program studies students of class 2020-2022, I pray that our struggle be a reason for us to ever smile. We've contributed greatly to each other and I remain a friend to us all, thanks for the good learning and sharing process.

Malang, January 2022

Writer:

ALHAJIE MUSA KAMARA

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
LEGALIZATION	iii
LETTER OF STATEMENT	iv
DEDICATION	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
LIST OF ABBREVIATIONS	xiii
ABSTRACT	1
ABSTRACT	2
Introduction	3
Formulation of the Problem	7
Research Focus.....	7
Significance of the Study.....	8
Literature Review	8
Related theories.....	8
Human Capital Theory	8
Reinforcement Theory.....	9
Training and Development	10
Mode of employee training and development.....	11
On-the job training	11
Induction and orientation.....	11
Job Rotation	12
Off-the job training.....	12
Simulation	12
Self-development or self-assessment.....	12
Employee Performance	13
Performance dimensions	13
Timeliness	14
Effectiveness	14
Efficiency	14
Competitive Advantage	14
Conceptual analysis from previous researchers.....	15
Theoretical Frame work	16
Hypothesis	16
Research Method	17

Research approach.....	17
Descriptive of variables and indicators.....	18
Data collection method	19
Population and sampling	20
Data analysis method.....	20
Result and discussion.....	21
Respondent Characteristics.....	21
Construct validity Test.....	24
Convergent validity Test.....	24
Discriminant validity Test.....	25
Composite reliability Test.....	26
PLS Results	26
Goodness of Model fit.....	27
Result of outer Model	27
Outer Model of On-the job training	27
Outer Model of Off-the job training	28
Outer model of employee performance	28
Outer Model of employee competitive Advantage.....	29
Inner model Test.....	29
Direct Effect Test	30
Indirect Effect Test	30
Hypothesis Test	31
Discussion	33
Conclusion	35
Practical implications.....	37
Limitations and Recommendations.....	38
Reference.....	39

LIST OF TABLES

Page

Table 1: Paper (s) work on T&D and employee performance.....	15
Table 2: Paper (s) work on T&D and employee competitiveness.....	15
Table 3: Descriptions of Variables and Indicators.....	18
Table 4: Respondent characteristics based on gender:	22
Table 5: Respondent characteristics based on age:	22
Table 6: Respondent characteristics based on education level.....	22
Table 7: Respondent Characteristics based on year of service.....	23
Table 8: Respondent characteristics based on position level.....	23
Table 9: Convergent Validity test result.....	24
Table 10: Discriminant validity test using Fornell-Larcker criteria.....	25
Table 11: Discriminant Validity Test using HTMT Criteria.....	25
Table 12: Composite Reliability Test.....	26
Table 13: Outer Model result for on-the job training.....	27
Table 14: Outer Model result for off-the job training.....	28
Table 15: Outer model result for employee performance.....	28
Table 16: Outer model for employee competitive advantage.....	29
Table 17: Result of test on direct effect.....	30
Table 18: Result test of indirect effects.....	31

LIST OF FIGURES

Figure 1: Theoretical Framework.....	16
--------------------------------------	----

APPENDICES LIST

Research Questionnaire

PLS Algorithm Run-1

Latent Variable Correlation

R Square

Cross loading

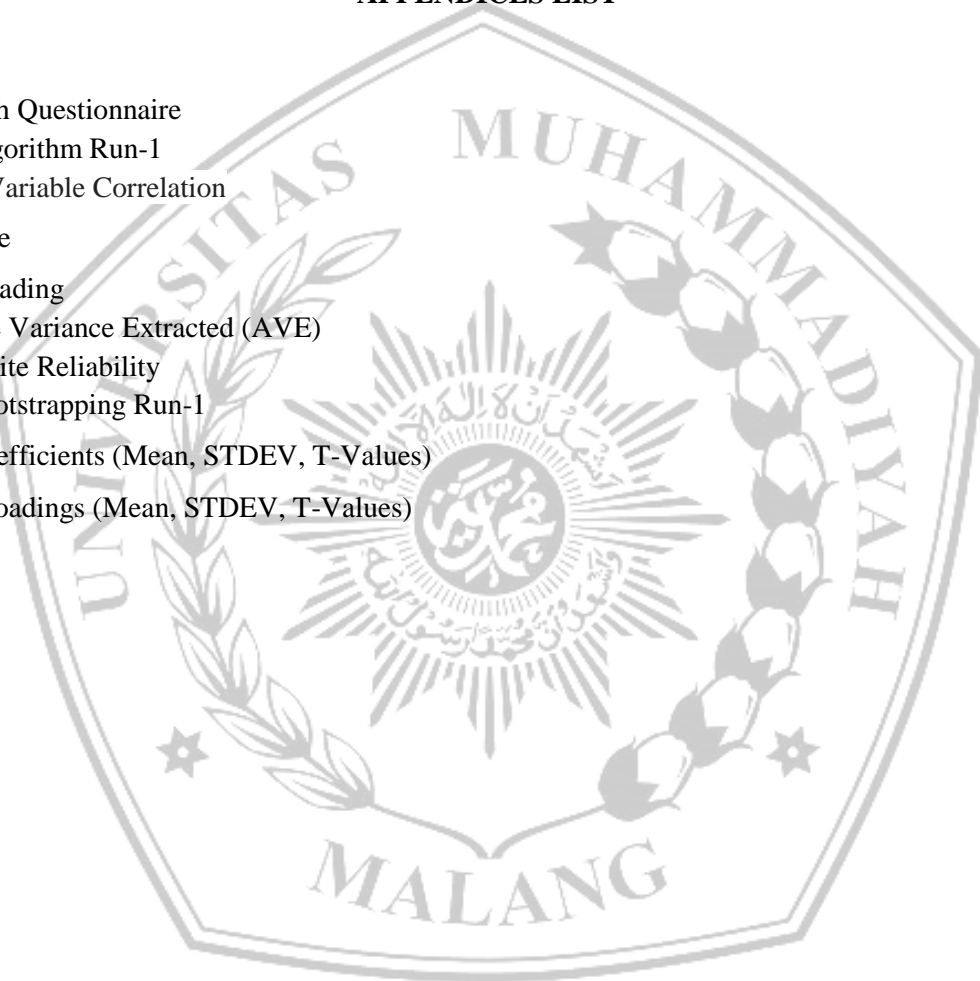
Average Variance Extracted (AVE)

Composite Reliability

PLS Bootstrapping Run-1

Path Coefficients (Mean, STDEV, T-Values)

Outer Loadings (Mean, STDEV, T-Values)



LIST OF ABBREVIATIONS:

AVE = Average Variance Extracted

CV = Convergent Validity

CR = Composite Reliability

DV = Discriminant Validity

ECA = Employee Competitive Advantage

EP = Employee Performance

OFJT = Off-the Job Training

ONJT = On-the Job Training

HCT = Human Capital Theory

HRDP = Human Resource Development Planning

PLS = Partial Least Square

SEND-SL = Social Enterprise Development in Sierra Leone

T&D = Training and Development



ABSTRAK:

Tujuan penelitian ini adalah untuk memeriksa 'Efektivitas Pelatihan dan Pengembangan Kinerja Karyawan untuk meningkatkan Keunggulan Kompetitif mereka' di antara karyawan SEND-SL. SEND-SL sebagai Organisasi Non-Pemerintah (NGO) adalah organisasi berorientasi pengiriman layanan yang tujuannya adalah untuk menawarkan pemberian layanan yang baik di bidang (kesehatan, pendidikan dan perlindungan sosial) dan memberikan dukungan kapasitas untuk kegiatan pemerintahan dan advokasi kebijakan bagi warga di Sierra Leone. Tujuan utama dari penelitian ini adalah untuk memeriksa kontribusi pelatihan dan pengembangan pada kinerja karyawan dan dampaknya terhadap daya saing mereka. Sejalan dengan target sampling, total 100 kuesioner didistribusikan kepada karyawan SEND-SL dan 71 dikembalikan yang membuat (tingkat respons 71%). Menggunakan jenis penelitian survei kuantitatif, penelitian ini menggunakan Smart PLS (Version 3) untuk menganalisis data yang diperoleh. Melalui persamaan model struktural, hasilnya menunjukkan bahwa, pelatihan kerja yang diukur dengan (Rotasi pekerjaan, instruksi Pekerjaan, orientasi dan lokakarya) tidak memiliki efek signifikan langsung pada Kinerja Karyawan, tetapi memiliki efek signifikan langsung pada Keunggulan Kompetitif Karyawan. Sementara pelatihan kerja Off-the-job yang diukur dengan (pembelajaran pertukaran, kursus singkat, pengembangan diri dan simulasi) memiliki efek signifikan langsung pada kinerja karyawan, tetapi tidak memiliki efek signifikan langsung pada keunggulan kompetitif karyawan. Juga kinerja Karyawan ditemukan memiliki efek yang signifikan langsung pada keunggulan kompetitif karyawan. Hasilnya lebih lanjut mengungkapkan bahwa, secara tidak langsung melalui mediasi kinerja karyawan pada pelatihan kerja tidak memiliki efek signifikan pada keunggulan kompetitif karyawan, sementara pelatihan di luar pekerjaan memiliki efek signifikan pada keunggulan kompetitif karyawan.

Kata Kunci: *Training and Development, Employee Performance, Competitive Advantage, SEND-SL.*

ABSTRACT:

Purposely, this study focus was to examine the 'Effectiveness of Training and Development on Employee Performance to enhance their Competitive Advantage' among employees of SEND-SL. SEND-SL as a Non-Government Organization (NGO) is a service delivery oriented organization whose objective is to offer a good service delivery in the area of (health, education and social protection) and providing capacity support to governance activities and policy advocacy for citizens in Sierra Leone. The main objective of the study was to examine the contribution of training and development on employee performance and its impact to their competitiveness. In line with the sampling target, a total of 100 questionnaires were distributed to employees of SEND-SL and 71 were filled and returned which makes (71% response rate). Using quantitative survey research type, the study used Smart PLS (Version 3) to analyze the obtained data. Through structural model equations, the results show that, on-the job training measured by (Job-rotation, Job-instruction, orientation and workshop) was having no direct significant effect on Employee Performance, but having direct significant effect on Employee Competitive Advantage. While Off-the job training measured by (exchange learning, short courses, self-development and simulation) was having direct significant effect on employee performance, but having no direct significant effect on employee competitive advantage. Also Employee performance was found having direct significant effect on employee competitive advantage. The result further revealed that, indirectly through the mediation of employee performance on-the job training was having no significant effect on employee competitive advantage, while off-the job training was having significant effect on employee competitive advantage.

Key words: *Training and Development, Employee Performance, Competitive Advantage, SEND-SL.*

1. INTRODUCTION:

The rapid situational changes in today's business environment due to customer demands, external environment factors, (Elona Cera, 2020), digital trend and business competitors around the globe lead organizations and or individuals to the contest for competitive advantage (Stonehouse & Konina, 2020). As organizations grow nowadays, there is the need for its people to be as flexible as possible to adjust and fit into new market requirements, (Habib, S. et al., 2015). It is obvious that every organization (profit or nonprofit) should have personnel that are capable of quickly adjusting in a continuously changing business environment, (Elona Cera, 2020), because the accomplishment of any organizational sector is very dependent on its personnel, (Gashi, R. 2013). Great changes in organizations occur due to business globalization, rapid development of knowledge, new technologies and the development of E-commerce, (Naveed, 2014). Thus, organizations have to think of taking a step to fascinate, inspire, motivate and maintain their workforce, (McKenna & Supyk 2007 and Petrova & Kondo 2020). Certainly, organizations can predict success based on its resources, and amongst the lots of these resources the human resource is vital and strategic, (Rashid, Haffez & Wahid, 2020). Therefore, they required meaningful training & development in order to boost their skills, (Nguyen, Arifani & Susanti, 2020). Indeed, the organizations' backbone is its employees; (Obisi, 2011), they are the main factor that transforms other factors of production to economic output.

Globally, companies experienced forces like productivity, personnel safety, customer service, employee growth and retention, extended learning beyond the classroom and the use of new technologies, are few among other issues affecting organizational workforce which makes training an ingredient key for employee and organizational success, (Noe & Kodwani, 2018). However, in order to actualize normal benefits on training, previous studies on training & development have outlined some concerns that, the training & development should match with the type of job and the main objective of an organization, (Chepkosgey et al., 2019), and training is not a privilege opportunity given to employees, rather, it is a must to build personnel competency and increase

their performance, (Chris-Madu, A. 2020). Some researchers also remind us that lack of employees' development is injurious to any organization, (Armstrong M 2010) and possibly may prompt many employees to pursue their career with other companies that can provide them due attention to capacity building, (Abba, 2018). The organization's success is essentially matched to the quality of its human resource, therefore, every organization must try to improve its workforce quality, (Habib, 2015), and one way of attaining this is by training and development programs, (Al Karim, R. 2019). Hence, Training is not a luxury, but is considered as a necessary tool for organizations who want to partake in the global electronic marketplace through offering high-quality products and services, (Stonehouse et al., 2020).

Training according to Tahir & Hashim, (2014) is a present-day learning which focuses on ones' current jobs, exact skills and abilities to directly do their jobs. While development improve behaviors, attitudes and increases individual performance, (Nguyen et al., 2020) Thus, T&D is an organized process of preparing employees' behavior to achieve organization goal (Habib, 2015), and T&D is a tool of opportunities that creates job related skills, strengthening staff intelligent quality (IQ), good attitude and good communication skills for employees competence, (Elona Cera, 2020). For Armstrong, (2006) T&D is a strategic organizational learning experience to gain acquisition of understanding, know-how, techniques and practices which makes employees to perform existing and future tasks more effectively, and these logical intangibles can be translated into an organizational resource through the persons that obtain, infer and apply such towards the achievement of the organizations' objectives (Noe & Kodwani, 2018). The essential objective of T&D is to add to the overall organization's goal, that is why Sims (2002) stresses that training centers on current jobs while development makes employees for potential future tasks. The goal of training is to enable employees to improve on the essential knowledge and skills require to carry their tasks and to correctly advance their abilities in their respectable work field, (Armstrong, M 2010) Thus, trained employee should improve on skills and performance in their work for the organization to succeed (Famodun, 2020).

Talking of Performance here reminds us that, according to Nguyen et al., (2020) are measured results of success achieved by workers in their place of work either by quantity and quality. Individual performance plays a vital role in any organization, (Rashid et al., 2020) it builds or destroys the reputation of an organization. Companies are considered success when there is positive performance, contrary to failure when there is negative performance. Therefore, the staff performance can be triggered in so many ways, of which Training & Development is not an exception, (Nguyen et al., 2020).

According to investopedia.com, (2021), competitive advantage is the ability to deliver products or services more competently than rival does, which leads to superior profit margins, and maintains a secured position against rivals. Competitive advantage makes better value for an employee, his/her organization and its shareholders because of certain qualities or conditions of services like customer service offering, quality product offering, good networking and communication skills, (Sumah, 2019). For this study, employee competitiveness is what makes personnel more competent and necessarily recognized amongst others to either customers and or the organization.

However, it is of a loud measurable fact that, worldwide, individuals seek to become more competitive to outcompeting others, (Gashi, R. 2013). This resulted for both private and public researchers of recent studies to draw more attention on training and development of employees as it is contributing to the performance of employees equally to organizations in attaining competitiveness, (Famodun, 2020). Indeed, recently, academic attention has been attracted on how training and development (T&D) can be used as a mechanism to motivate employees in reducing turnover and maintaining a skilled workforce (Elona Cera, 2020, Stone-house et al., 2020 and Al Karim R. 2019). Their studies concluded that organizations' training and developing programs gives personnel the required skills for individuals to execute their job smoothly and effectively. Besides, Ghalawat, Kiran, & Kumari, (2020) said, training aids employees to increase performance in their present existing roles, while employee development extensively emphasizes on employee growth and individual performance, (Ahmad et al., 2013). Definitely, this could have been the reason why over the years employees are perceived as the principal force controlling the organization's capital. Furthermore, Chepkosgey et al., (2019) supported that T&D is one of the directories of human resource management practice that helps in realizing workers' competency, commitment and to retaining proficient manpower for competitiveness. Therefore, there is a need for managers to design and implement training programs to expand employees' capability building and increase their performance hence gain more competitive advantage, (Ghalawat, Kiran, & Kumari, 2020). Consequently, replacing skilled workforce in the workplace is an expensive cost to carry by managers, (Chris-Madu, A. 2020) therefore; it is worthy for human resource managers to constantly train and develop the skills and knowledge of its personnel for effective performance to accomplish organization goals. Equally supported by Rashid et al., (2020) that, both organization and employees enjoyed many benefits from training programs such as, improving competence of employees, decreased turnover, supports new staff understanding the organizational culture, build healthier labor management and improved employee relationships. Comprehensively, with successful training and development there is a win-win situation. Because active training and development is an investment on personnel with either instant or future returns (Chand et al.,

2020). Therefore, Obisi, (2011) emphasized, meaningful training boosts employee skills relating to a specific job while development has a space stretched across the growing and special progress of the employees, (Armstrong, M 2010).

Training & Development as a marketable topic interesting to be discuss by many others however, several previous studies have addressed the mode and conduct of training and development program in different conceptual approach, for instance, T&D on Job satisfaction & Job Performance (Nguyen & Duong 2020) Operational factors, quality & quantity of work, (Kuruppu, Kavirathne & Karunarathna 2021) its benefits to employee and organization, (Jha, V. 2016), soft skills, training methodology and employee performance, (Ibrahim, Boerhannoeddin & Bakare 2017) on employee outcomes and firm innovative performance, (Sung & Choi 2018) respectively. Considering the above however, it is prudent that the perspectives concept and or approaches the previous researchers used are applicable and certainly related for better explaining the understanding and worth of training & development programs for employees in any nature of job or company of work, (Kuruppu et al., 2021) yet, there is still room for further studies. The programming of training & development consumes huge resources, (time, energy, ideas and money) thus; it requires systematic approach and structured way to measure its outcomes, (Chris-Madu, A. 2020). Significantly, this study opts to investigate how effective training and development contributes to the performance of employees to improve their competitiveness.

With critical observations we learned that many previous studies on T&D focused on banking institutions more especially in developed countries; less attention was given to other institutions particularly in developing countries. However, this study is interested in filling that knowledge gap by using a Non-Government Organization (NGO) as a case study. Therefore, the research phenomenon Social Enterprise Development in Sierra Leone (SEND-SL) is a service delivery oriented organization whose objective is to offer a good service delivery in the area of (health, education and social protection) and also providing capacity support to governance activities, like (women in governance, food production and small business development, policy advocacy, microfinance and credit union) respectively for citizens in Sierra Leone.

Fundamentally, for an easy understanding and effective reading, this study is structured in sections, starting with section one (1) that brings an introduction comprising part (A.B.C&D), which explains the study background of research problem statement, study significance and research focus. The next section comprises a review on training and development (T&D), employee performance, adopted research theories, conceptual analysis from previous researchers, theoretical framework with study hypothesis. Followed by another section that consists of Research Method, definition of variables and indicators, data collection and analysis, and the next section presents the

results and discussion and finally conclusion, limitation and recommendations for further research respectively.

B. Research Problem statement:

The management development in an organization is typically considered to prepare employees with potential and addressing wide-ranging obstacles connected to developing or improving employee needed skills to realize their specific responsibility of present tasks and with future positions, (Famodun, A. B.2020). Prior academics concluded that, one of the causes for workforces to leave their present organizations to another is for opportunities of career advancement, like building skills and potential to learn more (Chepkosgey et al., 2019 & Elona Cera, 2020). And the loss of skilled workers can seriously affect business operations, reduction in optimum performance, dissatisfied customers and heavy costs of recruitment and replacement (Colquitt, &Jason 2012). Therefore, it is important for organizations to strike most appropriate strategies to control skilled workforce turnover, (Lynton et al., 2000). The contest of individual competitiveness is increasing and substantial importance is sited on investments in personnel development, which recognized the importance of T&D in recent years for relative success of organization.

However, although the awareness on T&D is at a high knowledge peak in developed countries, less can be cited in underdeveloped countries. Therefore this research focused on Social Enterprise Development (SEND-SL) in Sierra Leone by examining the effectiveness of training and development on performance of employees to increase their competitiveness. This research shall contribute to SEND-SL to know employee views on the training programs, the most contributing training approach, and also help to bring to the organizations' knowledge on effective contribution of T&D on employee performance.

Precisely, the study in this research shall address two research problem questions as follows:

1. To what extent training & development can contribute to improving employee performance?
2. How Training and Development can impact employee performance and their Competitiveness?

C. Research Focus:

Therefore, the main focus of this study determines the following:

1. To examine the contribution of training and development on employee performance.
2. To carefully examine the impact of T&D on the performance of individuals and their competitiveness.

D. Significant of the study:

In point of fact, manpower development is intent to human resource that is effective to the performance of the individuals. Thus, training becomes an unavoidable thing for people to realize the need for enhancement and expansion in their job. Therefore, this study like any other study is significant because, in this contemporary world many organizations are determined to gain a competitive edge and building employees' capability, increases their skills through adequate training can help them to attain their attractiveness and meet the expected needs in the organization. However, the findings of this study will be helpful to SEND-SL by identifying effective training desires to increase individual performance. And also this study will help enlarge our knowledge on how T&D can be an added value to increase individual competitiveness.

2. LITERATURE REVIEW:

B. Related theories:

1) Human Capital Theory (HCT):

The HCT theory is a human resource planning and development (HRPD) strategy that was initiated in the field of economists (Becker, 1993). The writings relating to human capital theory differentiate amongst several types or means of education. The formalized education is basically at school, and tertiary level (Samuel Bowles & Herbert Gintis 1975), while, informal education basically within family and at workplace (Brian Keeley. 2007), for instance apprenticeship, on-the-job training, coaching and mentoring (Seymour W. 2003). The Human Capital theory clearly demonstrates that HRPD is influential in improving workforces' performance and profitability. Clearly put, when the workforce is empowered, the organization stands the chance to benefit presently and in the future. Human capital theory submits that persons and society in general can gain economic benefits by investments in its people. The suggested investment feature is significantly emphasized on human-capital that provides benefits beyond immediate fulfillment (Seymour W. 2003), thus education constantly appears to be the core human capital investment. Therefore, this indicates the need to invest resources in building human capacity by effective training programs to improve employees' ability and essential capabilities to increase performance and realize the objective of an organization. The HCT suggests that active training increases the value and skills needed by employees to remain loyal and competent in the market environments (Gashi, R. 2013). As the Theory stated, ones' education is perceived to contribute to improvements (Brian Keeley, 2007).

The investment in T&D will extends the period of employee stay in an organization and the human capital theory made a critical draw of variation amongst general teaching and firm-

explicit training, thus, investing in T&D of the employees brings loyalty, motivation, reduced turnover and brings retention (Denisi et al.2008). From what has been discussed above, Human Capital theory is relevant for this study by clarifying the main abilities, capacities, skills & knowledge needed by the workforce to improve performance and be more competence over the others. According to Samuel Bowles & Herbert Gintis (1975), explained the informal education category of HCT as learning education obtained at home or workplace either by apprenticeship, on-the-job training, coaching and mentoring for effective human capital developments. Thus, the main attention of HCT is on human resource advancement as the theory underlined that, when the human resource is developed and effectively employed it will result in robust enhancement of company goals and objectives. Regarding the above literature, this research study considered Human Capital Theory as the underpinned theory.

2) Reinforcement Theory:

The Reinforcement theory was projected by B.F. Skinner and Manu, J. S. (2004). This theory is built on the idea of “Law of Effect” i.e., the positive behavior of individuals tends to repeat, but the negative behavior of individuals tends not to repeat. The Reinforcement Theory underlines that an employee is motivated to perform and or ignore certain behaviors due to previous outcomes from that behavior. Reinforcement here is considered to be positive and negative, (Kumar 2019)

Positive reinforcement strengthens a behavior of the employee if s/he knows that there will be reward for the behavior, s/he must do it repeatedly. Employers can offer different kinds of rewards like salary increase, promotion and awarding of certificates after the training program. These rewards can make a positive outcome and inspire employees to do great. For instance if an employee wants to be promoted, s/he can do the best of their ability to reach the promotion target. Some can even find extra ways of self-development to improve more and get reward from the organization.

Negative reinforcement also strengthens individual behavior as it stops the unpleasant experience amongst employees. Thus, the employee performs well because s/he knows that if they don't complete the training program successfully and are unable to execute the training on the job s/he will not be promoted. The training and development program reinforce not only the employee's individual skills and knowledge but also the organizational standards to meet the needs of customers and its external environment. Therefore, if the trainers want to increase positive behavior of the trainees they should give positive reinforcement every time to do that behavior again. The study considered this theory to be relatively impactful on employee training programs as positive

and or negative behavior of employees can force them to undergo training programs to increase their capacity.

C. Training and Development (T&D):

Certainly, most of today's companies are spending huge money to train and develop their employees to stay successful and as competitive assets to the organization. For instance Jehanzeb and Bashir, (2013) said, the worth of employee training and development is fast growing and organizations are using it as a competing tool against their competitors in the market. Due to the takeover of newest technologies in the workplaces, this demands for highly skilled people in organizations; thus, the workforce needs to be trained to attain required skills and secure their employment in the future, (Source, Researcher). Various scholars have coined different definitions on training to ascertain its worth as a needed tool for employee capacity building. However, according to Noe & Kodwani, (2018), Training & development is a strategic educational element that contains an outstanding method for learning organizational culture, which changes from job skills and to the understanding of the work skill, innovative thinking, developed leadership and resolving problem. In view with Naveed, (2014) agreed that a systematic approach to training improves learning and quality development of individuals in the organization. From NAIDU (2016) T&D is a chain of activities staged by an organization for talent and know-how to empower employee growth and contributions to an organization's human capital output. In the words of Naveed, (2014), he repeated that training functions as an intervention to improve quality productivity (goods and services) by improving employee technical skills. However, organizations have understood that they have to develop distinct dynamic characteristics in granting their competitive advantages to sustain in this ever-changing business environment, (Al Karim, R. 2019). Thus, training & development are essential and tactical instruments for active employees' performance, (Armstrong, M. 2006). Making more sense to this, Gashi, R. (2013) cited, the main objective of T&D is to empower employees to implement the firm's strategic task to achieve organizational and individual goals. Besides, Chris-Madu, (2020) stands on the facts that, any organization that provides due attention to training is considered as an institution that recognized the important of its workforce, (McNamara, C. 2008), because all employees want and deserve vital training opportunities to improve on their marketability on the labor market, (Habib, 2015). It was affirmed by Armstrong (2012) that many people find pleasure in learning, and that meaningful training and development grants effective learning and perceived growth opportunity as a motivator for the workforce to perform, (Omoikhodu, 2017). Therefore, a workforce that is acquainted with regular training becomes more committed compared to others who are deprived of short

opportunity, (Chepkosgey, Namusonge, & Makokha, 2019). The study by Alnawfleh (2020) concludes that effective and meaningful training improves employee skills and being able to work differently with a shared sense of purpose and clear objectives. Therefore, as a major tool for employee performance and organizational competitive edge, T&D increases employees' efficiencies, innovation, and capacity to accept new technical techniques to ease jobs and meet customers demand to harvest bumper performance, (Chand, M. G., & Srivastava, A. K. 2020).

1.1 Mode of Employee Training and Development:

1) On-the-job training (ONJT) or coaching:

This is considered as the oldest and traditional type of training. An employee can gain job know-how in a period of time due to adjustment into the job behaviors, (Olaniyan, et al., 2008). This drives to Chris-Madu, A. (2020) statement that, ONJT is a direct instruction training type where a person that understands the job leads the job implementation in the work environment to transfer his/her know-how to other employees. On-the-job training includes Job instructions, orientations, apprenticeships, internships and job assistance by coaching/mentoring. According to Butler (2008), on-the-job training is appropriate for inspiring challenging skills because it includes comprehensive coaching to have the capability and apply such skills in different work situations.

a. Induction and orientation:

Induction is a short-term event commonly done on a new employees' first day, while orientation is the procedure to familiarize new employees with organizations' policy and guidelines, (Abba, M. T. 2018). It is more about obedience and getting new employees up to speed on processes like paperwork, and the general administrative structure. However, according to [www.HR Connection blog \(2020\)](#), induction might comprise of a slideshow presentation on team culture, tour with relevant coworkers to meet and greet and to know the office lay-out structure and likely getting a gift of welcome book or organization swag bag to help new employs broaden their understanding on the organization. And orientation might include an introduction to payroll and expense process (including setup of a travel card) synopsis of the organization branding and style guides, details processing of company policy documentation (like health & safety forms, privacy policy, emergency contacts) review on digital devices (computers, phones etc..) for new employees use, (Ghalawat, Kiran, & Kumari, 2020). In most companies it lasts for three-days to one week. It depends on the organization policy, (Abba, M. T. 2018).

b. Job rotation:

Is a strategy where employee rotates amongst jobs within an organization, employee takes on new tasks at a different job location for a specific duration, (Olaniyan, et al., 2008). Therefore, Omoikhudu, J. (2017) stressed it is vital for the workforce to change from one work schedule to

another for learning experience in all spheres of work. With a proper job-rotation scheme, the workforce can increase their skills through taking on new tasks.

2) Off-the-job training (OFJT):

A type of training normally provided by specialists in their professions; However, subcontracting training agencies or outsourcing to workers outside the regular job environment can be involved and a prototype of material resources to be used on the main workplace is employed in practical (Chad & Srivastava 2020). It happens when workforces are taken away from their place of work for training, commonly it includes: day release, (simply, when employee takes off- time from work to attend an institution or training Centre) distance learning or evening classes, self-study/computer based training, and sandwich courses (six months programs). According to Habib, S et al., (2015) this is significant because a variety of qualification skills can be gained as employees can be exposed and learn from outside specialists or experts who can make them more confident when starting a job.

a. Simulations:

Is a developing strategy that gives the creation of a true-to-life learning environment that mirrors real life work and scenarios Ghalawat et al., (2020). Employees can set real knowledge and skills into practices not only by reading books on theory or by listening to lectures but through physical hands-on activity which is so effective.

b. Self-development/self-assessment:

Individuals have a unique insight into the requirements of their own role and when they direct their own development with support from line managers those needs are likely to be addressed, (Noe et al., 2018). However, Elona Cera (2020) defined self-assessment as individual identification of strength and weakness, opportunities, and challenges and an attempt to improve and build on current efforts for effective satisfying corporate association. This serves as an opportunity for the workforce to reflect and consider what their strengths and weaknesses are and critiquing their own work and behavior thus, gains self-insight to improve themselves, (Nguyen et al., 2020).

D. Employee Performance (EP):

There are numerous filaments benefits of training and development for organization sustainability, amongst them employee performance is only one as a focus on this study to measure its effectiveness and organization competency. From Nassazi, (2013) believes performance is confirmed in the progress of production, easy way of using new-technologies, or an individual being highly motivated. Another definition by Arinanye (2015) said performance measures success that focuses on efficiency, effectiveness, productivity, and work-quality. When

the workforce performs their tasks to the necessary standard they are considered as good performers, and T&D purpose is mostly on employee performance (Asim, 2013). Thus, it is the total achievement of a specific task against pre-selected values of speed, cost, accuracy or strategic approach of improving work to enhance effectiveness and competency. The leadership of any organization wishes to attain a higher level of individual performance, therefore they should establish performance standards (Bangun W. 2012). This draw the attention of Suwanto, (2014) by affirming that, any job is attached with a specific requirement i.e., the standard of work, and performance is a systematic process of measurement of outcome (i.e., the work procedure and its result), it is evaluative (to know if it actually helps or obstruct an organizations' goal) and, it is Multidimensional (because it takes many behavior to describe employee performance). Employee performance is considered positive when; "the achievement of a particular target measured to expected level or present values of accuracy and completeness" (Sultana, et al., 2012). However, employee performance is a practical task that can be achieved with related abilities like team work, time management, empowering others, communicating with others and addressing conflict, (Sila, 2014), and all these performance qualities are enhanced through employee training, (Colquit & Jonson, 2012).

1.1 Performance Dimensions:

Holistically the educational development, adaptability, maturity and work related attitude of people in handling positions and executing tasks can lead to their positive performance. However, this study chooses Timeliness, effectiveness and efficiency as performance dimensions on employees in SEND-SL.

1) Timeliness:

Signifies the suitability or ability to effectively react to the dynamics of the organizations' environment in a shortest possible time, (Nguyen et al., 2020) Reliable and well-organized exchange of information within an organization can improve reduced lead-time for customers, (Chris-Madu, A. 2020), this significantly helps organizations to know workers who complete their task on-time and meet deadlines.

2) Effectiveness:

From oxford dictionary meaning; effectiveness is the point to which to some degree a task is successful in producing an anticipated result of success. Effectiveness simply means "doing the right thing" (Omoikhudu 2017). For instance, employee quality-work: Quality of work here is by standard products, completing tasks with few or no errors, managing waste and producing output

that meets customers' desires. Quality performance is a reliable uniform of goods and services with standards.

3) Efficiency:

This is the performance production of actual products as expected in utilizing the same resources, like (time, labor, money, machine and any other resources). Simply put, is the aptitude to do something successfully well, (Kuruppu, et al. 2021). Commonly, efficiency is frequently confused with effectiveness; however, efficiency is considered quantitatively determined (measurable out-put to the total in-put) while effectiveness concept is capable of achieving the qualitative required result, (efficiency Longman 2018). For instance, the quantity product for a specific task is efficient in performance. Quantity here is the total countable performance produced by an employee, (Kuruppu, et al. 2021). This portrays more significance to employees by recognizing the hard working workforce in an organization.

E. Competitive Advantage (CA)

Few amongst the various previous definitions on competitive advantage are; according to investopedia.com (2021) is the ability to provide products or services more competently than rivals do which leads to superior profit margins, and maintains a secured position against competitors. Employee competitiveness is the quality to create or produce better products or services than others do for the organization to gain superior margins. Hence, Sumah, B. (2019) supported that, competitive advantage makes better value on individual and organization and its shareholders because of certain qualities or conditions of services like quality communication, customer service offering, and quality product with good distribution network.

The more viable and productive an individual competency is the more difficult for rivals to defuse their advantage; therefore, according to investopedia, (2021), an individual can attain sustainable CA by maintaining performance above average in the long-run. The degree of difference advantage is when an individuals' output is unique in higher quality than thinking of others. Certainly this could be facilitated through the workforce competence skills and advanced know-how to meet job objectives and goals.

F. Conceptual Analysis from Previous Researches work:

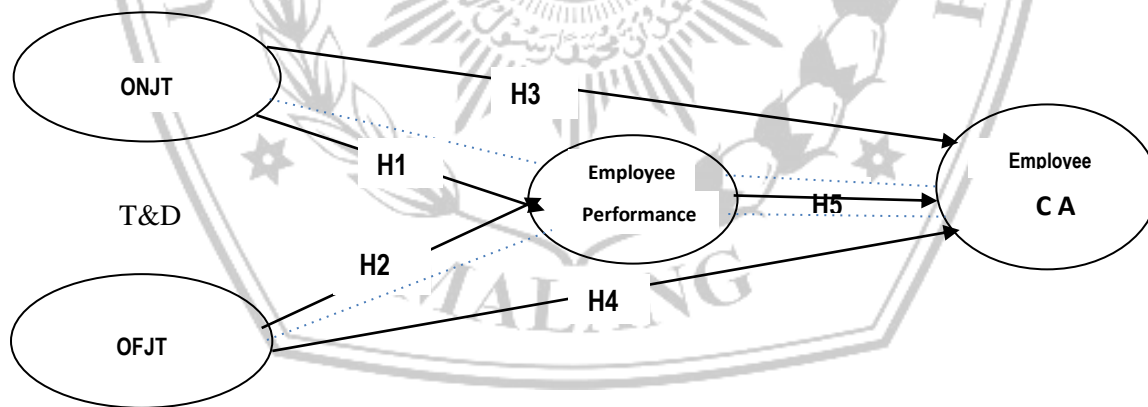
a. **Table 1:** Paper (s) work on T&D and employee performance:

Author (s)	Main Drivers Used
Jain & Sharma (2019)	Training & development, (mentoring, orientation, simulation etc.) employee capability, working condition & performance.
Rashid et al., (2020)	Training & Development (Cognitive or Off-the-job and behavior or on-the job training) Job satisfaction and employee performance.
Nguyen & Duong (2020)	Training & development, soft skills (off-the job training) technical skills (on-the job training) employee retention & Self-performance.

b. **Table 2:** Paper (s) work on T&D and employee competitiveness

Author (s)	Main Drivers Used
Famodun, A. B. (2020)	Training program (on-the job & off-the job) Productivity, personnel competitiveness
Ghalawat et al., (2020)	Training & Development, Performance, quality production, employee flexibility.
Kuruppu et al., (2021).	Training Content, (on-the job, outside job) employee performance, (Speed, quality & quantity of work), Staff competency (timeliness of work. effectiveness and efficiency) .

G. Figure 1: Theoretical framework:



Source: (Author developed framework)

H: Research Hypothesis:

1. Training & Development on Employee Performance:

a) The Human Capital theory (HCT) clearly demonstrates that human resource development planning (HRDP) is influential in improving workforces' performance and profitability, (Seymour W. 2003). Supported by Nguyen & Duong (2020) says that, when on-the-job training is effective it

can cause behavior change i.e. multiple skill transfer and resulting in good individual performance. Singh & Kumar, (2019) study result says, on-the-job training strongly affects employee technicality to be target achievement, improve work quality and result oriented individuals.

Based on the above therefore, this study hypothesis includes:

H1: *On-the-job training has significant effect on employees' performance at SEND-SL*

b) According to Rashid et al., (2020), there is a positive relationship between training & development and employee performance, and also the cognitive or Off-the-job (games and simulations, computer-based training, and lectures tend to influence employees' performance. Indeed, Famodun, (2020) argues that, off-the job training tends to improve the performance of employees, but there is more needed to learn to explain the relationship. Therefore, this opt our study to hypothesis that:

H2: *Off-the-job training has significant effect on employee performance at SEND-SL*

2. Training & Development on Employee competitiveness:

Individuals are motivated through the expected outcome of their behaviors or actions of activities, and employees are expecting new added skills and knowledge after completing any form of training to improve their competitiveness. However, Elona Cera, A.K. (2020) findings showcase that on-the-job training (behavioral) and off-the-job training (cognitive) can impact individual performance and their competitiveness. Therefore, our study hypothesis as follow:

H3: *On the job training can effectively influence employee competitiveness at SEND-SL.*

H4: *Off the Job training can effectively influence employee competitiveness at SEND-SL.*

3. Employee Performance on competitive advantage

The reinforcement theory talks on the idea of "Law of Effect" i.e. when an action creates a positive outcome, it will inspire individuals to do it repeatedly, to increase their competency especially to get rewards like promotion, increase salary etc. Previous studies like, Memon, et al., (2017) also showcase the significant positive impact of performance to mediate between training and turnover, literally, the quality performance of staff tells the worth of the individual. According to Choiriyah, & Riyanto, (2021) their study found that training had a significant positive effect on employee commitment, staff performance and increased competitiveness. This motivates us to hypothesis as follow:

H5: *Employees quality performance has a significant effect on their competitive Advantage at SEND-SL.*

4. Training & Development on employee competitiveness through employee performance

From Ghalawat et al., (2020), job rotation; mentoring, and job empowerment are identified as much needs to appreciate employee performance and efficiency. Also Famodun, (2020) shares that partially employee performance mediates the relationship between on-the job training and individual competitive strength, therefore our study hypothesis as follow:

H6: *Employee performance can mediate the effect of on-the job training on employee competitiveness.*

H7: *Employee performance can mediate the effect of off-the job training on employee competitiveness*

3. RESEARCH METHOD:

B. Research Approach:

Understanding your research approach before carrying research work is important. The two broad research approaches according to Arikunto (2013) are, inductive & deductive approaches. Deductive approach anxiety is by assuming/deducing hypotheses of the research from existing theories. While inductive approach concerned with information collection and postulating theories in line with the study findings. Carefully, the five procedures in deductive approach (formulations of hypothesis, determine the relationship among variables, measure the variables, testing hypothesis, and analyzing the result) was observed step-by-step in this study.

C. Descriptions of Variables and Indicators:

The **Table 3** below shows a description of latent variables and indicators in our study discuss relating to previous literature section. For instance, related variables to Training & Development, (Petrova & Kondo 2020) Employee performance (Abba, 2018) and employee competitiveness (Obisi, 2011 & Habib, 2015) with indicators attached to each variable as a measure and focused area of questions asked to respondents.

Table 3: Description of variables and indicators

Variables	Indicators
1. On the job training: is a hands-on method using existing work tools, documents, machines and the same workplace to prepare the employee on how to efficiently do their jobs. For this study, On-the job training includes: orientation, job-instruction, job-rotation, apprenticeship, coaching, & internship.	a. Orientation: An introduction activity to guide people in adjusting to new employment surroundings that gives an ability to locate to new regulations reference to people, place and time. b. Job-rotation: When employee rotates amongst jobs within an organization to take new tasks at a different job location for a specific duration, (Olaniyan, et al., 2008)

2. Off the job training: simply consists of extra work exercises like online learning, mentoring, works shadowing, self-study work assignment completion and manufacturing exercise. Here we think of simulations, self-development skills, induction, exchange-learning & workshops etc.

c. Workshops: A brief and intensive teaching program that focuses on techniques and skills of creative learning in order for employee to become active and develop.

d. Job instruction: This is a type of manual skills training and it is a step-by-step technique used to train staff on the job. Basically the train is a co-worker, might be a supervisor or any position holder.

a. Self-development: This occurs in a situation when the workforce reflects and considers their strengths and weaknesses by critiquing their own work and behavior and gains self-insight by deciding to improve themselves, (Nguyen et al., 2020).

b. Simulation: Is a developing strategy that gives the creation of a true-to-life learning environment that mirrors real life work and scenarios (Ghalawat et al., (2020)

c. Short courses: When an employee takes off- time from work to attend an institution or training Center) distance learning or evening classes, self-study/computer based training.

d. Exchange learning: It happens when workforces are taken away from their place of work for training with other staff from different work environments; this might include group work presentations, panel discussions, question and answers etc.

Employee performance: Performance is considered as achieved outcome of tasks as per the job requirement, (Ghalawat et al., (2020) Employee performance is a measurable outcome of work behaviors and is about generating effective behavior actions to meet set targets, (Sila, 2014). Is the progress of production and in actual sense, is when the workforce reaches their tasks up to the necessary standard thus, considered well performed, NAIDU, (2016). Usually employee good performance is influenced

a. Timeliness: this talk about employees' ability to react on issues in the shortest possible time, sharing effective and reliable communication in responding to customers.

b. Quality of work simply means the capability of producing work with good standard, slight or no error and or rework, managed waste. Thus, it helps recognize employees who produce work that meets standards and work with few mistakes or

by teaching and learning techniques of which training and development stands for in an organization.

errors as competent staff that can outperform others.

c. Quantity of work here is a measurable or countable amount; therefore the work quantity simply is the total sum of work produced or volume of work completed by employees in an organization. This recognizes the hard working employees in an organization.

Employee competitive advantage: Simply is the talent for an individual or organization to out-think and outperform rivals by innovative tactics of meeting customers' wants and attracting more customers' good services, (Sumah, B. 2019). In the world of business competition, competitive superiority is attained by enforcement that is acquiring the maximum needed skill training and development to discover new ideas.

a. Flexibility: Indicate the organizations' ability to well respond to the dynamics of society with collaborative networking.

b. Quality: the standard of doing things as against others typically is a characteristic possessed by an individual or an organization.

c. Effective delivery: consist of competency or ability to offer bulk of service quickly.

C. Data collection Method:

The research obtained both primary and secondary data. Primary data was obtained using structured questionnaire statements that were sent via email to employees of SEND-SL. The questionnaire was categorized into sections containing demographic information (gender, age, and academic qualification, year of service and position level in the organization) and research questions relating to training and development on employee performance and employee competitive advantage. The study location was centered on three district offices of SEND-SL, (Freetown, Kenema and Kailahun offices) in the West and East part of Sierra Leone, West Africa.

E. Data analysis Method:

The study focus is to know how effective is training & development on employee performance to enhance competitiveness at Social Enterprise Development in Sierra Leone (SEND-SL). To accomplish this, our research uses an instrument of questionnaire method to collect data. The distributed questionnaire was designed in five (5) likert scale measurement format, where the likert scale measures question statement based on, Training & Development (on-the-job and Off-the-job) consist of eight (8) questions, Employee Performance, consist of six (6) questions, and Employee competitive advantage, consist of six (6) questions. These made a total of twenty (20) questions on the questionnaire. Score of optional choices was given as responding answers; the choice of answers was designed in column (1-5) against each question statement. The score of choices were interpreted as **SD**=Strongly Disagree (given a score of 1) **D**=Disagree (given a score of 2) **N**=Neutral (given a score of 3) **A**=Agree (given a score of 4) and **SA**=Strongly Agree (given a score of 5).

Using both descriptive qualitative and quantitative methods to analyze the obtained data, the study uses Smart PLS (version 3) to complete its analysis. Partial-Least Square (PLS) method was used and also suggested to be used by several studies (Hair Jr, Hult, Ringle, & Sarstedt, 2016), because of its robustness (Penga and Lai, 2012). However, this study suggests using PLS analysis for the following reasons: **a)** the study has a mediating variable (Employee Performance) between training & development and employee competitiveness, as an incremental character in the study (Richter et al., 2016), and also, **b)**. The study's main target is predicting the dependent variable, 'Employee competitive advantage' (Roldán and Sánchez-Franco, 2012). PLS is an influential tool of analysis (Ghozali, 2006) because it is based on less assumptions, for example data has to be normally distributed, samples do not need to be correct, and can test research models on a weak theoretical basis. PLS can also explain the absence of relationships among latent variables; PLS can simultaneously analyze constructs formed with reflexive and formative indicators. This is not done by covariance-based SEM because it can be an unidentified model. Smart PLS analysis consists of two major stages/steps: Step one is called measurement model, this is to check the reliability & validity of research constructs (i.e. internal consistency reliability, convergent & discriminant validity (DV)). Second step is called structural model, this is to test the relationship between variables, (i.e. hypotheses testing), here, t-test/t-statistics or t-values are to be measured to check the direct relationship among variables, and also conducting a Sobel test to determine indirect influence between variables, (Henseler, 2014; Henseler, Ringle, & Sarstedt, 2015). The study analysis starts with testing the validity & reliability of the research instrument. According to Sugiyono (2013), validity shows the level a gauge is measured, that is, validity is a context in which a test accurately measures what is supposed to measure.

This is important as it shows the validity or suitability of the questionnaire researchers used to measure and obtained data from respondents. Therefore, an instrument is considered valid when the result shows accuracy between the obtained data, and the authentic data occurs in the object study. While reliability means an index that shows the extent of trustworthiness or consistency of an instrument, the instrument is reliable if it has a Cronbach alpha value of 0.6 and above (Arikunto, 2006). These were constructively done as followed in section four on descriptive analysis.

4a. RESULT AND DISCUSSION:

1. Respondent characteristics:

According to research results conducted at SEND-SL, amongst the total of 71 employees /respondents, there are various characteristics which include gender, age, level of education, year of service and position level respectively. Details of the characteristics are discussed in the following tables:

a. Respondents Characteristics Based on Gender:

Table 4: Respondent characteristics based on gender:

No	Gender	Total	Percentage
1	Female	29	40.8%
2	Male	42	59.2%
Total		71	100

Source: Employees of SEND-SL (2022)

Based on the table above, it clearly explains that the study respondents are employees of SEND-SL dominated by male gender with 42 respondents, which makes 59.2% respectively. However, this indicates that male employees of SEND-SL filled and returned the largest number of questionnaires distributed.

b. Respondents characteristics based on age:

Table 5: Respondent characteristics based on age:

No	Age	Total	Percentage
1	18-25yrs	3	4.2%
2	26-30	19	26.8%
3	31-37	33	46.5%
4	38-45	11	15.5%
5	Other	5	7.0%
Total		71	100

Source: Employee of SEND-SL (2022)

Based on the table above, it clearly explains that the study respondents are employees of SEND-SL dominated by employees within the age 31-37 years making the largest number of respondents with **33** people which makes **46.5%** respectively. This shows that employees at age 31-37 in SEND-SL filled and returned the largest number of questionnaires distributed.

c. Respondent Characteristics based on level of education.

Table 6: Respondent characteristics based on education level:

No	Education level	Total	Percentage
1	Diploma	9	12.7%
2	B.A. Degree	46	64.8%
3	Masters' Degree	11	15.5%
4	Other	5	7.0%
Total		71	100

Source: Employees of SEND-SL (2022)

Based on the table above, it clearly explains that respondents for this study are employees of SEND-SL dominated by employees with B.A Degree (first degree) qualification, making the highest respondents of **46** people with **64.8%** respectively. However, this shows that employees of SEND-SL with first degree qualification filled and returned the largest number of questionnaires distributed.

d. Respondent Characteristics based on Year of service.

Table 7: Respondent Characteristics based on year of service:

No	Year	Total	Percentage
1	1-5yrs	51	71.8%
2	6yrs & above	20	28.2%
Total		71	100

Source: Employees of SEND-SL (2022)

Based on the table above, it clearly explains that respondents for this study are employees of SEND-SL. It also shows that the study respondents comprises employees who have worked with SEND-SL for different years of service dominated by employees who have served for **1-5years** with **51** people which makes **71.8%**. This further show that employees who have worked with SEND-SL for the period of **1-5years** filled and returned the largest number of questionnaires distributed.

e. Respondent Characteristics based on Position Level:

Table 8: Respondent characteristics based on position level

No	Position	Total	Percentage
1	Senior Management	9	12.7%
2	Middle level/ Project Manager	15	21.1%

3	Junior management/ Project Officer	40	56.3%
4	Other	7	9.9%
Total		71	100

Source: Employees of SEND-SL (2022)

From the table above, it can be known that respondents for this study are employees of SEND-SL. It clearly shows also that, the respondents comprises employees with different position levels, which was dominated by employees with junior management / project officer positions with **40 people** that makes **56.3%** respectively. Moreover, this also indicates that employees with the position of Junior Management or Project Officer make the largest number of respondents to fill and return the distributed questionnaire.

2. Construct Validity and Reliability Test:

Using Smartpls analysis tool involves a test of validity and reliability of constructs, as a Test of Goodness of Fit on outer models. Therefore, three validity measurements were used; they are (1) ‘convergent validity’ (2) ‘discriminant-validity’ and (3) ‘composite reliability’.

a. Convergent Validity:

Convergent Validity (CV) assesses “the context of measure that correlates alternative variables or indicators of the same construct” (Hair et al., 2017 p, 112). CV measure checks the item's outer loading and a general thumb rule emphasizes that outer loadings with value of 0.70 or higher are considered more valid, (Avkiran, 2017) because the higher the value the stronger the relationship. Items with outer loading value of 0.6 might also be considered valid (Chin et al., 1997). The full CV test result for this study is shown in (table 6) below:

Table 9: Convergent Validity test result

Variables	Indicators	Outer Loading	Description
On-the-Job Training	ONJT1	0.93	Valid
	ONJT2	0.93	Valid
	ONJT3	0.96	Valid
	ONJT4	0.89	Valid
Off-the- Job Training	OFJT1	0.84	Valid
	OFJT2	0.89	Valid
	OFJT3	0.91	Valid
	OFJT4	0.80	Valid
Employee Performance	EP1	0.72	Valid
	EP2	0.92	Valid
	EP3	0.73	Valid
	EP4	0.84	Valid

Employee Advantage	Competitive	EP5	0.80	Valid
		EP6	0.82	Valid
		ECA1	0.84	Valid
		ECA2	0.90	Valid
		ECA3	0.88	Valid
		ECA4	0.90	Valid
		ECA5	0.89	Valid
		ECA6	0.71	Valid

Source: Primary data processed by (Smart PLS).

According to Avkiran, (2017) the higher the outer loading value the stronger the relationship and or validity of items and also items with outer loading value from **0.70** and above are considered more valid. As displayed in the above table, the result of CV shows adequate outer loading value. All items in the measurement of each research variable have an outer loading higher than **0.70** and this indicates that all (**indicators**) as construct measure of the research variables have valid convergence.

b. Discriminant Validity:

Another construct validity test is discriminant validity. We learnt from Hair et al., (2017) that Discriminant-Validity is the context in which constructs are different from others. Precisely, this is a test to show exactly the only measure the construct had measured, rather than another construct measure, (Prasetyo, 2019). We used two methods to assess DV in this study, first the Fornell Larcker(1981) criterion was used. Here, we compared the correlation between constructs and square root of AVE for the construct to assess DV. To achieve DV we have to know that the square root of AVE for each latent should exceed the value correlation of the construct, (Fornell, & Larcker, 1981). Second we also used the HTMT criteria. Significantly, HTMT are deemed more consistent than Fornell-Larcker gauges (Henseler et al., 2015 & Khan et al., 2021). The following tables below explain the result of DV for this study on both methods:

Table 10: Discriminant validity testing result based on Fornell-Larcker criteria

variables	ONJ T	OFJ T	EP	EC A	Description
ONJT	0.934				Valid
OFJT	0.692	0.865			Valid
EP	0.538	0.615	0.811		Valid
ECA	0.713	0.484	0.651	0.862	Valid

Source: Primary data processed by (Smart PLS). Fornell-Larker criteria (1981)

Based on the table above the result shows adequate DV in the variables, with the AVE square root values higher than the correlation value between the latent variables, (Fornell and Larcker, 1981).

Table 11: Discriminant Validity Testing Results based on HTMT Criteria

Variables	HTMT SCORE		
	T&D	EP	ECA
ONJT	0.754		
OFJT	0.582	0.686	
EP	0.743	0.524	0.695
ECA			

Source: Primary data processed by (Smart PLS).Discriminant Validity HTMT Criteria

According to Hair et al., (2017) HTMT value higher than 0.90 indicates a lack of DV, and a more traditional cut-off value for HTMT is **0.85** (Henseler, et al., 2015). Based on the results of the HTMT criterion in the table above indicates that our study did not violate the assumptions of DV, because all HTMT values are lower than **0.85** which shows that the study has attained discriminant validity.

c. Composite Reliability (CR):

This is one of the main measurements of construct reliability. Basically, Variables are considered constructive if the composite reliability value is higher than **0.70** (Chin 1998). The results of reliability measurements are shown below:

Table 12: Results of composite Reliability Test:

Variables	Cronbach's Alpha	Composite reliability	AVE
ONJT	0.95	0.96	0.87
OFJT	0.88	0.92	0.74
EP	0.89	0.92	0.65
ECA	0.92	0.94	0.74

Source: Primary data processed by (Smart PLS)

Cronbach's alpha and composite reliability ratings are used for examining internal consistency reliability. An adequate score of composite reliability of all variables rating more than **0.70** is shown in the table above. An average-variance extracted (AVE) for all variables also indicated above the acceptable standard score of **0.05** (Hair- et al., 2017). Therefore, it can be concluded that all items are adequately reliable.

4b. PLS Result Analysis:

In PLS results analysis, there are various tests to be considered. The first is the examination of Model Fit, followed by the analysis of outer model results, and next is the inner model result analysis. Below are the following:

a. Goodness of Model fit:

Statistical models describe how well it fits into a sequence of observations (Choiriyah & Riyanto

2021), and in PLS, goodness of fit model can be seen from predictive-relevance (Q^2) values, which is calculated based on the R^2 values of each endogenous variable, as explained below:

Measurement of endogenous variables of Employee Performance obtained R^2 of **0.402** or **40.2%**. This shows that **40.2%** of Employee Performance is affected by On the Job Training and Off-The Job Training respectively. Measurement of endogenous variables of Employee Competitive advantage obtained R^2 of **0.632** or **63.2%**. This shows that **63.2%** of Employee competitive advantage is affected by Employee Performance, on-the job training and off-the job training respectively. Therefore, to obtain the predictive relevance (Q^2) we use the calculation formula as follows:

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2)$$

$$Q^2 = 1 - (1 - 0.402)(1 - 0.632)$$

$$Q^2 = 0.779.$$

However, the result shows predictive-relevant values of **0.779** or **77.9%** that is adequate to conclude that the model has a relevant predictive value. Also, the result of predictive relevance value of **77.9%** indicates that the diversity of data to be explained by the built PLS model is **77.9%** or the information/data to be explained or analyzed by the model contained **77.9%**. The remaining **22.1%** is explained in other variables (not contained in the-model yet).

b. Results of Outer Model

The measurement of the outer model is to assess the relationship of variables based on their indicators. The outer weight or outer loading value shows the strength of indicators as a measure to each latent variable, (Prasetyo, 2019). Therefore, an indicator with the largest value of outer loading or outer weight is the strongest or it has (dominant) variable measure. If the T-statistical value is higher than **1.96** and the P-value lower than **0.05** the indicator and latent variable association is considered significant. The following tables below discuss the outer model result for this study:

1) Result of outer Model for on-the Job training variable:

The first variable is on-the job training which was measured using four items, as follow in the table below:

Table 13: Table Results of Outer Model for on-the job training:

Indicato r	Outer Loading	T-statistik	P-value	Description
ONJT1	0.93	48.68	0.00	Significant
ONJT2	0.93	46.75	0.00	Significant
ONJT3	0.96	94.11	0.00	Significant
ONJT4	0.89	19.75	0.00	Significant

Source: Primary data processed by (Smart PLS)

Based on the results of the outer model test above it shows that on the job training is reflected by four

items, including (Job-rotation, Job-instruction, orientation and workshop). Among the four items (indicators), it shows that the third indicator, orientation, has the highest outer loading value of **0.96**. This indicates that the measurement of on the job training is primarily seen from the orientation that occurs within the organization.

2) Result of outer model for off-the job training:

The second variable is off-the job training which was measured using four items, as follow in the table below:

Table 14: Results of outer Model for off-the job training

Indicat or	Outer Loading	T- statistik	P- value	Description
OFJT1	0.84	15.90	0.00	Significant
OFJT2	0.89	24.40	0.00	Significant
OFJT3	0.91	34.72	0.00	Significant
OFJT4	0.80	14.34	0.00	Significant

Source: Primary data processed by (Smart PLS)

Based on the results of the outer model test above it shows that Off-the job training is reflected by four items, including (exchange learning, short courses, self-development and simulation). Among the four items (indicators), it shows that the third indicator, self-development, has the highest outer loading value of **0.91**. This indicates that the measurement of off-the job training is primarily seen from employee self-development that occurs within the organization.

c. Outer model result for Employee Performance variable:

The third variable is employee performance, and this variable was measured using six indicators, as follow in the table below:

Table 15: Results of outer model for employee performance variable

Indicato r	Outer Loading	T- statistic	P- value	Description
EP1	0.72	11.33	0.00	Significant
EP2	0.92	34.66	0.00	Significant
EP3	0.73	6.99	0.00	Significant
EP4	0.84	10.98	0.00	Significant
EP5	0.80	13.53	0.00	Significant
EP6	0.82	14.13	0.00	Significant

Source: primary data processed by (Smart PLS)

Based on the results of the outer model test above it shows that employee performance is reflected by six indicators, including (ability to react, timeliness, quality of work, quantity of work and correct information). Among the six items, it shows that item two (timeliness) in employee performance has the highest outer loading value of **0.92**. This shows that the measurement of employee performance is primarily seen from employee timely delivery within the organization.

d. Outer Model for Employee competitive advantage:

The fourth and or last variable is employee competitive advantage, and this variable was measured using six indicators, as follow in the table below:

Table 16: Result of outer model for employee competitive advantage

Indicator	Outer Loading	T-statistic	P-value	Description
ECA1	0.84	26.70	0.00	significant
ECA2	0.90	32.46	0.00	significant
ECA3	0.88	40.56	0.00	significant
ECA4	0.90	33.31	0.00	significant
ECA5	0.89	22.18	0.00	significant
ECA6	0.71	7.42	0.00	Significant

Source: primary data processed by (Smart PLS)

Based on the results of the outer model test above it shows that employee competitive advantage is reflected by six indicators, including (responsiveness, flexibility, quality of work, durable product, effective delivery and quick access). Among the six indicators it shows that item two (flexibility) in employee competitive advantage has the highest outer loading value of **0.90**. This shows that the measurement of employee competitiveness is primarily seen from employee flexibility within the organization.

3. Result of inner Model test:

Bootstrapping is a widely used data analysis method in partial least squares (PLS) to decide the associations between variables (Choiriyah & Riyanto 2021). Structural model or inner model is an essential test to determine the relationships between variables, and the association of variables to another is determined by the t-value or t-statistic and P-value on each line of influence, (Henseler & Fassott, 2010). Basically, in PLS, there are two types of influence, i.e. 1) direct influence and indirect influence.

a. Direct effect:

Direct effect is a test to measure the direct effect between variables. The results of direct effect for this study as follow in the table below:

Table 17: Result of test on direct effect

Direct effect	Original sample(O)	Sample mean (M)	Standard deviation (Std)	T-statistics	P-value	Description
X1 -> Y1	0.21	0.21	0.16	1.29	0.18	Not-sig
X2 -> Y1	0.46	0.48	0.16	2.89	0.00	Sign
X1 -> Y2	0.62	0.62	0.11	5.33	0.00	Sign

X2 -> Y2	0.23	-0.25	0.12	1.85	0.06	Not-sign
Y1-> Y2	0.45	0.48	0.11	3.87	0.00	Sign

Source: primary data processed (Smart PLS)

Based on the test result of direct effect displayed in the table above, our conclusion has the following:

- a. Testing the direct effect between on-the job training and employee performance shows a positive coefficient value of **0.21**. This means that the higher on-the job training the more it will increase employee performance.
- b. Testing the direct effect between on-the job training and employee competitive advantage shows a positive coefficient value of **0.62**. This indicates the higher on-the job training the more employee competency improves.
- c. Testing the direct effect between off-the job training and employee performance shows a positive coefficient value of **0.46** and this indicates that the higher off-the job training and more increase on employee performance.
- d. Testing the direct effect between off-the job training and employee competitive advantage shows a negative coefficient value of **-0.23**. This indicates that the higher off-the job training the lower their competitiveness.
- e. Testing the direct effect between employee performance and employee competitive advantage shows a positive coefficient value of **0.45**. This indicates that the higher employees perform, the more their competitiveness increases.

2. Indirect effect:

This is a test done to measure the indirect effect on a variable to another through a mediating variable. The method developed by Sobel called Sobel Test was used for testing Hypothesis mediation. In assessing the effect between variables if the P-value < **0.05** the indirect effect is insignificant and when the P-value > **0.05** then there is significant indirect effect. However, two indirect effects were tested in our study as follow in the table below:

Table 18: Result test of indirect effect:

Indirect effect	Original sample (O)	Sample mean (M)	Standard deviation (std)	T-statistics	P-value	Description
X1 -> Y2	0.098	0.100	0.085	1.15	0.24	Not-sign
X2 -> Y2	0.212	0.229	0.101	2.08	0.03	Sign

Source: Primary data processed (Smart PLS)

According to the test result of indirect effect on variables displayed in the table above, our study concludes the following:

- a. The Sobel test of indirect effect between on-the job training on employee competitive advantage through employee performance as a mediator shows a t-statistics of **1.16** lower than **1.96** and P-value of 0.24, higher than **0.05**, thus, this indicates insignificant or negative indirect effect.
- b. The Sobel test results of indirect effect between off-the job training on employee competitive advantage through employee performance as a mediator shows a t-statistics value of **2.08** higher than **1.96** and a P-value of **0.03** lower than **0.05** thus, this indicates a significant positive indirect effect.

4c. Results on Hypothesis test:

Hypothesis 1: *On-the-job training has a significant effect on employees' performance at SEND-SL.*

The test results on the effect of on-the job training on employee performance had a path coefficient value of **0.21** and a T-Statistic value of **1.29** which is (**<1.96**) and a p-value of **0.19** which is (**> 0.05**) therefore it was concluded that, the first hypothesis (**H1**) was not accepted and on-the job training has no significant effect on employee performance.

Hypothesis 2: *Off-the-job training has a significant effect on employees' performance at SEND-SL.*

The test results on the effect of off-the job training on employee performance had a path coefficient value of **0.46** and a T-Statistic value of **2.89** which is (**>1.96**), and a p-value of **0.00** (**< 0.05**). Therefore it was concluded that hypothesis (**H2**) was accepted that off-the job training has a significant effect on employee performance.

Hypothesis 3: *On-the job training can effectively influence employee competitiveness at SEND-SL.*

The test results on the effect of on-the-job training on employee competitive advantage had a path coefficient value of **0.62** a T-statistics value of **5.33** which is (**>1.96**) and a P-value of **0.00** which is (**<0.05**). Therefore it was concluded that **H3** was accepted and that on-the job training has a significant effect on employee competitive advantage.

Hypothesis 4: *Off the Job training can effectively influence employee competitiveness at SEND-SL.*

The test results on the effect of off-the-job training on employee competitive advantage had a path coefficient value of **-0.23** a T-statistics value of **1.85** which is (**<1.96**) and a P-value of **0.06** which is (**>0.05**). Therefore it was concluded that hypothesis four (**H4**) was not accepted, this indicates that off-the-job training has no significant effect on employee competitive advantage.

Hypothesis 5: *Employees quality performance has a significant effect on their competitive Advantage at SEND-SL.*

The test results of the effect of employee performance on employee competitive advantage had a

path coefficient value of **0.45** and a T-Statistic value of **3.87** which is (**>1.96**) and a p-value of **0.00** (**<0.05**). Therefore it is concluded that hypothesis (**H5**) was accepted and this indicates that employee performance has a significant effect on employee competitive advantage.

Hypothesis 6: *Employee performance can mediate the effect of on-the job training on employee competitiveness.*

Based on the test result, the indirect effect of on-the job training on employee competitive advantage through the mediation of employee-performance was having a T-statistics value of **1.16** which is (**<1.96**) and a P-value of **0.24** which is (**>0.05**) and this indicate no significant indirect effect. Thus, the sixth hypothesis (**H6**) was not accepted. This concludes that employee performance cannot mediate between on-the job training & employee competitive advantage.

Hypothesis 7: *Employee performance can mediate the effect of off-the-job training on employee competitiveness.*

Based on the test results of indirect effect of off-the job training and employee competitiveness through the mediation of employee performance, it was found with a T-statistics value of **2.08** which is (**<1.96**) and a P-value of **0.03** which is (**<0.05**), this indicates a significant mediation. Thus, we conclude that employee performance significantly mediate the effect of off-the-job training on employee competitive advantage.

4. DISCUSSION:

a) The effect of on-the job training on employee performance:

Based on the test result of analysis above, the information provided was that the on-the-job training program at SEND-SL has no significant effect on the performance of its employees. On-the job training was measured through four indicators, (job rotation, Job-instruction, orientation and presentation). Even though this section of the result does not match with the results of Alnawfleh, S.H. (2020), whose study result says that on-the-job training strongly affects employee technicality to be result oriented individuals in achieving targets, improving work quality and performance. However, considering the findings by Nguyen & Duong (2020) that, when on-the-job training is effective it can lead to behavior changes i.e. multiple skills transfer and resulting in individuals' good performance. Therefore the management of SEND-SL needs to emphasize and improve on providing effective on-the job training for its employees to improve on their performance.

b) Effect of off-the job training on employee performance:

Based on the test result of the study, the information provided was that, the off-the-job training program in SEND-SL has a significant effect on employee performance. This result was measured

through four indicators i.e. (induction, exchange learning, short courses, and self-development). This contradicts the result by Famodun, (2020) that the link between off-the job training and standard performance of individuals is questionable, and concludes that off-the job training cannot influence employee outcome, that the correlation between off-the job training and staff performance is difficult particularly in measuring. And the result is in line with the findings from Rashid, Hafeez, Maeenuddin, & Wahid, (2020) that the cognitive or Off-the-job (games and simulations, computer-based training, and lectures tends to influence employees' performance, and there is positive relationship between individual development and their performance. The result also matched the findings from Jain & Sharma (2019) based on secondary data, their result summary was that flexible learning (short courses, training skill learning, and self-development) contributes meaningfully to performance enhancement of an individual. Based on this result, it clearly shows that the leadership and management of SEND-SL provide adequate opportunities to improve learning skills amongst its employees in order to improve their performance.

c) Effect of on-the job training on employee competitiveness

Based on the test result of the study, the information provided was that on-the-job training has a significant direct effect on employee competitiveness at SEND-SL. Using four indicators i.e. (induction, exchange learning, workshops, and self-development) to measure this among employees in the organization. This supports the statement by Elona Cera, A.K. (2020) that on-the-job training improves individual behavior and influences their competitiveness. The result also is related to Al Karim, R. (2019) that direct or practical learning impacts career development and staff technicality and boosts their flexibility. Therefore, the result shows that if the leadership and management of SEND-SL improve more on-the job training opportunities amongst employees it will increase their performance and competitiveness.

d) The effect of off-the job training on employee competitiveness:

From the test result in the study, the information shows that off-the-job training has no significant direct effect on employee competitiveness at SEND-SL. This information was gathered based on four indicators, (exchange learning, workshops, self-development and induction). However, the result is contrary to the findings of Nguyen & Duong (2020) whose result said, individual development impacts their innovative and competency. Another study by Petrova & Kondo (2020), says staff interactive learning outside their organization grants them new and mixed skills to be more competent and committed. Not the same case in SEND-SL according to information from test results. Therefore, the result indicated that leadership and management of SEND-SL should increase off-the job training opportunities amongst its employees to impact their competitiveness.

e) The effect of employee performance on their competitive advantage:

From the test result it shows that employee performance has significant positive influence on employee competitive advantage. The connection was measured using three main indicators (timeliness, quality and quantity of work). This result is in place with the findings of Kuruppu et al., (2021), that timeliness of work, quality and quantity work interpret individual competitiveness. Also, Ghalawat, Kiran, & Kumari, (2020) says that satisfied personnel can work creatively to add their career competencies. However, the result indicates that in SEND-SL competitive superiority is attained by enforcing maximum output against others. As it was emphasized by Sumah, B. (2019) that for individuals to attain competitive advantage you have to out-think and outperform rivals by creating innovative tactics to meet customers' needs (performance).

f) The mediating role of employee performance on the effect of on-the job training on employee competitive advantage.

From the test result it shows that employee performance mediating on-the job training on employee competitive advantage has no significant indirect effect. Therefore it can be interpreted as; employee performance cannot mediate the effect of on-the job on employee competitive advantage. This result was contrary to Famodun, (2020) that employee performance mediates the relation between on-the-job training and individual competitive strength. However, the result indicates that at SEND-SL on-the job training cannot influence performance to boost employee competitiveness.

g) The mediating role of employee performance on the effect of off-the job training on employee competitive advantage.

From the test results, it shows that the mediating variable (employee-performance) had a significant effect in mediating between off-the-job training & employee competitive advantage. Significantly, this shows that in SEND-SL, off-the-job training impacts employee performance to enhance their competitiveness. This was supported by Choiriyah, & Riyanto, (2021) says, employee soft skills learning boosts performance and their competitiveness. Also stated by Jain, & Sharma, (2019), off- the-job training was found crucial to achieve employee-performance and competency and without pre-training, like (mentoring, orientation, simulation etc.) workers find it hard to do well.

5. CONCLUSION:

Based on the various PLS test results and the discussion in the previous chapters of this research, in order to answer the problem formulation in our study we conclude the following:

- a. On-the-job training measured by (Job-rotation, Job-instruction, orientation and workshop) was having no significant effect on employee performance amongst employees in SEND-SL. This demonstrates that there is a low level of on-the job training existence amongst employees of SEND-SL.

- b.* Off-the job training measured by (exchange learning, short courses, self-development & simulation) was having a significant effect on employee-performance in SEND-SL. This indicates that off-the job training can improve employees' quantity & quality of work and timely delivery amongst employees of SEND-SL. Therefore, by participating in such form of training (off-the Job training) builds employee career, gives them an opportunity to know and understand cultural diversity that increases their internal and external social network to identify pathways in achieving organizational objectives.
- c.* On-the-job training measured by (Job-rotation, Job-instruction, orientation and workshop) was having a significant direct effect on employee competitiveness. This indicates that low levels of on-the job training can boost employee flexibility, quality and effective service delivery amongst employees of SEND-SL.
- d.* Off-the job training measured by (exchange learning, short courses, self-development & simulation) was found having no significant direct effect on employee competitiveness, amongst employees of SEND-SL. This indicates that off-the-job training cannot directly improve employee flexibility, quality and effective delivery at SEND-SL.
- e.* Employee performance measured by (quantity & quality of work and timeliness) was found having a significant effect on employee competitive advantage amongst employees of SEND-SL. This indicates that the level of employee quantity and quality product with timely delivery can improve their flexibility, quality service and effective delivery at SEND-SL.
- f.* Employee performance measured by (quantity & quality of work and timeliness) cannot mediate the effect between on-the-job training and employee competitive advantage for employees of SEND-SL.
- g.* Employee performance measured by (quantity & quality of work and timeliness) was found positively significantly able to mediate the effect between off-the job training and employee competitive advantage for employees of SEND-SL. This indicates that training and development can improve employee quantity, quality of work and timely delivery to increase their flexibility and quality service delivery amongst employees of SEND-SL.

b. PRACTICAL IMPLICATION:

Critically, the finding of the study has significant implications. From the background of the focus organization in this study (SEND-SL) it is believed that the unexpected result in this finding is based on how the training construct has been operationalized among staff of SEND-SL. In a complex organization like SEND-SL as an NGO basically focused on service delivery might not lay more emphasis on On-the-job training to determine the development of its employees particularly for their effectiveness and improve performance. Mostly service delivery companies' focus more on soft skills learning (Paille 2013)

and since SEND-SL is a service delivery its employee exhibits high level of off-the job training and may see it as more related to their work since most of their work is based on field implementation at community, chieftdom and district level. Importantly, this might explain why on-the job training has no effect on employee performance among employees of SEND-SL.

However, it is essentially emphasized here that effective orientation, proper job rotation, constructive workshop programs and job instructions can improve employees' skills & knowledge to perform well in the organization, because these will improve employees' ability to meet the demand of their job and to perform better. Also, on-the-job training not only improves employees' skills & knowledge, but also changes their behavior, advance quality-based teamwork, exhibit help and respect to senior colleagues and leads them to go the extra mile, it improve their morale by learning new skills within their field of work in timely manner and at low cost, help employees to engaged in real good service delivery process and improve company culture. Therefore it is of great concern for the management of SEND-SL to improve on the job training strategy, particularly on orientation to give employees background understanding of organizational culture, policy on functional areas and for intensive internal learning to be more effective on their specialized areas of work.

Besides, the results of this study focus on the need for proper monitoring on skill development of individuals as it can increase their performance but not increase their competitiveness, meaning through off-the job training employees of SEND-SL can improve on performance but at a slow pace. Therefore, the HRM management of SEND-SL should plan applicable training strategies that can meet the needed skills of their employees to boost their competitiveness. As host employees of SEND-SL often work in the field particularly to implement projects, their flexibility and effectiveness is counted on so highly, therefore exchange learning and simulation as mentoring strategies could be an effective approach to improve their competence.

c. Limitation and Recommendations:

- a- Contrary to past research like (Al-Karim, R. 2019, Rashid et al., 2020) used multiple regression tools in analyzing the impacts of training on employees' output to realize competitiveness, our study however, employed Smart PLS analysis tool for more meaningful results (Richter et al., 2016). Therefore, we recommend future researchers to use the PLS-SEM method because it is robust and accurate.
- c. Considering the difference in work settings, like working environments, job characteristics and others lead us to limit the finding context of our study to employees of SEND-SL only. Therefore, future studies may validate the same study model in various contexts of business industries and or regions.
- d. The result of the study presents unexpected outcomes for on-the job training on employee performance and off-the job training on employee competitiveness, therefore, we suggest to the management of SEND-SL to give more attention on on-the job training programs and also improve and monitor employees development opportunities to ensure that it reflect on their competitiveness.

- e. Besides, the study focus was limited to examine the direct and mediating effects between variables, no control variable was involved. Maybe this is a cause for the negative/unexpected outcome between a few relationships of variables above. Therefore, future researchers on the same or similar topic should use control variables to strengthen the relationship among constructs.

Reference:

- Abba, M. T. (2018) 'Effect of training and development on employee retention in Bauchi State Metropolis Banks', *International Journal of Operational Research in Management, Social Sciences & Education*, 4(1), pp. 1-16.
- Ahmad, A., Jehanzeb, K., Alkelabi, S.A.H.:(2013) Role of Learning Theories in Training While Training the Trainers; In: *International Journal of Academic Research in Business and Social Sciences*, Vol. 2, No. 11(2013), p. 181-189.
- Al Karim, R. (2019) Impact of different training and development programs on employee performance in Bangladesh perspective. *International Journal of Entrepreneurial Research*, 2(1), 8-14.
- Alnawfleh, S.H. (2020). Effect of Training and Development on Employee Performance in the Aqaba Special Economic Zone Authority, *Journal of Business & Management*, 8(1), 2034.
- Arikunto, S. (2013) *Research procedure or practical approach*. Cet XV.
- Armstrong, M. (2012) *Understanding training: Human resource management practice*, (8th Edition London: Kogan page limited pp: 543.
- Arinanye, R. T. (2015). Organizational factors affecting employee performance at the College of Computing and Information Sciences (COCIS), Makerere University, Kampala, Uganda (Unpublished master dissertation); Uganda Technology and Management University, Kampala, Uganda.
- Armstrong, M. (2006) *A Handbook of Human Resource Management Practice*, London, UK: Kogan Page, Ltd.
- Armstrong, M A (2010), *Handbook of Performance Management*, 4th edition; New Delhi: Kogan Page Limited, London.
- Asim, M. (2013) Impact of motivation on employee performance with effect of training: Specificto education sector of Pakistan; *International Journal of Scientific and Research Publications*, 3(9), 1-9.
- Avkiran, N.K. (2017), "An in-depth discussion and illustration of partial least squares structural equation modeling in health care", *Health Care Management Science*, pp. 1-8, doi: 10.1007/ s10729-017-9393-7
- Bangun, W. (2012). *Human Resource Management*; (T. Perti, Ed.) Jakarta: Erlangga.

- Becker, G. S. (1993). Human capital: A theoretical and empirical analysis with special reference to Education (3rd ed.). London: Macmillan Press.
- B.F. Skinner and Manu, J. S. (2004): Behavior of the employees:'
- Bratton, J: (2007), Work and Organizational Behavior. New York. Paul Grave Mac Millan,
- Brian Keeley (2007). *OECD Insights; Human Capital*. ISBN [92-64-02908-7](#) [3]
- Butler, K. M. (2008). Getting employees to stay onboard instead of jumping ship; Employee Benefit News, pp. 13-14.
- Chand, M. G., & Srivastava, A. K. 2020 EMPLOYEES SATISFACTION TOWARDS TRAINING AND DEVELOPMENT PROGRAMMES, *EPRA International Journal of Multidisciplinary Research (IJMR)*, 67, 341;
- Chepkosgey, C. S., Namusonge, G. S. and Makokha, E. N. (2019) 'Training practice, a perspective of employee retention in firms', *International Journal of Academic Research in Business and Social Sciences*, 9(7), pp. 495-509.
- Chin, W.W., Gopal, A. and Salisbury, W.D. (1997), "Advancing the theory of adaptive structuration: the development of a scale to measure faithfulness of appropriation", *Information Systems Research*, Vol. 8, pp. 342-367.
- Choiriyah, S., & Riyanto, S. (2021). Effect of Training and Competence on Job Satisfaction and Its Impact on Employee Commitment (Case Study at BPJS Ketenagakerjaan). *International Journal of Innovative Science and Research Technology*, 6(6), 1021-1030.
- Chris-Madu, A. (2020), *Exploring Training and Development as a Motivational Tool for Sustaining Employee Retention within the Irish Retail Industry* (Doctoral dissertation, Dublin, National College of Ireland);
- Colquit, Jason A. Lephine and Michael J. Wesson; Organizational Behavior; New York: McGraw Hill. 2012.
- Denisi, S. A., Budwar, S. P. and Varma, A. (2008) Performance Management Systems: A Global Perspective; Taylor & Francis. [efficiency](#)" Longman Dictionary of Contemporary English. Archived from the original on 13 February 2018. Retrieved 9 May 2018;
- [efficiency](#)" Longman Dictionary of Contemporary English. Archived from the original on 13 February 2018. Retrieved 9 May 2018;
- Elona Cera, A.K. (2020). Factors influencing organizational performance: work environment, training–development; management and organizational culture, *European J. Economics & Business Studies*, DOI:10.26417/ejes.v6i1, 16-27;
- Famodun, A. B. (2020), *Impact of training and development on employee performance in central bank of Nigeria (CBN)* (Doctoral dissertation, Dublin, National College of Ireland).

- Fornell, C. and Larcker, D.F. (1981), "Evaluating structural equation models with unobservable variables and measurement errors", *Journal of Marketing Research*, Vol. 18 No. 1, pp. 39-50.
- Gashi, R. (2013). Strategic human resources management: Human resources or human capital. *Academic Journal of Interdisciplinary Studies*, 2(9), 88-88;
- Ghalawat, S., Kiran, J. S. M., & Kumari, N. (2020). Impact of Training and Development on Employees' Performance and Productivity. *Indian Journal of Extension Education*, 56(3), 95-100.
- Ghozali, I. (2006). *Aplikasi Analisis Multivariate dengan Program SPSS* (Edisi Keempat ed.). Semarang: Badan Penerbit Universitas Diponegoro.
- Habib, S., Zahra, F., & Mushtaq, H. (2015) Impact of training and development on employees' performance and Productivity: a case study of Pakistan *European Journal of Business and Social Sciences*, 4(08), 326-330.
https://www.investopedia.com/terms/c/competitive_advantage.asp, 2021
<https://www.HRconnectionblog.com> 2020.
- Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2016), A primer on partial least squares structural equation modeling (PLS-SEM): Sage publications.
- Hair, J.F., Hult, G.T.M., Ringle, C.M. and Sarstedt, M. (2017), A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM), 2nd ed., Sage, Thousand Oaks, CA
- Henseler, J., Dijkstra, T. K., Sarstedt, M., Ringle, C. M., Diamantopoulos, A., Straub, D. W, Calantone, R. J. (2014). Common beliefs and reality about PLS: Comments on Rönkkö and Evermann (2013). *Organizational research methods*, 17(2), 182-209
- Henseler, J., Ringle, C.M. and Sarstedt, M. (2015), "A new criterion for assessing discriminant validity in variance-based structural equation modeling", *Journal of the Academy of Marketing Science*, Vol. 43 No. 1, pp. 115-135
- Ibrahim, R., Boerhannoeddin, A., & Bakare, K. K. (2017) The effect of soft skills and training methodology on employee performance. *European Journal of Training and Development*.
- Jehanzeb, K., & Bashir, N. A. (2013), Training and development program and its benefits to employee and organization: A conceptual study. *European Journal of business and management*, 5(2).;
- Jain, T. K., & Sharma, A. (2019) Impact of Training and development on Employee Performance in Retail Sector: A Review paper. Available at SSRN 3316856
- Jha, V. (2016) Training and development program and its benefits to employee and organization: A conceptual study. *International Journal of Scientific Research in Science and Technology*, 2(5), 80-86.
- Khan, A. J., Bashir, F., Nasim, I., & Ahmad, R. (2021) Understanding Affective,

- Normative & Continuance Commitment through the Lens of Training & Development *iRASD Journal of Management*, 3(2), 105-113
- Kumar, A., Singh, S. K., & Kumar, G. (2019). Significant Impact of Successive On-Job Trainings on Performance of Technical Employee in Biotech Industry. *Journal of Training and Development*, 4, 64-73.
- Kuruppu, C. L., Kavirathne, C. S., & Karunarathna, N. (2021). The Impact of Training on Employee Performance in a Selected Apparel Sector Organization in Sri Lanka; *Global Journal of Management And Business Research*.
- Lynton, R.P., Pareek, U.: The Human Development Handbook. London, UK. Kogan Page Limited, 2000.
- McKenna, J., Supyk, J.: Using problem based methodology to develop reflection as a core skill for undergraduate students. In: The International Journal of Learning, 2006 Vol. 12, No. 6, p. 255-258.
- McNamara, C. (2008), —Employee Training and Development: Reasons and Benefits!, New-York. Authenticity, Consulting, LLC. Retrieved from <http://www.managementhelp.org/index.html>.
- Memon, M.A., Salleh, R. and Baharom, M.N.R. (2016), “The link between training satisfaction, work engagement and turnover intention”, *European Journal of Training and Development*, Vol. 40 No. 6, pp. 407-429
- Memon, M. A., Sallaeh, R., Baharom, M. N. R., Nordin, S. M., & Ting, H. (2017). The relationship between training satisfaction, organisational citizenship behaviour, and turnover intention: A PLS-SEM approach. *Journal of Organizational Effectiveness: People and Performance*.
- NAIDU, A. T. (2016) Training and Development: Its Influence on Employees Performance and Productivity—A Case Study of Visakhapatnam Steel Plant (RINL), Visakhapatnam;
- Naveed, A. N. I. (2014). Impact of training and development on the employee performance: “A case study from different banking sectors of North Punjab. *Arabian Journal of Business and Management Review (Nigerian Chapter)*, 2(4)1-5.
- Nguyen, P. T., Arifani, A. Z. T., Susanti, A. Y., & Mahaputra, M. R. (2020) LITERATURE REVIEW FACTORS AFFECTING EMPLOYEE PERFORMANCE: COMPETENCE, COMPENSATION AND LEADERSHIP; *Dinasti International Journal of Economics, Finance & Accounting*, 1(3), 538-549.
- Noe, R. A., & Kodwani, A. D. (2018) *Employee training and development*, 7e McGraw Hill Education;
- Obisi, C. (2011). Employee training and development in Nigerian organisations: Some observations and agenda for research. *Australian Journal of Business and Management Research*, 1(9): 82-91.

- Olaniyan, D. A., & Ojo, L. B. (2008). Staff training and development: A vital tool for organizational effectiveness. *European journal of scientific Research*, 24(3), 326-331;
- Omoikhodu, J. (2017) 'The impact of training and development on employee retention in the retail sector, an examination of the role of coaching in a leading retailer in Dublin, Republic of Ireland: A case study of Mark and Spencer's Store Dublin', (Unpublished master's thesis) Submitted to National College of Ireland
- Paille, P. (2013), "Organizational citizenship behaviour and employee retention: How important are turnover cognitions?", *The International Journal of Human Resource Management*, Vol. 24 No. 4, pp. 768-790.
- Prasetyo, P. (2019). *PENGARUH KOMUNIKASI ORGANISASI, PENGEMBANGAN PEGAWAI, DAN LINGKUNGAN KERJA TERHADAP KEPUASAN KERJA DAN SEMANGAT KERJA PEGAWAI KPP Madya Malang* (Doctoral dissertation, University of Muhammadiyah Malang).
- Penga, D.X. and Lai, F. (2012), "Using partial least squares in operations management research: a practical guideline and summary of past research", *Journal of Operations Management*, Vol. 30 No. 6, pp. 467-480.
- Petrova and Kondo, Y. O. (2020), TRAINING AND DEVELOPMENT IMPACT ON EMPLOYEES' COMPETENCE AND PERFORMANCE, *Вчені записки Університету «КРОК»*, (2 (58)), 112-119.
- Rashid, M., Hafeez, M., Maenuddin, A. K. S., & Wahid, N. (2020) The Role of Training and Development in Enhancing Employees Performance: Evidence from Sales Force of Pharmaceutical Companies at Shaheed Benazirabad Pakistan
- Richter, N.F., Sinkovics, R.R., Ringle, C.M. and Schlägel, C. (2016), "A critical look at the use of SEM in international business research", *International Marketing Review*, Vol. 33 No. 3, pp. 376-404.
- Roldán, J.L. and Sánchez-Franco, M.J. (2012), "Variance-based structural equation modeling: guidelines for using partial least squares in information systems research", in Mora, M., Gelman, O., Steenkamp, A. and Raisinghani, M.S. (Eds), *Research Methodologies, Innovations and Philosophies in Software Systems Engineering and Information Systems* Information Science Reference, Hershey, PA, pp. 193-221, doi: 10.4018/978-1-46660179-6.
- Samuel Bowles & [Herbert Gintis](#) (1975) "The Problem with Human Capital Theory – A Marxian Critique," *American Economic Review*, 65(2), pp. 74–82,
- Seymour W. Itzkoff (2003). *Intellectual Capital in Twenty-First-Century Politics*. Ashfield, MA: Paideia, [ISBN 0-913993-20-4](#)
- Sila, A. K., 2014. Relationship between training and performance: a case study of Kenya

- women finance trust eastern nyanza region, kenya. *European Journal of Business and Social Sciences*, Vol. 3(No. 1), pp. 95-117.
- Sims, R. (2002). *Organizational Success through Effective Human Resources Management*, Westport CT: Quorum Books.
- Stonehouse, G. H., & Konina, N. Y. (2020, February)., *Management Challenges in the Age of Digital Disruption*. In *1st International Conference on Emerging Trends and Challenges in the Management Theory and Practice (ETCMTP 2019)* (pp. 1-6), Atlantis Press
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sultana, A., Irum, S., Ahmed, K. & Mehmood, N., 2012; Impact of training on employee performance: a study of telecommunication sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, October, Vol. 4(No. 6), pp. 646-661.
- Sumah, B. (2019). *THE EFFECT OF LOGISTICS MANAGEMENT AND ELECTRONIC DATA INTERCHANGE IN ENHANCING COMPETITIVE ADVANTAGE A CASE STUDY OF SKY HANDLING PARTNER IN SIERRA LEONE* (Doctoral dissertation, Universitas Muhammadiyah Malang).
- Suwarto. (2014). *Performance Management*, Yogyakarta: Atma Reader.
- Tahir, N., Yousafzai, I. K., Jan, S., & Hashim, M. (2014); The Impact of Training and Development on Employees Performance and Productivity A case study of United Bank Limited Peshawar City, KPK, Pakistan; *International Journal of Academic Research in Business and Social Sciences*, 4(4), 86.

APENDICES LIST

QUESTIONNAIRE

Dear Respondent,

I am a postgraduate student at the University of Muhammadiyah Malang (UMM) Indonesia pursuing a master's degree in Human Resource Management at the Economics and Business Faculty.

The purpose of this questionnaire is to collect information on a Thesis Research I am conducting as partial fulfillment on assessing 'The Effectiveness of Training and Development on Employee Performance to enhance Competitiveness'. Be assured that, the information you are sharing here will be treated with confidentiality and used only for the purpose of this study. Thanks in advance for your willingness to respond to this questionnaire.

Section 1: Demographic Information

1. **Gender:** ☐Female, ☐Male.
2. **Age:** ☐18-25 ☐26-30 ☐31-37 ☐38-45 ☐ any other, please specify.....
3. **Educational Qualification:** ☐Diploma ☐Bachelor's Degree ☐Master's Degree, ☐Any other, please specify.....
4. **Year of Service:** ☐ 1-5yrs ☐ 6yrs and above.
5. **Position level in the organization:** ☐Senior Management ☐Middle level Management/ Project manager ☐ Junior Management/Project officer ☐ Any Other, Please Specify:.....

6. Section 2: Questionnaire Statements

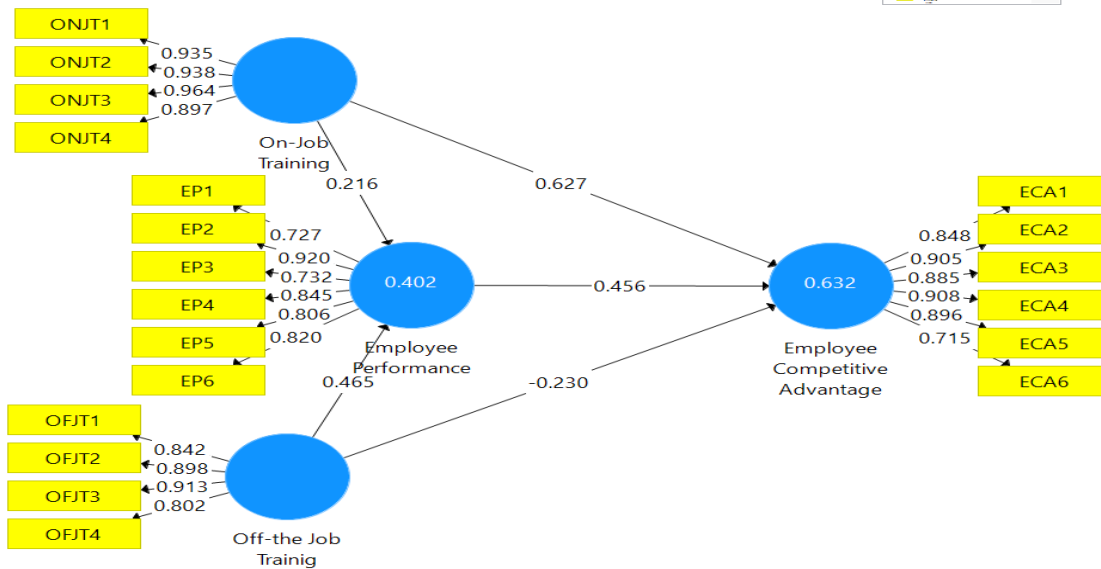
Guidelines: Please carefully read the following question statements and select one of the answers provided on the right hand corner using a check mark (✓) on the correct answer box according to you. The box of answers are indicated with letters (*SD, *D, *N, *A, and *SA) respectively. For clear understanding, *SD = Strongly Disagree *D = Disagree *N = Neutral *A = Agree and *SA = Strongly Agree.

No	Question Statement	Scoring Scale				
	Training and Development					
	On the Job Training:	SD	D	N	A	SA
1.	Rotating employees to a new job schedule or workstation exposes them to learn new skills, values and process that can increase their competency to perform well.					
2.	Providing good Job instructions and job assistance for employees can reduce work stress and influence their performance.					
3.	Effective orientation for new employees both at junior and senior level makes them understand organizational norms and values that can help improve their performance.					
4	On the job Training creates an inclusive work environment for employees to better understand work life that can improves their performance.					
	Off the Job Training	SD	D	N	A	SA
5.	Ensuring employee learning outside the organization gives them a variety of skills and qualification to do their job well, and impact their					

	performance.					
6	Employees' interactions with other specialists/experts outside their organization add to build their knowledge and capacity in handling tasks and delivers standard performance.					
7	Providing support for employees to build on their self-development needs significantly boost their skills and knowledge and in return increase their performance and competitiveness.					
8	Ensuring practical training on organizational tools and or machines expands employees' knowledge, confidence and technical skills, for improving their performance.					
	Employee Performance	SD	D	N	A	SA
	Timeliness:					
9	Employees' ability to react to the dynamics of customers within the shortest possible time significantly impacts their competitive advantage.					
10	When the workforce is capable of meeting deadlines of work, certainly it can increase their competitiveness amongst others.					
	Quality of work					
11	Effective training and development leads to employee quality performance and increases employee competitiveness.					
12	Trained and skilled employees can complete tasks with few or no errors to increase their competitiveness.					
	Quantity of work					
13	Staffs that can complete work and produce the expected results are recognized as hard working and high competent personnel.					
14	Providing correct information during training to avoid inconsistency and ensure trust amongst employees' leads to standard performance and increased employee competitiveness.					

	Employee Competitive advantage	SD	D	N	A	SA
	Flexibility					
15	Employees' better understanding of organizational policy, guidelines, procedure and administrative structure makes them more responsive and competent.					
16	The ability of employees to deliver services or products to meet the needs of their customers or partners positively influences their competitiveness.					
	Quality					
17	Trained and skilled workforce can produce products or services that are highly reliable to enhance competitive advantage.					
18	Employees' that produce durable products and or service to customers positively impacts their competitive advantage.					
	Effective delivery					
19	Timely training and development of employees can influence their delivery competency.					
20	Employees with the ability to deliver product/service quickly can significantly increase their competitiveness.					

PLS Algorithm Run-1



Latent Variable Correlation

	Employee Competitive Advantage	Employee Performance	Off-the Job Training	On-the Job Training
Employee Competitive Advantage	1.000			
Employee Performance	0.651	1.000		
Off-the Job Training	0.484	0.615	1.000	
On-the Job Training	0.713	0.538	0.692	1.000

R Square

	R Square	R Square Adjusted
Employee Competitive Advantage	0.632	0.616
On-the Job Training		

Off-the Job Training		
Employee Performance	0.402	0.385

Cross Loading

	Employee Competitive Advantage	Employee Performance	Off-the Job Training	On-the Job Training
ECA 1	0.848	0.722	0.444	0.710
ECA 2	0.905	0.480	0.409	0.593
ECA 3	0.885	0.645	0.435	0.671
ECA 4	0.908	0.480	0.409	0.593
ECA 5	0.896	0.469	0.408	0.604
ECA 6	0.715	0.492	0.383	0.447
EP1	0.402	0.727	0.587	0.455
EP2	0.494	0.920	0.553	0.381
EP3	0.511	0.732	0.434	0.437
EP4	0.546	0.845	0.501	0.427
EP5	0.541	0.806	0.508	0.392
EP6	0.652	0.820	0.414	0.517
OFJ T1	0.349	0.457	0.842	0.575
OFJ T2	0.406	0.490	0.898	0.599

OFJ T3	0.453	0.595	0.913	0.599
OFJ T4	0.448	0.561	0.802	0.606
ONJ T1	0.666	0.445	0.615	0.935
ONJ T2	0.710	0.530	0.634	0.938
ONJ T3	0.679	0.518	0.654	0.964
ONJ T4	0.602	0.514	0.684	0.897

AVE

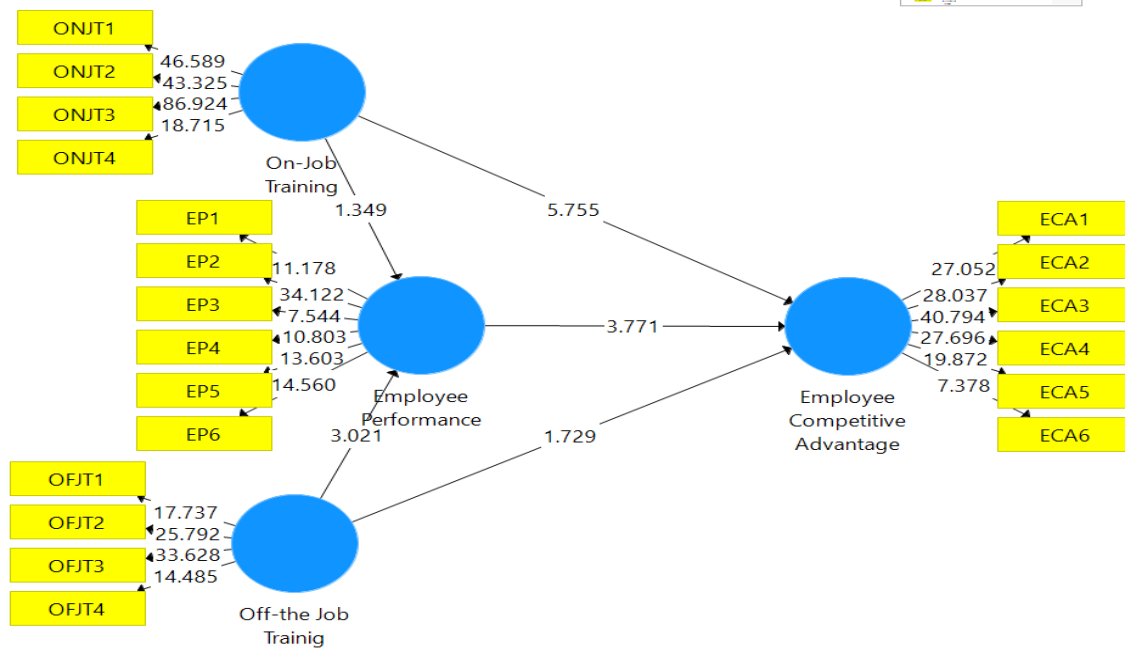
	AVE
On-the Job Training	0.872
Off-the Job Training	0.748
Employee Performance	0.658
Employee Competitive Advantage	0.743

Composite Reliability

	Cronbach's Alpha	Composite Reliability
Employee Competitive advantage	0.930	0.945
Employee Performance	0.894	0.920

Off-the Job Training	0.887	0.921
On-the Job Training	0.951	0.965

PLS Bootstrapping Run-1



Path Coefficients (Mean, STDEV, T-Values)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STERR)
Employee Performance ->	0.456	0.477	0.121	3.771
Off-the Job Training -> Employee Competitive Advantage	-0.230	-0.247	0.133	1.729
Off-the Job Training -> Employee Performance	0.465	0.492	0.154	3.021
On-the Job Training -> employee Competitive Advantage	0.627	0.633	0.109	5.755
On-the Job Training -> Employee Performance	0.216	0.198	0.160	1.349

Outer Loadings (Mean, STDEV, T-Values)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics
ECA1 <- Employee Competitive Advantage	0.848	0.854	0.031	27.052
ECA2 <- Employee Competitive Advantage	0.905	0.902	0.032	28.037
ECA3 <- Employee Competitive Advantage	0.885	0.886	0.022	40.794

ECA4 <- Employee Competitive Advantage	0.908	0.904	0.033	27.696
ECA5 <- Employee Competitive Advantage	0.896	0.892	0.045	19.872
ECA6 <- Employee Competitive Advantage	0.715	0.698	0.097	7.378
EP1 <- Employee Performance	0.727	0.726	0.065	11.178
EP2 <- Employee Performance	0.920	0.920	0.027	34.122
EP3 <- Employee Performance	0.732	0.728	0.097	7.544
EP4 <- Employee Performance	0.845	0.847	0.078	10.803
EP5 <- Employee Performance	0.806	0.809	0.059	13.603

EP6 <- Employee Performance	0.820	0.819	0.056	14.560
OFJT1 <- Off-the Job Training	0.842	0.839	0.047	17.737
OFJT2 <- Off-the Job Training	0.898	0.896	0.035	25.792
OFJT 3 <- Off-the Job Training	0.913	0.911	0.027	33.628
OFJT4 <- Off-the Job Training	0.802	0.805	0.055	14.485
ONJT1 <- On-the Job Training	0.935	0.936	0.020	46.589
ONJT 2 <- On-the Job Training	0.938	0.939	0.022	43.325
ONJT 3 <- On-the Job Training	0.964	0.964	0.011	86.924
ONJT 4 <- On-the Job Training	0.897	0.896	0.048	18.715

Tesis (Alhajie Musa) 1

ORIGINALITY REPORT

4%

SIMILARITY INDEX

4%

INTERNET SOURCES

0%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1

norma.ncirl.ie

Internet Source

2%

2

www.preprints.org

Internet Source

2%

