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## **Training and Self-Rated Performance in the UAE Free Zones Context**

التدريب الذاتي وتقييم الأداء في سياق المناطق الحرة الإمارات العربية  
المتحدة

**By**

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the degree of MSc Project Management

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## **Dedication**

I would have not made it this far without faith and my parents love and support to ease the pain and tiredness of long nights studying and researching. I would like to dedicate this research to my mom who believed in me and my dad – may his soul rest in peace - for being my guardian angel.

I would like to thank my sister, Mimi for pushing me to laugh every time I was about to collapse and a very special thanks to my friend Mai for her support and encouragement.

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## Table of Content

<b>Abstract</b>	<b>10</b>
<b>Chapter I</b>	
<b>Introduction</b>	<b>13</b>
1.1 Background of the study	13
1.2 Problem Statement	16
1.3 Aims and objectives of the study	17
1.4 Research Hypothesis	20
1.5 Scope and limitations	20
<b>Chapter II</b>	
<b>Literature Review</b>	
Chapter overview	23
A. Training concept (worldwide)	25
1. Definition of Training	25
2. Importance of Training	27
3. Types of Trainings	29
B. Performance Concept (worldwide)	31
1. Definition of Performance	31
2. Performance management and Training	31
3. Performance management and its link to the organization	32
4. Types of Performance management systems	35

5. Benefits of Performance management	38
C. The Evolvement of Training	41
D. The Evolvement of Performance management	46
E. Training and self rated Performance strategy	51
F. Training and self rated Performance in UAE Free Zones	59
G. Critical Success Factors	63
<b>Summary of the Chapter</b>	<b>67</b>
H. Research Questions	70

## **Chapter III**

### **Research Methodology**

<b>3.1 Chapter introduction</b>	<b>72</b>
<b>3.2 Research Design</b>	<b>72</b>
3.2.1 Cross Sectional Design	73
3.2.2 Key informant interviews	75
<b>3.3 Methods of Data Collection</b>	<b>76</b>
3.3.1 Self Administrated Survey	78
3.3.2 Sample Selection	78
3.3.3 Data collection for key informant interviews	79
<b>3.4 Instrumentation</b>	<b>79</b>
<b>3.5 Methods of Data Analysis</b>	<b>81</b>
3.5.1 Factor Analysis	81

3.5.2	Reliability Test	81
3.5.3	Correlation Test	81
3.5.4	Regression Test	81
3.5.5	Content Analysis	82
<b>Chapter IV</b>		
<b>Result</b>		
<b>Introduction</b>		
		<b>84</b>
<b>Demographic Profile</b>		
		<b>84</b>
	Gender and Marital Status	85
	Educational Background	86
	Age Distribution	87
	Number of years in the present organization	88
	Number of years in the current position	89
	Position level	90
	Nationality	91
	<b>Factor Analysis</b>	<b>92</b>
	<b>Reliability Test</b>	<b>93</b>
	<b>Correlation Test</b>	<b>94</b>
	<b>Regression Test</b>	<b>95</b>
<b>Chapter V</b>		
	<b>Discussions</b>	<b>106</b>
<b>Chapter VI</b>		

<b>Conclusion and Recommendations</b>	<b>110</b>
<b>Chapter VII</b>	
<b>References</b>	<b>118</b>
<b>Appendixes</b>	
Appendix A: Self Rated Questionnaire	123
Appendix B: The complete output of Factor Analysis in SPSS Report	130

## List of Tables

<b>Table 1:</b> Gender and Marital Status of the Sample	85
<b>Table 2:</b> Educational Background of the Sample	86
<b>Table 3:</b> Age Distribution of the Sample	87
<b>Table 4:</b> Number of years in the present organization	88
<b>Table 5:</b> Number of years in the current position	89
<b>Table 6:</b> Position level	90
<b>Table 7:</b> Nationality	91
<b>Table 8:</b> Factor Analysis	92
<b>Table 9:</b> Reliability Test	93
<b>Table 10:</b> Correlation Test	94
<b>Table 11:</b> Regression Test for HP1	96
<b>Table 12:</b> Regression Test for HP2	97
<b>Table 13:</b> Regression Test for HP3	99
<b>Table 14:</b> Regression Test for HP4	100
<b>Table 15:</b> Regression Test for HP5	101
<b>Table 16:</b> Regression Test for HP6	102
<b>Table 17:</b> Regression Test for HP7	103

## **List of Figures**

<b>Figure 1:</b> Gender and Marital Status of the Sample	85
<b>Figure 2:</b> Educational Background of the Sample	86
<b>Figure 3:</b> Age Distribution of the Sample	87
<b>Figure 4:</b> Number of years in the present organization	88
<b>Figure 5:</b> Number of years in the current position	89
<b>Figure 6:</b> Position level	90
<b>Figure 7:</b> Nationality	91

## **ABSTRACT**

This dissertation study on “Training and Self-Rated Performance in the UAE Free Zones Context” revolves around the objective and aims toward exploring and validating the relationship between training and self-rated performance including the relationship between training and each of the six other important dimensions or areas for assessment on the individual employees’ work performance which include: “understanding of work duties”, “work skills”, “work enthusiasm”, “quality of work”, “quantity of work” and “readiness to innovate”. In order to achieve this main objective, the researcher successfully gathered and compiled a list of related literatures which comprised the literature review section in the dissertation. Afterwards, the second phase of the qualitative study was conducted which mainly involved a combination of descriptive and exploratory types of qualitative studies that included the floating of survey questionnaires (self-administered surveys and the conducting of a series of interviews (key informant interviews) among the chosen respondents.

Four types of methods of analysis were used to validate and interpret the study results as compiled in the SPSS program utilized by the researcher. Among these methods of analysis included factor analysis, a specific test was used to check if the Training Scale is Uni-Dimensional or Multi-Dimensional; reliability test,

a test used to check the reliability of Training Variable, Performance Variable, and the Performance Factors in the study; correlation test, a test used to check the level of the significance of the relationship between the variables and the factors; and finally, the regression test, a test used to examine the validity of the seven hypotheses of this dissertation paper.

This dissertation study on “Training and Self-Rated Performance in the UAE Free zones Context” revolves around the objective or aim of exploring and validating the relationship between training and self-rated performance including the relationship between training and each of the six other important dimensions or areas for assessment on the individual employees’ work performance which include: “understanding of work duties”, “work skills”, “work enthusiasm”, “quality of work”, “quantity of work” and “readiness to innovate” where the final finding was that there is a significant relationship with each of the stated. This study was not to delve into the specific details on all the other training-related issues that both employers and employees encounter in the workplace as another research study has to be conducted in order to address that. This dissertation study was therefore limited only to exploring and validating whether or not there really is a positive relationship or link between training as a concept and self-rated performance as a concept.

Many recommendations were presented in light of the research study that proposes rather strategies that will help to streamline and address a "performance gap" (learning needed to meet performance standards for a current task or job), "growth gap" (learning needed to achieve career goals) or "opportunity gap" (learning needed to qualify for an identified new job or role).

## الملخص

هذه الدراسة أطروحة حول "الأداء والتدريب الذاتي في سياق المناطق الحرة بدولة الإمارات العربية المتحدة" تدور نحو استكشاف والتحقق من صحة العلاقة بين التدريب والأداء الذاتي في التصنيف بما في ذلك العلاقة بين التدريب وكل من الأبعاد الستة الأخرى الهامة أو المناطق لتقييم على أداء عمل الموظف الفرد والتي تشمل: "فهم واجبات العمل"، "مهارات العمل"، "حماس في عمل"، "جودة العمل"، "كمية العمل" و "الاستعداد للابتكار". من أجل تحقيق هذا الهدف الرئيسي، يقوم الباحث بجمع ووضع قائمة من الأدبيات ذات الصلة بنجاح والتي تتألف من قسم مراجعة الأدبيات في الأطروحة، وبعد ذلك، أجري المرحلة الثانية من الدراسة النوعية التي تشارك بشكل رئيسي مزيج من أنواع وصفية والاستكشافية من الدراسات النوعية التي شملت استبيانات المسح (المسح بالإدارة الذاتية وإجراء سلسلة من المقابلات (مقابلات المخبر الرئيسي) بين الذين تم اختيارهم.

وتم استخدام أربعة أنواع من طرق التحليل للتحقق من صحة وتفسير نتائج الدراسة جمعت كما هو الحال في برنامج SPSS الذي يتم استخدامه من قبل الباحث، وانه من بين هذه الأساليب التحليلية يشمل تحليل العامل، حيث يتم إجراء اختبار محددة لمعرفة اما اذا كان المقياس هو التدريب ذات بعد أحادي أو متعدد الأبعاد، واختبار الموثوقية وهو اختبار يستخدم للتحقق من موثوقية متغير التدريب، ومتغير الأداء، وعوامل الأداء في الدراسة، واختبار الارتباط وهو اختبار يستخدم للتحقق من مستوى أهمية العلاقة بين المتغيرات والعوامل، وأخيراً اختبار الانحدار وهو اختبار يستخدم لفحص صحة الفرضيات السبعة من ورقة أطروحة هذه.

وان هذه الدراسة أطروحة حول "الأداء والتدريب الذاتي في سياق المناطق الحرة بدولة الإمارات العربية المتحدة" تدور حول هدف أو بغرض استكشاف والتحقق من صحة العلاقة بين التدريب والأداء الذاتي في التصنيف بما في ذلك العلاقة بين التدريب وكل من الأبعاد الستة الأخرى الهامة أو المناطق لتقييم على أداء عمل الموظف الفرد والتي تشمل: "فهم واجبات العمل"، "مهارات العمل"، "حماس عمل"، "نوعية العمل"، "كمية العمل" و "الاستعداد للابتكار" حيث كان النتيجة النهائية أن هناك علاقة ذات دلالة إحصائية مع كل من صرح فيه، وكانت هذه الدراسة لعدم الدخول في تفاصيل محددة عن جميع الامور الأخرى ذات الصلة بالتدريب وأن كلا من أصحاب العمل والعاملين يقابلون في مكان العمل وحيث انه لا بد من إجراء دراسة بحثية اخرى لمعالجة ذلك، ولذلك ان هذه الدراسة أطروحة فقط كان لاستكشاف والتحقق من صحة ما إذا كان أو لم يكن هناك وجود علاقة إيجابية حقيقة بين التدريب أو رابط كمفهوم وتقييم الأداء الذاتي كمفهوم.

وقد تم تقديم العديد من التوصيات في ضوء الدراسة البحثية التي تقترح استراتيجيات وليس من شأنها أن تساعد على تبسيط ومعالجة وجود "فجوة الأداء" (مطلوب التعليم اللازم لتلبية معايير الأداء للحصول على المهمة الحالية أو وظيفة)، وان "فجوة النمو" (مطلوب التعليم اللازم لتحقيق مهنة أهداف).

## CHAPTER I

## **INTRODUCTION**

### **1.1. Background of the Study**

There is no doubt that “performance” and “training” are two of the most significant yet controversial concepts among organizations. This is precisely because almost all organizations practice and view training and performance very differently, resulting to them executing these terms quite differently as well. It is due to the differences in the viewpoints of companies with regard to these two concepts that most of the time cause them to unknowingly stir up controversies with regard to the way they train and allow their employees to perform specific functions within their organizations. It is common knowledge that “training” as a concept is defined as the process of transferring knowledge and information from the employers to the employees. Training may also be considered or referred to as the process of equipping employees in order for them to translate and execute a certain knowledge and information into practice intended to achieve the organization’s goal of increased productivity and effectiveness. To put it simply, training allows employees to take in the necessary and relevant knowledge and skills that they are required to possess in order to function based on company’s expectations and goals De Silvia (1997).

If such was the case, an argument may possibly arise as the kind of training that each individual employee may receive from their employer may differ especially if a specific organization will be compared to another. Based on the definition above, it somehow implies that training as a process is highly dependent on a specific organization's goals and objectives. Training as a concept is a process of "equipping" on the new employees of an organization for the purposes of improving their knowledge as well as the quality of their work during their entire stay in the company West (1994). Given this definition, it must not be a surprise therefore that the kind of training being offered by one company to their employees as compared to that of another company is different as each organization has their own specific goals intended to be achieved.

Nevertheless, whereas the controversy in the "differences" in the training being provided by each organization to their employees may be addressed, what may prove to be a lot more difficult is the fact that each organization also possesses their own unique view on learning. Learning as a concept is very different from training. In fact, there are organizations which value training but do not pay attention to learning. The main difference between learning and training is that learning is a continuous process while training is only usually being offered to new employees who have just been hired by the company Eigeles (2003). Unfortunately, because of the differences in the viewpoints and the prioritization levels of organizations when it comes to learning and training, there have been many cases wherein the employees' long-term work performance have been

affected negatively. The reason for the negative impact on the employees work performance may possibly be because the organization focused too much on training and did not invest on learning. Today, many companies which are too focused on providing the best training to their employees often fail on the part of sustaining the knowledge imparted to the employees through learning. As a result, the employee work performance suffers over time ultimately posing negative impacts or effects on the organization's bottom line and its supposed achievement of its goals Senge et al, (1994).

In this dissertation study entitled "Training and Self-Rated Performance in the UAE Free zones Context", the main goal is to basically discuss in detail the concepts of "performance/self-rated performance" and "training" within the context of the UAE Free zones. Based on research, the free zones area, also called, the *Special Economic Zone* is a geographical region that has a set of economic laws that are far different from that of a country's typical economic laws and usually has the goal of increasing foreign investment Hejmadi (2004). The reason why the focus of the study was on the UAE free zones context was because of the fact that the human resources management views on training and self-rated performance within the "free zones" are very much different from other countries, thus, making it an important subject of discussion.

Another rationale for the interest in this particular dissertation topic was the lack of clarity between the relationship of training as a concept and the concept of

self-rated performance. Since many organizations execute training programs and allot heavy investment on such training programs for the certainty of their organizational success, then there is a need to study how this affects the self-rated performance or the individual performances at work of employees; that is, whether or not the organizations are positively or negatively affected by the said training programs. As contended upon by De Silvia (1997), the successful implementation of training programs oftentimes results to positive improvements on companies which are reflected in the delivery of the work performance of employees. This premise is what will be validated and explored in this dissertation paper.

## **1.2. Problem Statement**

The field of human resource management and its basic principles, when applied in the context of the UAE free zones, may prove to be very much different from the rest of the world. This was because of the reason that the free zones area in the UAE is in the process of fast-accelerating the entire economic development of the area through its people. The incredible fact about the UAE free zones area is the way it considers people as its most valuable asset and key to success. Because of this, the concepts of training and self-rated performance are considered to be very critical in the success of each individual organization. As a matter of fact, the UAE government strongly believes that only positive impact or effect will be created training programs, when utilized effectively, by the different organizations Hejmadi (2004).

However, the problem was this assumption has not yet been validated as there was no prior research that explores and validates the positive relationship and impact of training and self-rated performance on the success of the various organizations in the UAE free zones area. Not to mention, there was very few literature studies that discuss or tackle directly the concepts of training and self-rated performance solely within the UAE free zones context. Moreover, other than the relationship of training with self-rated performance, the relationship of training with other dimensions or areas of assessment on the workers' performance such as their "understanding of work duties", "work skills", "work enthusiasm", "quality of work", "quantity of work" and "readiness to innovate" remain to be mere human assumptions that have not yet been backed-up by a solid research evidence which is the ultimate goal of this study.

### **1.3. Aims and Objectives of the Study**

As mentioned previously, the main goal of this dissertation paper is to discuss in detail the concepts of "performance/self-rated performance" and "training" within the context of the UAE Free zones. In line with this main objective, other research objectives have been identified by the researcher, which are also deemed to be important in this dissertation such as the following:

- 1.) To define the concept of training in the worldwide/general context
- 2.) To define the concept of performance in the worldwide/general context
- 3.) To describe in detail the evolvement of training

- 4.) To illustrate in detail the evolvement of performance management
- 5.) To discuss the various training and self-rated performance strategies being utilized at present by the different companies in the worldwide context
- 6.) To identify the various training and self-rated performance strategies being utilized at present by the different companies within the UAE Free zones
- 7.) To enumerate and tackle the most critical success factors which serve as the key for the effective implementation of the different training and self-rated performance strategies among companies.

#### **1.4. Research Hypothesis**

In this particular dissertation study, several important hypotheses were identified by the researcher which will be validated towards the end of the paper. The following are the hypotheses and theoretical assumptions that the researcher enlisted as the most important to be tested and validated in this dissertation study:

**Hypothesis 1:** Training has a significant relationship with Performance.

**Hypothesis 2:** Training has a significant relationship with Understanding Work Duties.

**Hypothesis 3:** Training has a significant relationship with Work Skills.

**Hypothesis 4:** Training has a significant relationship with Work Enthusiasm.

**Hypothesis 5:** Training has a significant relationship with Quality of Work.

**Hypothesis 6:** Training has a significant relationship with Quantity of Work.

**Hypothesis 7:** Training has a significant relationship with Readiness to Innovate.

#### **1.5. Scope and Limitations**

The primary scope of this dissertation study is confined to covering the topic on the relationship between the concepts of “performance/self-rated performance” and “training” within the context of the UAE Free zones and how training programs affect or impact the self-rated or individual performance of employees among

organizations in the UAE free zones. This study encompasses as well the relationship of training with the other dimensions or areas of assessment on the workers' performance such as their understanding of work duties, work skills, work enthusiasm, quality of work, quantity of work and readiness to innovate. Nevertheless, this study does not encompass how the various company and organizational leaders in the different UAE free zones organizations cope with the challenges of implementing effective training programs. Although the focus of the dissertation is the impact or effect of the training programs in the overall individual work performance of employees, this does not also cover the concerns of employees on the kind of training programs they receive from their employers. Moreover, this study would not also delve into the specific details on all the other training-related issues that both employers and employees encounter in the workplace as another research study has to be conducted in order to address that. This dissertation study is therefore limited only to exploring and validating whether or not there really is a positive relationship or link between training as a concept and self-rated performance as a concept. This study would validate also if the various organizations or companies in the UAE free zones area indeed positively benefit from training programs and as such, what impact did these training programs have on the achievement of these organizations' goals.

## CHAPTER II

## Literature Review

### Chapter Overview

This particular chapter talks about the related literature discussions on the dissertation topic about training and self-rated performance in the context of UAE Free zones. This related literature section is basically made up of all the combined details and information of the various sources and textbooks that were gathered by the research in order to enhance and support the main assertions in this dissertation paper. As an overview to the conceptual and theoretical framework by which this study will be comprised of, this review of related literature section will be made up of seven major literature topics which correspond to the most relevant and significant research topics related to training and performance management. The following sections will comprise the sub-sections of this literature review chapter categorized per specific topic:

**A. Training Concept (Worldwide)** - This literature review section will define the concept of “training” in the worldwide context, particularly paying attention on how training as a concept has evolved and has been applied by various organizations and companies worldwide. In addition, this section will tackle the importance of training in the success of organizations as well as the basic impact or effects of training among various companies’ performance.

**B. Performance Concept (Worldwide)** - This literature review section will discuss the concept of “performance” and how this has been defined

differently by various organizations. This section will also emphasize the importance of the concept of performance and the vital role it plays in the success of the different companies. Examples of positive and negative performance will also be discussed critically in this literature review section.

**C. The Evolvement of Training** - This literature review section will be devoted solely on a critical discussion on the evolvement of training. This section will tackle how the execution and implementation of training among companies and institutions have evolved throughout the years including the reasons for such significant transformations.

**D. The Evolvement Performance Management** - This literature review section will include an important discussion on the evolvement of performance management as a concept. This section will discuss the main difference between the concept of performance management in the early years and at present. In addition, reasons and factors will be cited in this literature section with regard to why performance management has evolved over the years.

**E. Training & Self-Rated Performance Strategy** - This literature review section will discuss the various training and self-rated performance strategies being utilized at present by the different companies in the worldwide context. An assessment on the effectiveness of each training and self-rated performance strategy will be discussed in this dissertation study.

**F. Training & Self Rated Performance in UAE Free zones** - This literature review section will discuss the various training and self-rated performance strategies being utilized at present by the different companies (within the UAE Free zones). An assessment on the effectiveness of each training and self-rated performance strategy will also be discussed in this dissertation study.

**G. Critical Success Factors** - Finally, this literature review section will enumerate and discuss the most critical success factors which serve as the key for the effective implementation of the different training and self-rated performance strategies among companies.

By the end of this related literature chapter, a summary and concluding section will be presented to place more emphasis on the most important ideas and information identified in the entire chapter which are related to the concepts of training and performance management.

## **A. Training Concept (Worldwide)**

### **1. Definition of Training**

In an interesting article written by De Silvia (1997) entitled “*Developing the Training Role of an Employers' Organization*” the concept of training was defined by the author as the process of transferring knowledge and information from the employers to the employees. Based on the definition, it also implies the process of equipping employees in order for them to translate and execute a certain

knowledge and information into practice intended to achieve the organization's goal of increased productivity and effectiveness. In most cases, organizations utilize training within their business systems in order to improve the quality of the people they are managing. In training sessions, employees are equipped and educated with the different policies and systems that are considered vital to the human resources development and the improved performance of the entire organization West (1994).

According to Fleming (1998), the reasons for training and development of employees are actually quite simple. For one, training and development among employees is the most basic key towards organization survival. Any company needs to be "consumer-focused" to survive in today's highly competitive business environment and there is no other way to accomplish this other than simply training their employees to adopt this same mindset. In addition, companies need to provide quality and highly satisfactory products and services in order to survive which can only be achieved by ensuring well-trained and highly knowledgeable employees. As Grote (2002) stated, companies need to back up their employees with all the necessary training and development initiatives in order for them to function. It would be unfair for companies to set high expectations to their staffs without equipping them with the right knowledge, skills and confidence to do their jobs.

## **2. Importance of Training**

With regard to the use and implementation of training by an organization, there are normally several reasons that are involved which justify the reasons why training is deemed important by companies. The first and foremost reason is in line with every organization's goal of effectively facilitating shared vision in the organization from the employers down to the employees or from top to bottom. Apparently, without proper training and orientation among organizational members, the company's overall vision, mission, purpose and goals would not be effectively made known and shared to the employees. This in turn leads to failure inside the organization as the employees do not possess adequate knowledge and understanding in regard to what they intend to achieve and how they are expected to perform at work Eigeles (2003). In support to this, Scully and Rowe (2009) state that only training allows "bystanders" in the organizations to become active and pour out their efforts and participation towards the attainment of a more effective and productive organization.

The second reason why training is deemed and perceived by various organizations nowadays to be important is because of the significant reason that it not only benefits the organization but also enables it to actively contribute to the development of the human capital and skills of its people. Since it is the role of employers to invest in the training and development aspects of their people, doing so not only enables the effective building of a successful learning organization but also allows the honing of individuals who will also be active and useful in the

society and the specific communities where they belong Goh (1998). The third reason why training is deemed to be very important by companies is because of the fact that it enables the establishment of a learning organization. A learning organization is believed to possess the best chance to succeed and thrive in the future especially in today's highly-competitive business era. As stated by Senge et al (1994) in the book entitled "*The Fifth Discipline: The Art and Practice of the Learning Organization*", learning organizations are the type of organizations wherein people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. Since markets from various industries are already saturated which gave rise to strong and tight competition among different companies, the only remaining effective source of competitive advantage for businesses is the establishment of their firms as true "learning organizations" Wright and Belcourt (1995).

The fourth reason why companies around the world consider training as important is because of the fact that it compels or forces employees to improve their own knowledge on top of what is being taught to them in the training programs provided by their employers. It motivates them to learn more and encourages them to become more effective and productive due to their increased awareness on their roles and functions in the organization and how these contribute to the further success of the entire company. Through training,

employees also perceive their importance and indispensability to the organization because they know that the company heavily invests for their learning and knowledge and shares with them the important goals and visions that the company intends to attain through their active participation Bartel (1995).

And the fifth and final reason why companies perceive the importance of training within their organizations is because based on experience, training has the capacity to not only increase the knowledge, skills and competencies of their employees but also improve the services that such employees offer the organization. Apparently, training plays a crucial part in organizational development which any other processes cannot achieve as it is only with training that employees become more involved and motivated to deliver even beyond company expectations Porras and Berg (1978). Because of training, the productivity of organizations increases because each employee is able to function effectively as compared to employees who did not undergo training and have a high tendency to be inefficient and ineffective at work De Silvia (1997).

### **3. Types of Training**

With regard to the types of training that must be provided by employers to their employees, it could be either “internal” or “external” depending on the need of the organization and its employees. Nevertheless, the most common form of training is that which is provided “internally” as it is essential in the development and increased efficiency of a company’s own staff. When it comes to training

services, there are also a wide range of services that may be offered by companies which is also dependent on the main goal or objective of the firm in providing such training programs Wright and Belcourt (1995). In most cases, the main objective of training being provided to an organization's staff is intended to make the business' services more effective by means of more knowledgeable, trained and experienced staffs. This does not mean however that this is the only reason why companies provide training services as there are many other reasons why organizations adopt and utilize training programs such as for instance, to motivate their employees and increase their level of job satisfaction Bartel (1995).

There are on the other hand certain organizations which implement training programs in order to equip their employees with practical skills which may help them apply some practical knowledge to certain situations. This aim goes beyond the simple process of transferring knowledge as it involves the transfer of practical skills such as negotiation, human resource practices, policies and even methods to improve or enhance workplace relationships. Among the other reasons why organizations implement different training services include the following purposes: staffing, recruitment and induction, performance appraisal, motivation and leadership, employee retention and also salary and wage determination De Silvia (1997).

Regardless of the specific reasons why organizations implement training programs, the main factor that is being attributed to the organization's heavy

investment on training programs is the inevitable success, increased productivity and efficiency among employees and improved services that are offered by the company as a consequence of training them. Apparently, a successful implementation of training programs result to positive improvements on companies which are reflected in various ways but most commonly on the work performance and delivery of work performance of employees De Silvia (1997).

### ***B. Performance Concept (Worldwide)***

#### **1. Definition of Performance**

In an interesting article written by Walsh (2009) entitled “*Performance Management Tools and Training for Your Organization*”, the concept of performance in relation to organizational success in the worldwide context is emphasized by the author. In the said article, the concept of performance management has been defined as a set of activities which ensure that the specific goals of an organization are met consistently, effectively and efficiently by the assigned people. Under the concept of performance management is the underlying concept of performance of an employee, a department and an organization. Interesting, the field of performance management is said to be comprised of two different types of management. One specific aspect of it includes the view on the performance of a company in its entirety. This particular aspect includes an analysis on the effectiveness of managers and company heads in terms of reaching organizational goals. The second aspect or view on performance management on the other hand includes the system for evaluating

employees to enable them to reach the target goals of a company and ensure that it will perform better. In a typical performance management system intended for employees, it basically includes the following courses of action: 1.) work planning, 2.) goal setting, 3.) providing reviews and feedback, and 4.) rewarding employees Craig, Beatty, and Baird (1986).

## **2. Performance Management and Training**

According to Kumar (2005), the concept of performance management in relation to the concept of training basically refers to the important initiative that affects or impacts several important aspects of a business. Regardless of the length of years that the business has been established, training people/employees to improve performance management is still deemed to be very important by companies to ensure that all members of the organization are functioning effectively based on their specified job tasks and responsibilities Cardy, Dobbins and Carson (1995). Nevertheless, performance management may not be considered effective in the absence of proper tools and strategies that are necessary to be adopted by companies. In fact, every good performance management trainer is expected to seek the most appropriate tool that must be used by an organization Walsh (2009).

## **3. Performance Management and its Link to the Organization**

According to Robson (2005), the main reason why it is such a big deal for organizations to take note of the progress improvement of each person, group and

department within the company is because the performance of one person may dictate and influence heavily the performance of the entire organization. As such, the human resources management of every organization makes itself busy in an attempt to acquire accurate performance feedback with regard to how each of the individual organization members performs at work. Feedback is very important in measuring performance appraisal because it is another specific employee other than the one being assessed who can best provide evidence on how a particular employee performs at work, that is, if that employee is living up to the standards of the company or in underperforming. Feedback, therefore is a very critical element of the performance management process in its entirety. Feedback also serves as one of the most effective tools and strategies that companies may be able to use in order to evaluate, assess and measure the performance of a particular staff or employee in the organization (Tangen 2004).

But unlike any other systems that is part of human resource management, performance management is more than just a measurement tool or system that is used for identifying the work behavior and performance of the individuals, groups and departments in an organization. Performance management is also concerned with the creation of link or relationship between the employees' behavior and that of the attainment of the organizational goals. There is a very important path that needs to be examined which pertains to the link between the goals of an organization and the major decisions that an organization makes. And because performance management is a tool used to measure that, then it proves just how

important performance management is in terms of initiating change and improvement within the organization Robson (2005); Tangen (2004).

The reason why performance management may also be linked to improvement was for the simple reason that measuring performance drives performance. To put it simply, the act of measuring performance in an organization may already equate to improvement in the company as employees, work groups and departments become conscious of their work behaviors and achievements by which their job expectations are measured. Nevertheless, this is not the case in all organizations as there are still many cases wherein the employees in the organization, despite the performance management systems put in place, still lack positive exertion of efforts to improve their work behaviors. In these cases, performance management may be said to not effectively stimulating positive action in the organization Robson (2005); Tangen (2004); Mohyeldin and Suliman, (2003).

Given a number of significant linkages of performance management to the organization, it may be asserted therefore that performance management is more than just a simple process of quantification. It may actually be considered as a system that is capable of stimulating positive action for any organization. Nevertheless, despite its huge benefits, the managers of various organizations must also be aware that performance management systems as a measurement tool may also bring in some negative consequences especially if used incorrectly

and once applied in a wrong situation. The managers really have to study the organizational or workplace conditions first as well as analyze the system's potential negative consequences prior to adopting any particular performance measures to ensure its effectiveness Robson (2005); Tangen (2004); Mohyeldin and Suliman, (2003).

#### **4. Types of Performance Management Systems**

There are a number of classifications for performance measures that are typically used by organizations and these include the following: 1.) those relating to results such as outcomes/outputs, financial performance, degree of competitiveness and other measurable criteria and 2.) those relating to the determinants or the factors that drive the results such as the flexibility, quality of work, innovation, resource utilization and other criteria which all lead to positive outcomes and good performance Robson (2005); Tangen (2004). Given these two types of performance management systems, it may be asserted that frameworks for performance management may indeed be built on two different concepts: results or determinants.

In more practical terms, the different measures of performance that are commonly applied by organizations include the following:

1. The money or financial results that is usually measured through the gained profit of the organization
2. The input or output relationships or productivity

3. The quality of the work accomplished
4. The amount of innovation applied to the output and the adaptation to change
5. The effective management and use of available resources Robson (2005); Tangen (2004).

Eggert (1996) on the other hand argues that the most essential part of any performance management system has to include the following criteria:

- Objective standards of the input or the output.
- Objective standards of the quality of work produced.
- The average performance of all the workers especially those doing the same job.
- The agreed expectations of the manager or supervisor.
- The goals, values and overall culture of the organization Eggert (1996).

Fleming (1998) argued on the other hand that the attainment of effective performance management may only be fully achieved with good training and development programmes from the company. Any performance management system that aims to measure standard individual performance not only needs to have specific objective measures but also good training and development programs made available for each individual employee within the organization.

Admittedly, the tricky part with measuring the performance management of individuals is that it differs depending on the department and functions assigned to an individual. For example, employees assigned to work in the operations team are measured in terms of the quality, inventory, productivity, maintenance and performance to schedule as determined and evaluated by the managers assigned to the employees Robson (2005); Tangen (2004). For those employees working under sales and marketing, financial measures is oftentimes the gauge of performance of these employees. However, there are many firms who have experienced negative outcomes because of simply relying on financial measures to evaluate their employees work performance (Gunasekaran, Williams, and McGaughey 2005).

For this reason, it is advised that the managers must not rely solely on financial measures to assess the work performance and behaviors of their employees because this gives the management the wrong focus of measuring the financial consequences of the company's actions "yesterday" instead of focusing on the projections and forecast of "tomorrow's" performance. It would also be helpful for managers to set clear work performance targets that are not unfair for the employees. Instead of solely relying on cost and efficiency measures, managers may try considering quality, service and time factors/determinants in terms of measuring the performance of their employees (Gunasekaran, Williams, and McGaughey 2005).

By considering the determinants that are relevant indicators of the work performance of employees, in a way, this sends a good message to the employees that the company is utilizing performance yardsticks that are fair in assessing their performances at work with a special recognition of their efforts (Gunasekaran, Williams, and McGaughey 2005). As Crosby and Bryson (2005) mentioned, managers and leaders of organizations need to be the ones to serve as advocates for effective policies and programs that would promote empowerment and motivation among the employees in the organization.

#### **5. Benefits of Performance Management**

As for the specific benefits of utilizing performance management, there is no doubt that one of its most notable advantages is the effective delivery of operational and strategic tools. This is because in management the performance of an employee or an organizational system, improved organizational and business results would inevitably be achieved. As a matter of fact, apart from the operational efficiency benefit, other benefits in implementing performance management system also include financial gains on the part of the company. Performance management usually translates to the growth in sales, reduced costs, reduced project over-runs, decreased time in the implementation of operational and strategic changes, and the alignment of the organization's goals with the employees (Craig, Beatty, and Baird 1986). Aside from the financial

benefits of performance management systems, Daniels (1989) also emphasized that it also results to a motivated workforce.

One of the great benefits of utilizing performance management initiatives is a more motivated workforce which is usually under an incentive plan program to enable them to achieve their goals not just in short-term but also in long-term. In implementing performance management, employee engagement becomes improved since everyone is able to understand their individual contributions to the success of the organization. It also creates transparency in the achievement of goals within the organization. In addition, it increases the confidence of the employees on how the organization will treat and value them especially when they perform better at work (Daniels 1989). Lastly, performance management systems also lead to improved management control that enables firms to become more flexible and responsive to the needs of the employees and the entire organization. Performance management systems also display various data relationships and helps employees to comply with the policies and legislative requirements of the firm. In addition to this, it also simplifies the communication of strategic goals and provides a well-documented communication process (Daniels 2000).

In the worldwide context, performance management typically includes the use of various training tools as model for self-review systems as well as performance management programs. Such tools help organizations define some of its standard requirements apart from enabling the employees to become more

effective, efficient and competent. Afterwards, once the performance management training is completed, performance management also measures how much improvement among employees' productivity and efficiency has been achieved by the organization. Actually, there are many ways that performance of employees can be measured and one of these most effective means is the holding or conducting of the so-called "annual" performance evaluations on top of the quarterly or periodic assessments intended to gauge the performance of employees. However, there are certain organizations which still do not find these measurement tools to be productive and accurate because there have been some issues in the past that such tools are also being manipulated by certain managers and persons placed in high positions. Some experts on the other hand suggest that to counter such problems on the disadvantages of the said performance management tool, it must be combined with another form of self-assessment review or peer evaluation form as its second tool (Daniels 1989; Walsh 2009).

Walsh (2009) also adds that performance management may only be productive if facilitated by the right people within the organization. This is because performance management systems and tools are very much prone to manipulation and subjective judgments of people in the high positions and so certain biases and injustices may prove to be inevitable. To ensure the effectiveness of performance management tools and systems, it must be made available to all employees and the ones who will be in-charge of facilitating the performance management appraisal/evaluation must be the people in the organization who have proven their

unbiased judgment and non-discriminatory acts to their co-employees. They must be individuals with integrity and honest intent of improving the overall status of the organization and improving the efficiency and productivity of employees. Such is an example of a positive means of implementing the performance management system (Cardy, Dobbins and Carson 1995).

### **C. The Evolvement of Training**

According to Goh (1998) in his journal article entitled “Towards a Learning Organization: The Strategic Building Blocks”, the organizations’ move towards the creation of a learning organization that spells competitive advantage over its competitors, was one of the primary reasons why training as a concept has also evolved. In reality, there are many factors which influenced the evolution of training as a worldwide concept and that includes globalization and its impact on the way firms conduct their businesses, the sudden rapid increase in competition, the saturation of most markets in every industry, the continuous entry of new players in the market, the rapid changes in the demands and needs of the consumers and the response of the businesses to these innumerable market transformations. All of these seemed to have influenced the way companies operate and the way they deal with their employees (Thorne and Millard 1994).

For instance, according to Thorne and Millard (1994) due to the increased consumer sensitivity when it comes to the quality of the products and services as well as the heightened consumer expectations on the products they purchase,

greater pressure was passed on to the manufacturers' employees. They have since then required their employees to master their crafts and to improve their level of productivity and efficiency in terms of working and delivering company needs and consumer expectations. Hence, in consideration to the greater flexibility and innovation as two of the primary challenges among organizations in terms of providing the main consumer requirements nowadays, learning in the form of training has become more relevant today than it was before. In fact, the rapid environmental changes enabled companies to pursue and aim to become "learning organizations" (Wright and Belcourt 1995).

Apparently, the organizations that are best able to succeed and survive are those best capable of adapting to the changes required to survive in the current competitive market. Hence, survival and success, is destined for those organizations that are classified to be learning organizations. Employees are the real assets of any organization, hence the right employee training, development and education provides unlimited return on investment for the employer in increased productivity, knowledge, loyalty, and contribution toward the overall organizational success. Before, the so-called on-the-job training, also known as OJT which is the teaching of skills, knowledge and competencies that are needed to perform a specific job within the workplace and work environment, are not yet being utilized by firms. On-the-job training uses the regular/existing workplace tools, documents, equipment, knowledge and skills necessary for an employee to learn to effectively perform his or her job. But despite the things that it can offer,

OJT remained unutilized many decades ago because there has not yet been a demand for it. Training among employees before was not as necessary and as more importantly needed today than it was before which explains why the various training methodologies remained unutilized prior to today's modern century (Senge et al 1994).

In the present decade however wherein more and more companies begin to embrace the value of being "learning organizations", there has also been an enhanced need and capacity to learn, embrace change and adopt a culture of lifelong learning that goes beyond the simple and traditional form of training that occurs only every once in a while in a company. Apparently, in today's highly competitive global industry, there is no more room for a "once and for all" type of training which has been applied by many companies in the past. Such companies only implement training programs as a way of inducting and orienting new employees with regard to the policies and expectations of the company on them. In most cases, these types of training programs only occur once, during the time that an employee enters the organization and very rarely do companies offer follow-through training sessions. For this reason, employees only acquire learning once which makes the training and development of their skills and work competencies stagnant in the long run (Herisi and Khodabakhsh 2001).

This kind of scenario occurred in the past wherein globalization has not yet entered the picture and pleasing the customer was not yet a challenging task.

Little did the companies know that training is an investment in the company, the people, and the future. In addition, very rare companies adopted and implemented training programs that support the launch of new technologies, implementation of new procedures, or the transfer of knowledge. Training in the past was very simple, routinely and traditional characterized with very little innovation and may even be considered “uniform” among all companies. Moreover, very few companies made initiatives to invest on the creation of effective training programs that can transform “on-paper” benefits into an actual return on investment (Herisi and Khodabakhsh 2001).

According to Phillips (1987), it was only in the 1970s era that a whole new perspective about the importance of training and the means of executing training programs slowly emerged. It was also during this decade that new forms of training programs grew in number significantly alongside the rise in the concept of organizational development. In addition, the focus of training programs shifted from the individual employee to the entire organization’s effectiveness as a whole. Another characteristic of this particular decade is the sudden rise in the use of technological advancements in training programs such as the use of computers and videotapes. During the 1980s and 1990s, more changes and improvements in the way companies conduct training programs have been manifested. Such changes and transformations were further influenced by the various economic, political and social changes that had profound impacts on the way companies do business (Jacobs and Jones 1995).

This new decade of improved perspective on the value and role of training and development programs that occurred during the 1990s was characterized with an increased international competition as well as the need to effectively respond to technological changes and the changes in governmental regulations in relation to how employers must treat their employees. One critical aspect in the transition from the traditional and old view and forms of training was the entry of the use of computers which during the transition era became an integral part with regard to how companies and industries conduct their businesses. Apparently, as the use of computers became more and more essential in relation to the functions and roles of employees, many companies also utilized computers in launching new forms of training and development programs. Interestingly, one of the primary goals of companies in allowing employees to undergo training programs is to enable them to acquire the much needed computer skills and competencies that they need to accomplish their job functions. The critical transition period in the entire history of the evolution of training programs is undoubtedly made possible by the rise of technology, particularly the increased use of computers which allowed the creation of specially designed computer programs needed in imparting skills and knowledge needed to fulfill a host of specific tasks (Jacobs and Jones 1995).

In a separate article written by Carmichael-Brown (2011) entitled "*The evolution of training in the Information Age*", the author further emphasized that the use of computers did continue since the 1990s decade up to the present era. The only difference is that today's critical training development stage, known as the

Information Age, is characterized with an increased emphasis on collaborative learning as opposed to merely promoting organizational learning and development. Another difference between the 1990s decade and the present decade is that bigger investments are allotted to the training industry even amounting to US\$2 trillion in the United States alone. This is due to the fact that more companies are slowly realizing the value of investing and providing training programs to their employees in order to facilitate collaborative or blended learning. These past few years, the most notable trend in companies is the acquisition of a more diverse workforce that may be able to bring in various forms of new knowledge and learning that would benefit the entire organization. Aside from this, more companies are also investing on the so-called “multi-faceted” training approaches in order to attain the companies’ required and expected return on investments. In the succeeding years, it is believed that newer forms of training and development programs will be created with a special application and emphasis on web-based learning.

#### **D. The Evolvement of Performance Management**

According to George (2007), it is not only the concept of training that underwent major transformation and evolution throughout the past decades but also the concept of performance management. Interestingly, the evolution in the concept of performance management was something inevitable because the performance of employees and the standards set to attain the expected level of efficiencies of employees change constantly. Depending on the demand and

consumer expectations and the rate of competition in the industry within which the company belongs, the level of evaluation and assessments done to measure an employee's performance is determined. Nevertheless, performance appraisal and other forms of performance management systems continuously change in as rapid as each year depending on the strategic goals of an organization and the aims of the company in evaluating their employee's work performance.

The Management Study Guide (2011) states that the very concept of "performance management" actually gained importance beginning the times when the competitive pressures in the global and domestic marketplace started increasing. In line with these changes in the marketplace, various organizations and firms felt the strong need to introduce a more comprehensive form of performance management process to be incorporated in their business systems for the further improvement of the performance effectiveness and overall productivity of their employees.

In line with this particular need, the performance management process throughout the past years managed to evolve in several phases. During the first phase, this was described as the beginning and introductory phase of the performance management system. It was during this phase which occurred in the 1960s that the performance appraisal systems have been put into practice. Also, during this period, the so-called "Annual Confidential Reports" also known as the "Employee Service Records" in certain companies served as the main means for

companies to control their employees' behaviors as well as gather substantial and accurate information with regard to the performance of their employees. During this time, any negative remarks or comments on an employees' ACR or ESR are used against the employees adversely affecting the employees' prospects for career growth (Management Study Guide 2011).

Using the ACR or ESR, employee assessments were accomplished for ten specific traits on either a five or ten-point rating scale. The traits under which employees were assessed using the ACR or ESR include the following: leadership, punctuality, job knowledge, sincerity, loyalty, dynamism and others. The tricky part about the use of ACRs and ESRs is that any negative records or remarks on employees are not made known to them as strict confidentiality is maintained throughout the entire process of employee evaluation. Because of the lack of transparency and feedback system for the employees, this kind of traditional performance management system led employees to be "in the dark" and clueless about whether or not there is hope for them for a new and a more improved career in the company. As a result, this old performance management system suffered many drawbacks and negative impacts on the employees' job performance (Management Study Guide 2011).

During the second phase of the evolution of the performance management system, the phase continued beginning the late 1960 until the early part of the 1970s decade and one of the key milestones of this phase was the inclusion of

“direct communication” to employees such that whatever negative remarks have been incorporated in their specific performance reports, all of these information were communicated directly to the employees in order for them to take corrective actions and overcome their work deficiencies. In this relatively new process of evaluating the employees’ work performance, the assigned reviewing officer possessed the discretionary power to overrule the ratings given to the employees by the assigned reporting officer. In this instance, the employees will only be able to get a formal written communication on their specifically identified areas of improvement once the rating for any of their specific traits acquired a 33% below average rating (Management Study Guide 2011).

In the third phase of the evolution of the performance management system, the old term for ACR was permanently replaced with the term “performance appraisal”. Also, one of the most critical changes that were introduced in this particular stage was the employees’ permission to describe and give their own views on their accomplishments through a form of a confidential performance report. In this new phase, employees were allowed to illustrate their achievements through a so-called “self-appraisal” form by the end of each year. On top of this major change in the performance management system, other new components have been inputted by the organizations intended to measure the level of productivity and work performance of an employee that are more quantifiable or measurable in the aspect of evaluation. In fact, many organizations even introduced new additional sections on the appraisal forms of their employees. The

only thing that was maintained was the confidentiality element which continued to be “control-oriented” rather than “development-oriented” (Management Study Guide 2011).

In the fourth phase of the evolution of the performance management system which began in the mid-1970s era, the origins of development was derived from India as the most prominent business tycoons such as Larsen & Toubro and the State Bank of India introduced other appreciable performance management reforms in this particular field. Also, in this phase, the performance appraisal process was described to be more “development-driven”, “target-based (performance-based)”, “participative” and “open” instead of being treated confidential. The new performance management system in this phase also focused on the specific aspects of review and development and performance planning of specific employees implemented through a new methodical approach. In the new process, employee being appraised and the reporting officer makes a mutual decision on the key result areas by which the employee’s performance will be measured in the beginning of the year and after a period of six months. Throughout the review period, different issues such as the factors that affect the performance of an employee, his or her training needs, new targets including the content of the ratings scale are discussed in great detail with the employee in a positive and collaborative environment. What is notable about this particular phase is that it served as a welcoming change in the entire realm of performance management as many organizations managed to introduce a new means of taking

care of the different developmental issues in the organization (Management Study Guide 2011).

And finally, in the fifth phase of the evolution of the performance management system, this was characterized with a more mature means and approach of handling the employee's different issues in the company. In addition, this phase is more performance-driven with an emphasis on the planning, improvement and development of every employee and their contributions in the organization. In addition, utmost importance is also attributed to culture-building in this specific phase as quality circles and team appraisals are established in terms of evaluating the employee's overall productivity in the company (Management Study Guide 2011). Until today, the performance management system is still continuously evolving and it is to be expected that in the near future, a more transparent and objective performance management system will be developed.

#### **E. Training & Self-Rated Performance Strategy**

Prior to the emergence of the concept of self-rated performance, many organizations have incorporated into their systems, the concept of self-managed development which actively encourages their employees to exercise more control and responsibility for their own development. This concept recognizes and further strengthens the fact that people are the most important assets in the organization and must therefore be given independence and autonomy to manage their own development. By definition, self-managed development refers to the process by

which a person takes responsibility and total control of his own development (Dent 1999).

Since the employees play critical roles in every organization, they must be given some amount of control in terms of the changes in their career patterns, both from the individual and organizational perspectives. Also, employees must be given more rigorous measures of their performance. They have to be given less predictable career paths in order for them to decide fully which path they would go to and take. They have to also have a certain amount of control on their job security and their specific organizations must be able to reassure them of that (Dent 1999).

However, the real question is that of why organizations are applying the concept of self-performance and why are individuals being encouraged to develop their own set of managerial capabilities and skills. Apparently, there are significant reasons for the continuous development of the self-management concept in organizations and these include the following:

- a.) the need to move from the “specialist” perspective to the “generalist” perspective in order to allow an individual to have a more holistic view of the entire organization.

b.) the need to develop exceptional people skills and processes that are important in organizations such as interpersonal skills, influencing, negotiation, team working, communication and many other relevant skills.

c.) the need to hone and increase the leadership abilities and skills of employees as well as enable them to cope with changes in the workplace environment and face the complexities of their jobs.

d.) and finally, to be able to gain more sensitivity to the cultural diversity and differences surrounding them.

Given the usefulness of encouraging the development of self-management among employees and enabling them to exercise autonomy and freedom to manage their own work performances, certain performance manifestations developed over the years such as the use of self-rated performance Motowidlo (2007).

According to Motowidlo (2007), self-rated performance is quite common in today's business world given the many changes and improvements in performance management systems over the past decades. The wonderful thing about self-assessment in the form of self-rated performance is that it offers an opportunity to employees in order to contribute to the reviews of their individual work performance. In addition, it also serves as a test and a guide for people in order to accurately and effectively assess themselves as well as advocate

themselves for better pay, career opportunities and growth as well as promotions that are available in the company without them asking or begging their employers to provide them these things. Nevertheless, self-rated assessments must be well-written and must be able to emphasize or highlight the strong points and contributions that as employees, they were able to provide their employers. It must also be realistic and must be truthful because regardless of the positive self-rated performance of employees if the employers see their performance in the exact opposite manner with the way they described it, their employers still would not buy their claims.

Many companies nowadays allow their own employees to self-rate themselves and conduct reviews or assessments based on what they have accomplished so far, that is, either in an annual or a semi-annual basis. But of course, not all companies utilize self-rated assessments because not all companies prefer the assessments to come from the employees' themselves due to the strong possible biases and exaggeration on the work assessments. There are on the other hand certain companies which guide the self-assessment process of their people by providing them specific questions to help their staff decide on how to answer or rate their work performance given a certain period of time. There are also some companies which intentionally do not include a "self-assessment" portion but provides an opportunity for employees to sign in direct agreement with the reviews conducted by the other people in the organization such as the Human Resources Manager or their own managers and supervisors. Such companies

only provide space for commentaries and options for not signing the agreement if they feel that the review was not conducted fairly. But, all employees are being encouraged to either sign such non-self assessment forms either expressing their agreement or non-agreement with the contents of the review and stating the reason why they agree or do not disagree (Motowidlo 2007).

Vest, Scott, and Markham (2002) state that the increased popularity and usage of companies on self-rated assessment forms is one strategy for them to gain a more unbiased and fair employee assessment review on their staffs. In the past, there have been many instances wherein employees were abused and overpowered by their own managers and supervisors through their work performance assessment forms. Some of them were disliked by their managers and supervisors even though they are fulfilling their roles and functions at work which resulted to them not having promotions and career development opportunities for many years and not being properly given incentives due their hard work. Because of such injustices in the workplace, some companies adopted self-rated performance as a strategy to permanently dispel any form of abuse on their individual employees by the people in the organization who are in placed in higher positions of power (Kumar 2005).

Ellis-Christensen (2003) states that one of the reasons why self-rated performance assessments were adopted by many companies nowadays in a general context was because if the self-assessment sort of corrects at least part of

a recent work performance review conducted on an employee, it does not do so in a way that is “asserting” without proven evidence and “accusatory”. Instead, it clearly communicates the individual employee’s perception on how well he or she performed throughout a specific period. In many cases, sales representatives use self-rated performance assessment forms in order to prove and defend themselves. This is because there have been many instances in the past wherein employees were abused by their supervisors in a way that even though they have met their sales targets and goals, their own boss did not acknowledge their achievement. Hence, it is but right for them to defend themselves and correct “gently” the mistake in the assessment of their supervisor. Without utilizing self-rated performance assessment forms, sales representatives and any employee for that matter will not receive the due recognition and incentives that they deserve for doing such a hard work (Motowidlo 2007).

In many cases, facilitating the self-assessment work performance forms is very simple which serves as another reason why self-rated performance is used as a strategy by companies to monitor and evaluate the individual progress of their employees. The procedure simply involves companies asking employees to fill out their individual self-assessments prior to their supervisors or managers conducting a separate review. This is in order for the company to keep and maintain two records of an employee’s work performance within a specified period of time in relation to specific key results areas and company expectations. Through these two documents, the human resources specialists will be able to assess and gain

an understanding on the accuracy of the details of both the individual employee who rated himself and the supervisor who conducted the review. Supporting evidence will also be weighed either in favor or not of the individual employee. Regardless of the amount of claims of the individual employee on the self-rated performance form, he or she must be able to provide evidence to the validity of such claims (Ellis-Christensen 2003).

Contrary to the beliefs of some people, self-rated performance is not always positive or in favor of the strengths and accomplishments of an employee. In some cases, self-assessment forms may require employees to also enlist the areas which they think are their weakest and needs significant amount of improvement. In other instances even, employees may be required to enlist all the negative things and failures which they were able to commit at work including certain issues and challenges which they were able to encounter and how they managed to turn those negatives into positives. Of course, employers will not believe employees which did not encounter any troubles and challenges in their work areas no matter how much employees deny it. In most cases, employers even appreciate it more when their employees truthfully answer and evaluate their work performance as this reflects their willingness to change and improve further their work accomplishments (Ellis-Christensen 2003). Nevertheless, while self-rated performance review forms provide periodic written evaluations on an employee's individual work performance that is within the context of the on-going performance management process, there are still other forms of strategies that companies

adopt in order to properly assess the work performance of their employees and that is through various training strategies (Kumar, 2005).

According to Walsh (2009) even training is now being used as a performance management method or program by many companies. In conducting training programs, most companies use various self-rated performance systems and models of standards that help organizations define a certain set of work standards that are unique to the company or the firm. Based on the experiences of many companies, these tools help employees become more effective, efficient and competent because these tools have the capacity to accurately measure the performance of their employees. For instance, if a company holds a training program intended for the enhancement of the management skills of managers and supervisors, this may be achieved in a variety of ways which may still be in line with the materials, equipment and most importantly the goals of the company. And then, once the training sessions are completed, various tools intended to measure the performance of employees in all levels may be utilized.

One of these tools to measure employee's effective work performance is in the form of annual performance evaluations which has the capacity to gauge how all employees performs throughout the year. The only issue with this specific tool is that it is mostly viewed by companies to be counter-productive. Also, some experts even combine this form of self-assessment method with other forms of reviews which helps individual employees to also monitor themselves at any given

time, providing them somewhat their much needed help to be able to manage their work more effectively based on the standards of measure by which they are being reviewed. Another type or form of tool that is used to manage the performance of employees is conducting regular meetings. Many organizations actually possess the habit of only meeting the senior staffs which works, in most cases, for the disadvantage of companies as they tend to neglect their subordinate staffs and employees. The only tricky part in this requirement is that in order to effectively manage the performance of all employees, all staffs must be constantly invited if possible in order to make them feel valued and important. In doing this, the firm will be able to conduct an overall assessment of the organizational progress of the company in its entirety as all facets of the organization will be assessed and managed and all employees will be reviewed and evaluated in terms of their performance (Walsh, 2009).

#### **F. Training & Self Rated Performance in UAE Free zones**

According to Ellis-Christensen (2003), many companies around the world use self-rated performance evaluations as it is designed in order to facilitate a constructive and smooth flowing discussion between the employees and managers in order that the performance objectives, employee expectations and the strategic goals of the entire organization will be communicated to them effectively. In addition, self-rated performance evaluations are also used by companies in order to give feedback regarding the employee's overall performance in relation to his or her demonstrated, skills and behaviors within a

specified period of time. This also provides a framework for identifying the employee's development plans which would serve as the main basis for any incentive, bonuses and even merit increase decisions for employees. All managers and employees are recognized as responsible in terms of the completion of a yearly performance review as part of their ongoing performance discussions.

In the context of the UAE however, training and self-rated performance especially in the so-called "Free zones" is very much different. According to Hejmadi (2004), there are certain regulations in the UAE Free zones with regard to the human resources aspect. As it is known, the UAE Free zones has a so-called "free zone model" that proves to be an extraordinary mechanism in accelerating the area's economic development. Also, the Free zones area, also called, the Special Economic Zone is a geographical region that has a set of economic laws that are far different from that of a country's typical economic laws and usually has the goal of increasing foreign investment. At present, there are about 25 locations in the UAE that are included in the UAE Free zones and these are the following:

- **DUBAI:** Jebel Ali Free Zone, Dubai Metals and Commodities Centre, Gold &Diamond Park, DUCAMZ, Dubai Aid City, Dubai auto parts City, Heavy Equipment & Trucks Free Zone, Mohammad bin Rashid Free Zone, Dubai Internet City, Dubai Media City, Knowledge Village, International Media Production Zone, Dubai Industrial City, Dubai Health Care City, Dubai

Humanitarian City, Dubai Airport Free Zone, Dubai Silicon oasis, Dubai Carpet Free Zone, Dubai Flower Centre Free Zone, Dubai Textile Village.

- **SHARJAH:** Airport Free Zone, Hamriyah Free Zone
- **AJMAN Free Zone**
- **RAS AL KHAIMAH Free Zone**
- **UMM AL QUWAIN Free Zone**
- **FUJAIRAH Free Zone**

Within these Free zones areas, any firm which intends to establish training centers must be able to submit a completed application for to all Free Zone authorities in order that they may be able to study how the training sessions will be conducted, who will benefit from it. When it comes to treating employees, the UAE Free Zone area is very strict as they strictly uphold the labor regulations. In fact, even required to be included in the total wage packages of employees are the accommodation, travel, medical insurance and any other benefit such as training programs that all staffs must be able to acquire from their employers. In the UAE Free zones, these practices are considered to be significant even by the authorities in terms of protecting employee rights. Allowances and wages of employees are also distinctly identified and specified in the employee labor laws in the UAE Free Zone and these are very strictly distinguished from other additional benefits, usually in the form of training that an employee may receive from his employer throughout his entire stay in the company. As what is seen in the UAE Free Zone employment, everything is pretty much calculated for the benefit and

protection of the employees themselves and anyone, even companies, which intend to violate these laws and policies do not have a choice but to be made answerable to the authorities (Klebanoff 2008).

Although it is stipulated in the laws of the UAE Free Zone that it is under the employer's discretion should they decide to provide additional bonuses and non-monetary incentives to their employees in the form of training programs, this does not mean that firms in the area will not do so. This is because the UAE Free Zone is actually very aggressive when it comes to promoting economic development in the area which is why all companies are being encouraged to do their part of enhancing the quality of learning, knowledge and skills of their employees. When it comes to the application of self-rated performance evaluation, these are left under the discretion of the companies facilitating such improvement and development initiatives in the company. Regardless of the evaluation and work performance assessment that companies use, all firms are still required by the UAE Free Zone Authorities to practice equality and pursue improved work performance among employees which is deemed to be the secret to companies' success. However, regardless of the results of the self-rated performance evaluations, companies are obliged by the law to provide their employees their due compensations and other pay that must be given to them (Klebanoff 2008).

## **G. Critical Success Factors**

As for the critical success factors of utilizing and implementing training and self-rated performance as the main strategies for organizations to increase the efficiencies, effectiveness and level of productivity of their employees, Disque (2011) states that there are certain things that companies need to know, understand and do. Interestingly, accurate and effective knowledge on the proper implementation of training and self-rated performance as strategies will surely benefit companies and some of these include the following:

1.) *Enabling a more fun and interactive training program.* Not all training programs are as effective as people perceive them to be. One key to ensure its effectiveness is to keep up the interests of the participant employees in the said training programs which can only be achieved by transforming them into fun and interactive programs. For instance, it is very critical that employers nowadays use web-based or e-learning tools in implementing their training programs because interactive computer programs will definitely maintain the high level of interest and attention of employees as compared to other traditional forms of training program. Nevertheless, it is also very critical to test the employees' knowledge on the training program through quizzes and short knowledge assessment check-ups. It is very important that employers and training facilitators ensure the 100% attention and interest of employee participants to maximize the

benefits of the program and afterwards, motivate them to further increase their learnings and knowledge (Disque 2011).

2.) *Training programs must be consistent and ongoing.* One of the biggest mistakes of many companies is that they make their training programs only last for a short period of time and even implement them one time and only during the first time that an employee ever enters a company. The fact is that trainings must be conducted periodically and must also be ongoing which is a very critical factor that will allow all employees and businesses to benefit from it fully. The reason why most businesses and employers fail to maximize the benefits of training is because they spend a relatively fair amount of time doing it apart from their very few investments which do not really make a big difference (Disque 2011).

3.) *Training must include knowledge transfer.* This is another critical factor that determines whether or not a firm or a company would be able to maximize the reaping of benefits in training. Knowledge transfer is indeed very essential from top to bottom or from higher-level employees to lower-level employees because this would allow the total alignment in the pursuit to achieve the company goals in the organization. Without using training programs as a means to transfer useful knowledge in the organization, learning will stop and the organization will become stagnant. As stated by the experts, all employees in the bottom level of the organization must not

simply act as passive observers but also as active co-workers who possess the capacity to improve and influence the overall behaviors in the firm (Disque 2011).

4.) *Training must be up-to-date.* All training materials, tools and equipment used by company employees to acquire knowledge and information about the company must be consistently updated. This is because if any old or obsolete information will be passed on to employees. Employers will definitely find it such a huge waste of time, money and effort to have even conducted such training programs. Content of the training program is therefore very critical as any outdated material and information shared to the employees will create negative impacts on the way employees would execute their job tasks. For this reason, it has to be made sure that only the latest information will be included and disseminated to all employees (Disque 2011).

Another critical success factor in utilizing and implementing training and self-rated performance as the main strategies for organizations to increase the efficiencies, effectiveness and level of productivity of their employees is communication. To be more specific, effective communication is a very important ingredient that is needed to implement training and self-rated performance in any and every organization (Misteil, 1999). By definition, communication pertains to the knitting process that holds the entire organization together. This process

strengthens the unity and oneness of the members of the organization and therefore serves as the greatest influence in relation to organizational effectiveness (Misteil, 1999).

However, communication is not easy to be facilitated. For one, communication needs a lot of effort as well as sensitivity to the employees on the part of the management. Another challenge about communication is that it cannot be perfected no matter how hard the organizations try as there would always be certain factors that would get in the way of the communication process, that is, either having poor listeners or having poor communicators. It is because of these difficulties that serve as the main reasons why many organizations easily quit when it comes to improving their communication systems (Misteil, 1999).

What these organizations do not know on the other hand is that they are missing the most important success factor in any business. Without effective communication internally and externally, it is impossible for any organization to become successful in the same way that it would also be impossible for organizations which consistently tolerate low standards of communication in their businesses (Misteil, 1999). On the other hand, the authors Mohyeldin and Suliman (2003) take a different view on the importance of communication in the context of performance management and self-rating. It has been identified that in order to determine the strengths and weaknesses of a specific performance management system, the employees need to communicate. If the employees are not afforded

the opportunity to communicate and express their views on their own performance, then most likely, their perception of their job and function would suffer (Mohyeldin and Suliman 2003).

Another important view of Mohyeldin and Suliman (2003) is that the whole point of having a self-rated performance rating system is setting goals for the improvement of the system by means of communication. Employee self ratings prove to be at its most effective state when communication is facilitated effectively as it is only through a proper exchange of information among the employee and the management that improvements in the system are attained. But not only that, employee self-rated performance may also serve as a credible and valuable source of information regarding the overall performance of the organizational members from the top to the bottom. And it is for this reason that many organizations adopt the self-rating system in order to gather information on the status of the employees in the company in terms of them meeting the expectations set by the company for them.

### **Summary of the Chapter**

As a summary, this particular chapter critically discussed all about the related literatures found on the dissertation topic about training and self-rated performance in the context of UAE Free zones. In the first part of the literature review, the researcher was able to define the concept of training as “the process of equipping employees in order for them to translate and execute a certain

knowledge and information into practice intended to achieve the organization's goal of increased productivity and effectiveness". Apparently, there are quite a number of reasons why organizations use and implement training programs as well as why training is deemed important by companies. Among these reasons include the organization's goal of effectively facilitating shared vision in the organization from the employers (top) down to the employees (down). Another reason is that it enables companies to actively contribute to the development of the human capital and skills of its people. The third reason why training is deemed to be very important by companies is because of the fact that it enables the establishment of a learning organization and it also compels and forces employees to improve their own knowledge on top of what is being taught to them in the training programs provided by their employers. In the first part of the literature chapter, it was emphasized just how important training is in relation to the performance improvement of companies and its employees.

The second part of the related literature chapter included a discussion on the concept of performance in relation to organizational success in the worldwide context. Based on the literatures gathered, the concept of performance management refers to the set of activities which ensure that the specific goals of an organization are met consistently, effectively and efficiently by the assigned people. In today's modern context, the concept of performance management is centered to critically review the performance of a company in its entirety and not just in an individual employee basis.

The third part of the related literature chapter presented a discussion on the organizations' move towards the creation of a learning organization that spells competitive advantage over its competitors. Apparently, globalization serves as one of the critical transition factors which enabled the swift shift of organizations from the old obsolete form to a new and more methodical form that uses technology as its main form to facilitate the training process. Other factors identified to have critically influenced the transition and evolution of training are the sudden rapid increase in competition, the saturation of most markets in every industry, the continuous entry of new players in the market, the rapid changes in the demands and needs of the consumers and the response of the businesses to these innumerable market transformations.

The fourth part of the related literature chapter on the other hand presented the evolution or evolvement of the concept of performance management which was something proved to be inevitable because the performance of employees and the standards set to attain the expected level of efficiencies of employees change constantly. Apparently, it is not only the concept of training that underwent major transformation and evolution throughout the past decades but also the concept of performance management and the changes in the performance of employees and the standards set to attain the expected level of efficiencies of employees change constantly. And finally, in the last part of the literature chapter, the concepts of training and self-rated performance in the context of the UAE has been discussed with additional information the UAE Free zones' "free zone model"

that proved to be an extraordinary mechanism in accelerating the country's economic development. Also, the critical success factors for the effective implementation and utilization of training and self-rated performance strategies has been discussed in this chapter.

Indeed, all the details contained in this chapter attest to how the concepts of training, performance management and self-rated performance have continuously evolved over the past decades and how these concepts have made significant impact on the organizations and their employees in the present era.

#### **H. Research Questions**

In line with the dissertation study's main goal of discussing in detail the concepts of "performance/self-rated performance" and "training" within the context of the UAE Free zones, the main research question that the study will pose is "*what is the relationship between training and self-rated performance and how does this affect the performance of companies and organizations in the UAE free zones?*". Aside from this research question, other important research questions have also been identified by the researcher and these are the following:

- 1.) What is the concept of training in the worldwide/general context? How does it differ from the concept of training in the UAE free zones context?
- 2.) What is the concept of performance in the worldwide/general context? How does it differ from the concept of performance in the UAE free zones context?

- 3.) How would you describe the evolution of training? What were the factors that influenced the evolution of training as a concept?
- 4.) How would you describe the evolution of performance management? What were the factors that influenced the evolution of performance management as a concept?
- 5.) What are the different training and self-rated performance strategies being utilized at present by the different companies in the worldwide context? Are they effective or not? Why?
- 6.) What are the various training and self-rated performance strategies being utilized at present by the different companies within the UAE Free zones? Are they effective or not? Why? And finally,

What are the most critical success factors which serve as the key for the effective implementation of the different training and self-rated performance strategies among companies?

## CHAPTER III

## **RESEARCH METHODOLOGY**

### **3.0. Chapter Introduction**

This dissertation study basically aims to discuss the relationship between the concepts of training and self-rated performance within the context of the UAE free zones area. With specific reference to the companies and organizations in the UAE free zones, this study will revolve around the exploration and validation on whether or not there was indeed a positive relationship between training and self-rated performance as well as the other dimensions or areas of assessment on the workers' performance such as their understanding of work duties, work skills, work enthusiasm, quality of work, quantity of work and readiness to innovate. Moreover, this dissertation study will validate the seven identified hypotheses for this research indicating the assumption of a positive relationship between training and the other critical dimensions or areas of assessment on the workers' performance. After gathering many details on the collated and gathered research evidence from various sources such as journals, books, articles, weblogs and even highly authorized websites, this chapter would then highlight the research design, locale of the study, respondents and research instruments.

### **3.2. Research Design**

In the first phase of the research study, the researcher was able to successfully gather and compile a list of related literatures which comprised the literature review section in this particular dissertation paper. Afterwards, the

second phase of the qualitative study was conducted. This merely involved a combination of descriptive and exploratory types of qualitative studies which were conducted using the floating of survey questionnaires and the series of interviews which were conducted with the chosen respondents. A survey questionnaire which contained the sets of questions relevant to the study was devised. The survey questionnaire basically contained two parts: the first part was intended for the pre-screening of qualified respondents. It basically includes basic questions on the respondents' demographics (sex, age, geographical location, nationality, civil status etc.) while the second part of the research questionnaire involved questions probing on the respondents' perceptions, views and attitudes on the relationship between training and self-rated performance in the context of the UAE free zones area. Both the floating of the survey questions and the conducting of the interview process were held on the specific locale or settings where the respondents felt most convenient in due to their extremely tight schedules. The researcher himself proposed a schedule with the chosen respondents, sent them a pre-invitation and confirmed their participation in the survey and the interviews based on their most preferred schedule and venue.

### **3.2.1 Cross Sectional Design**

According to Olsen, C. and St. George, D. (2010), the cross-sectional study design is one of the most commonly applied study designs in research and dissertation studies. This is because this particular type of provides the freedom for the researcher to conveniently and freely collect data from the

respondents. Another advantage of utilizing a cross-sectional study design is that it allows the data to be collected to directly answer the research questions of interest. The main reason why it was called cross-sectional was because the data or information about A and B which are gathered only represent what is going on at only one point at a specific time. In this dissertation study, the researcher utilized a simple cross-sectional study in an attempt to determine whether or not there is indeed a positive relationship between training and the self-rated performance or the individual performances of the respondents in various organizations in the UAE free zones area.

In this dissertation study, it was assumed earlier that there was indeed a positive relationship and impact between training and the other dimensions of assessing work performance such as understanding of work duties, work skills, work enthusiasm, quality of work, quantity of work and readiness to innovate. Hence, in using a simple cross sectional study design, the researcher came up with specific questions specifically asking/confirming or validating the relationship between training and each of the abovementioned dimensions for assessing work performance. Also, in the cross-sectional study, a simple survey questionnaire was devised and was distributed to each of the respondents. The survey questionnaire was one of the main tools used by the researcher in this dissertation study to facilitate effective data collection intended to ask questions on the specific research participants who engaged in the study. Aside from the use of survey questionnaire forms, the researcher

also utilized interviews in order to ensure the quality and accuracy of the responses of the study participants and this will be discussed in the next section.

### **3.2.2 Key-Informant Interviews**

Key informant interviews are defined as standard “anthropological” methods which are used widely in many social developments and simple research inquires. This particular method basically makes use of a rapid means of assessment intended for the gathering of data and significant information within a particular chosen community or study participants. The reason why the term was defined as “key informant” was because it may refer to anyone that has the capacity to provide detailed opinion and information based accordingly on his or her specific knowledge on a specific concerned issue. Basically, key informant interviews seek to obtain qualitative information which may be cross-checked and narrated with quantitative data, oftentimes a method referred to as “triangulation” (Whitman, C., et al., 2007). The main reason why the researcher chose to adopt this research technique was because it was qualitative in form and therefore provides many valuable insights and learnings that are not only relevant but also significant in order to be able to answer the research questions which this study intends to address. The key informant interviews were only conducted on specific respondents during their most convenient schedules and time.

### **3.2 Methods of Data Collection**

In this specific dissertation study on training and self-rated performance in the UAE free zones context, two types of data were collected and collated by the researcher and this included both primary and secondary types of data. The first type was the primary data which were gathered or collected by the researcher “first-hand” out of the respondents who participated in the study. Examples of these kinds of data are the ones collected from the survey questionnaire forms conducted on the study participants or the research technique conducted during the first part of the qualitative study. After conducting the key informant interviews from among the chosen study respondents, primary data were also collected and collated for further testing and validation of the data. In addition, all the significant data gathered from the primary sources of data were collated & compiled in a piece of document for future references and for validation of results by the researcher including other people who may be interested in conducting further studies related to this particular study. Basically, all the interviews and survey questions conducted among all the study participants were recorded, encoded as well as transcribed into a hard piece of document for documentation purposes.

The second type of data collected in this research study is called the “secondary data”. Secondary data are those information collected from various authoritative sources and references that were related to the research topic. Examples of these include the following: books, journals, magazines, newspapers, weblogs and organizations’ websites. In addition to these, the researcher also

consulted other thesis and dissertation studies that may be related to this particular study. All the secondary data collected by the researcher comprised the literature reviews and related readings section in this dissertation study.

As for the methods of collecting data, several procedures were employed and utilized by the researcher in this study. Since the study mainly involved qualitative and descriptive research, primary data were gathered through direct observations and direct communication to the respondents. These were facilitated through the collection and tabulation of the survey questionnaires data that were automatically inputted in the computers with statistical analysis softwares used in the study. The data collection procedures for the secondary data used in this study were either referred to by another author, browsed through the web or the internet by the researcher or a published thesis paper related to the study on training and self-rated performance. Overall, the facilitation of all the data collection procedures took around one month including the data analysis and compilation of the study results. It was estimated that the total amount of time spent in the process of gathering secondary data through archival research out of books, journals, magazines, articles and the web took two whole months while the total amount of time spent in the gathering of primary data such as the survey questionnaires and the interview method took three months. More specific details on the methods of data collection are enlisted below:

### **3.2.1 Self-Administered Survey**

During the planning process on how the dissertation study will be conducted, the researcher came to a realization on the difficulty and almost impossibility of gathering all the respondents in one place at a single time. This was because their time schedules and priorities were different and was mostly out of tune with the other respondents. For this reason, the researcher decided to simply conduct the distribution of survey questionnaire forms through mailing them out. Each of the survey questionnaire forms was mailed out to the individual respondents with the task of allowing the respondents to complete the questionnaires by themselves, a research technique called self-administered survey. The researcher was confronted with several methods on distributing the survey questionnaire forms such as through the Internet, fax, newspapers and mails. However to ensure that the survey questionnaire forms will indeed reach the respondents, the researcher chose the “mail-out” method to better facilitate the self-administered surveys and for easily collecting the data from the respondents.

### **3.2.2 Sample Selection**

The researcher of this dissertation study also adopted the sample selection method in order to avoid any statistical biases that may negatively affect the accuracy and credibility of the research results. Selection bias is the error that is usually committed by many researchers whether individuals or groups especially in taking part in conducting scientific and even simple

research studies. The reason why selection bias needs to be avoided is because it distorts the information being collected from the study samples and if that happens, there is a huge chance that the conclusions and recommendations drawn from the study may be in total error. Hence, using a simple random sampling, the researcher chose specifically which study participants will be included in the participants for survey and the participants for the key informant interviews.

### **3.2.3 Data Collection for Key-Informant Interviews**

The methods for data collection employed for the key-informant interviews included not only transcriptions of the actual interviews conducted but also any direct and unobtrusive observations that were critically recorded during the actual run of the interviews. The body language, facial expression, hand cues and other subtle movements of the body of each of the study participants were also analyzed in order to validate the truthfulness, accuracy and certainty of the information or data that they are sharing during the interviews. All these data were compiled in a hard piece of document for future references and archiving purposes.

### **3.3 Instrumentation**

This dissertation study will take a descriptive-explanatory qualitative research approach which will mainly employ two basic research strategies which are the survey questionnaire method and the interview method. Both methods are

in qualitative manners as the later method has basically depended on informing the interviewer ahead of time of the survey purpose and meeting them to discuss and fill out the same. The development of the instruments used in this study, specifically the survey questionnaires and the interview that were used, were by-products of the archival research that were gathered and studied in the first phase of this qualitative research study. The researcher was able to gather a lump-sum of related literature, readings and studies conducted in the past related to the topic, which the researcher read, studied and summarized one by one in order to successfully devise the research instrument. The first research instrument, the survey questionnaire, was basically divided into two parts. The first part consists of sets of questions on the respondents' demographics such as their age, geographical location, nationality, civil status etc. The second part of the questionnaire consisted of seven statements that inquired of the respondents' level of agreement on the thoughts raised in the questionnaire regarding the relationship between training and employee work performance as well as the relationship between training and the understanding of work duties, training and work skills, training and work enthusiasm, training and quality of work, training and quantity of work and training and readiness to innovate. Upon accomplishing the questionnaires, all the significant data and information collected were carefully inputted to the SPSS Program for the data analysis and interpretation. The methods of data analysis will further be discussed in detail in the succeeding sections of this dissertation study.

### **3.4 Methods of Data Analysis**

For this specific dissertation study, all the initial and final data gathered from the survey questionnaires and interview forms were compiled and inputted to the SPSS program as derived from the results of the four main tests conducted for this study. These are as follows:

**1.) Factor Analysis:** This specific test was used to check if the Training Scale is Uni-Dimensional or Multi-Dimensional. (*Please refer to the Appendices section for the research test outputs where it is clearly showing that it is a uni-dimensional scale and all questions scored under 1 factor*).

**2.) Reliability Test:** This specific test was used to check if the reliability of Training Variable, Performance Variable, and the Performance Factors in the study. (*Note: The researcher deleted some of the items in some of the factors to increase the Cronbach Alpha Value to 0.7 and above. Please refer to the Appendices section for the research test outputs*).

**3.) Correlation Test:** This specific test was used to check the level of the significance of the relationship between the variables and the factors. (*Please refer to the Appendices section for the research test outputs. The result attached shows that the relationship is highly significant*).

**4.) Regression Test:** This specific test was used to examine the validity of the hypothesis of this paper and the results for the same attached. Seven hypothesis

have been produced earlier and needed validation and they are as follows: HP1: Training has a significant relationship with Performance; HP2: Training has a significant relationship with Understanding Work Duties, HP3: Training has a significant relationship with Work Skills, HP4: Training has a significant relationship with Work Enthusiasm, HP5: Training has a significant relationship with Quality of Work, HP6: Training has a significant relationship with Quantity of Work, HP7: Training has a significant relationship with Readiness To Innovate

#### **3.4.1. Content Analysis**

Content analysis was also used by the researcher to analyze the results of the research. The researcher believes that content analysis is beneficial in this specific dissertation study as it identifies the main characteristics and relevance of each of the gathered data from the study.

## CHAPTER IV

## **RESULTS**

### **Introduction**

This chapter analyzes the results and summarizes the findings in the light of the data attained through the self-administrated survey as explained in the methodology chapter 3. The survey was constructed of three main parts, these were: part 1 to build a background of brief main information about the participants, part 2 was to analyze the training related factors, and part 3 was to examine the self rated performance. Data analysis was done through the SPSS program in order to test and validate the hypotheses that were constructed for the purpose of this dissertation. A number of tests were ran, these namingly are: Frequency Distribution Tables, Reliability Test, Correlation Test, Factor Analysis and Regression Tests.

### **4.1 Demographic Profile**

This is part 1 of the survey which consisted of eight main questions. The questions were mainly constructed to ask questions in reference to participants gender, age, marital status, educational background, number of years of experience in the current organization and the current position they were assigned to, and finally their educational qualification.

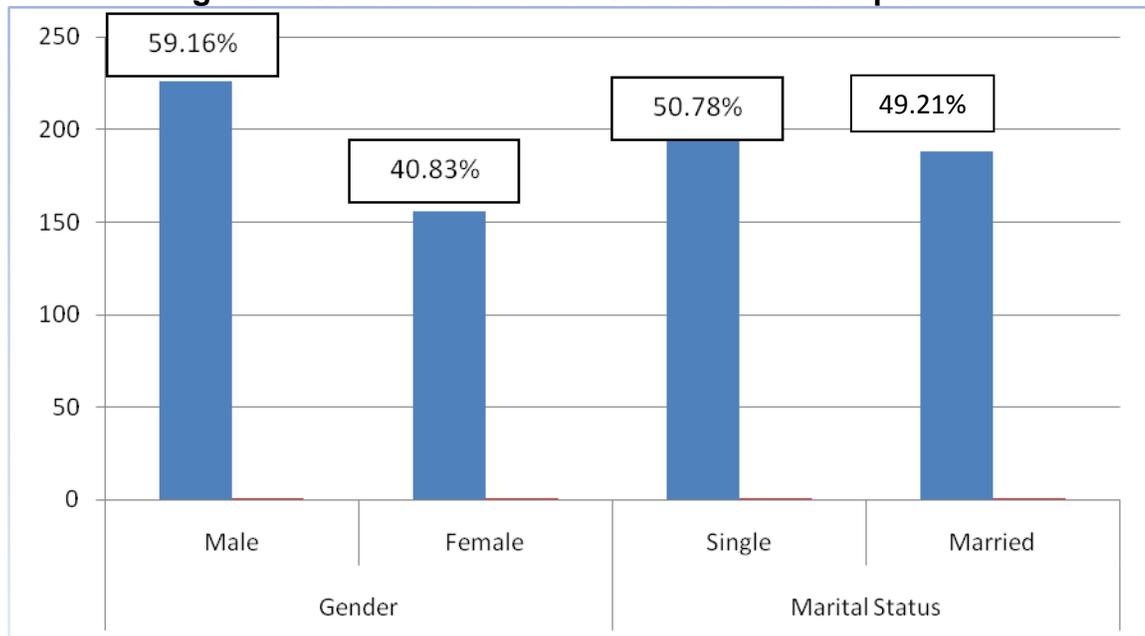
- **Gender and Marital Status:**

Table 1 and Figure 1 below show the classification of the respondents in terms of their gender and their marital status. Out of 382 samples of the respondents, 226 of the respondents are males (59.16%) and 156 are female (40.83%). As seen, the number of male respondents is higher than the female respondents; this may therefore slightly influence the outcome of the study because of factor that the skills and perception differs from male and female respondents. Moving to the marital status, the sample comprises 194 single respondents and 188 married.

**Table 1: Gender and Marital Status of the Sample**

Demographical Characteristics		Count	Percent	Total
<b>Gender</b>	<b>Male</b>	226	59.16%	382
	<b>Female</b>	156	40.83%	
<b>Marital Status</b>	<b>Single</b>	194	50.78%	382
	<b>Married</b>	188	49.21%	

**Figure 1: Gender and Marital Status of the Sample**



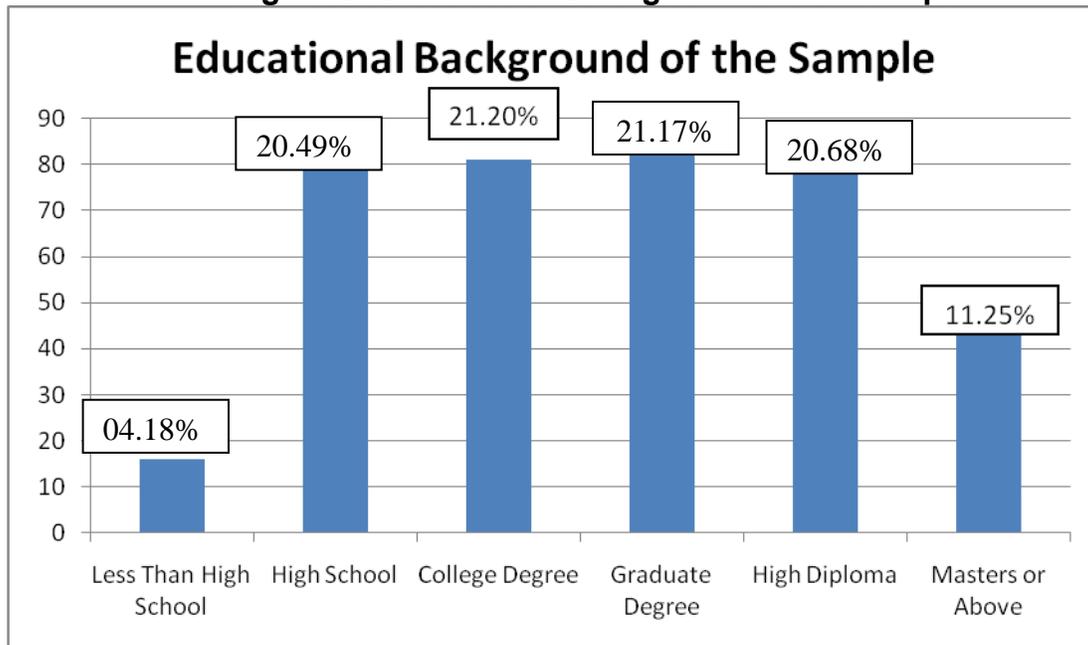
- **Educational Background**

The distribution of the respondents in terms of the educational background shows that almost 286 of the respondents 74.3% (286) hold a higher degree wither it is a college, graduate, diploma or masters degree. Whereas only 96 (25.12%) respondents hold a high school or lesser degrees. (Refer to Table 2 and Figure 2).

**Table 2: Educational Background of the Sample**

<b>Educational Background</b>	<b>Count</b>	<b>Percent</b>
<b>Less Than High School</b>	16	04.18%
<b>High School</b>	80	20.94%
<b>College Degree</b>	81	21.20%
<b>Graduate Degree</b>	83	21.17%
<b>High Diploma</b>	79	20.68%
<b>Masters or Above</b>	43	11.25%
<b>Total</b>	<b>382</b>	<b>100%</b>

**Figure 2: Educational Background of the Sample**



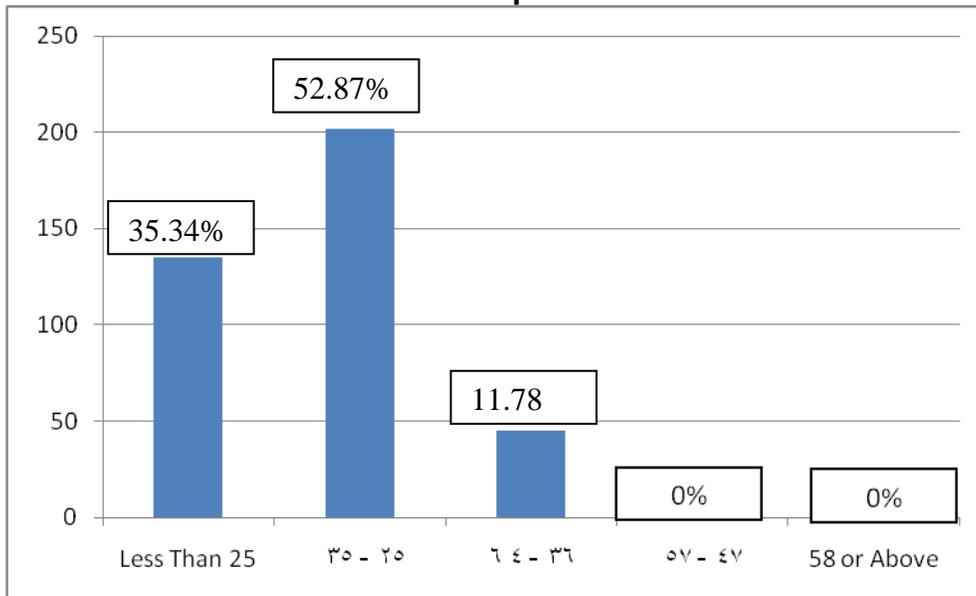
- **Age Distribution:**

Table 3 reveals the profile of the respondents with respect to age. Majority of the respondents belong to the range 25 - 35 (52.87%) while age less than 25 ranked second (35.34%). In addition, minority of the respondents were from age 36-46 which is 11.78% of the total sample. Figure 3 show the illustration of the distribution of sample.

**Table 3: Age Distribution of the Sample**

Age	Count	Percent
Less Than 25	135	35.34%
25 - 35	202	52.87%
36 - 46	45	11.78%
47 - 57	0	0%
58 or Above	0	0%
<b>Total</b>	<b>382</b>	<b>100%</b>

**Figure 3: Age Distribution of the Sample**



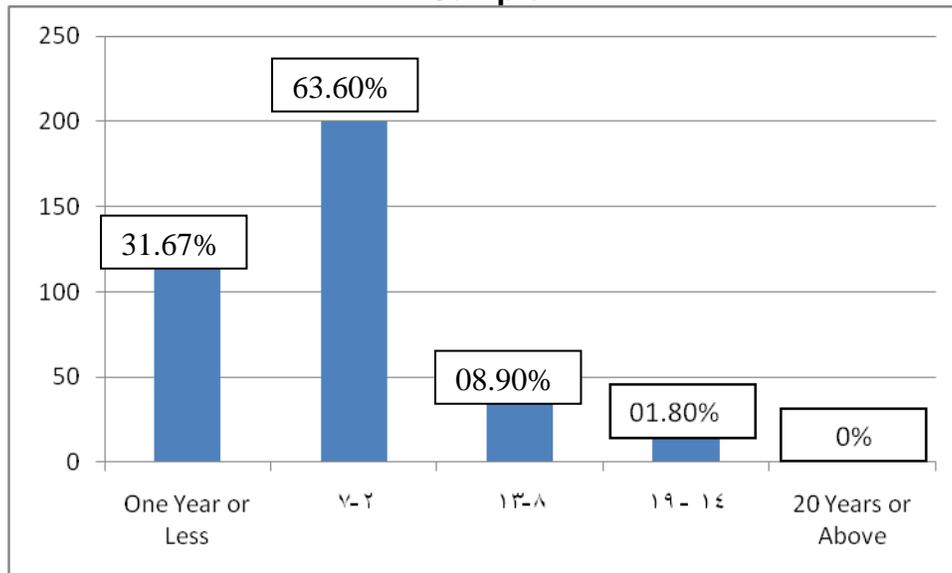
- **Number of Years Working in the Present Organization:**

Table 4 and Figure 4 below explains the distribution of the experience period working in the current organization of the respondents. Majority of the respondents belong to the range 2-7 years (63.60%) while the range of 14-19 years ranked the lowest with 01.80% of the total sample.

**Table 4: Distribution of No. of Years Working in the Present Org. of the Sample**

No. of Years	Count	Percent
One Year or Less	121	31.67%
2 - 7	243	63.60%
8 - 13	11	02.90%
14 - 19	7	01.80%
20 Years or Above	0	0%
<b>Total</b>	<b>382</b>	<b>100%</b>

**Figure4: Distribution of No. of Years Working in the Present Org. of the Sample**



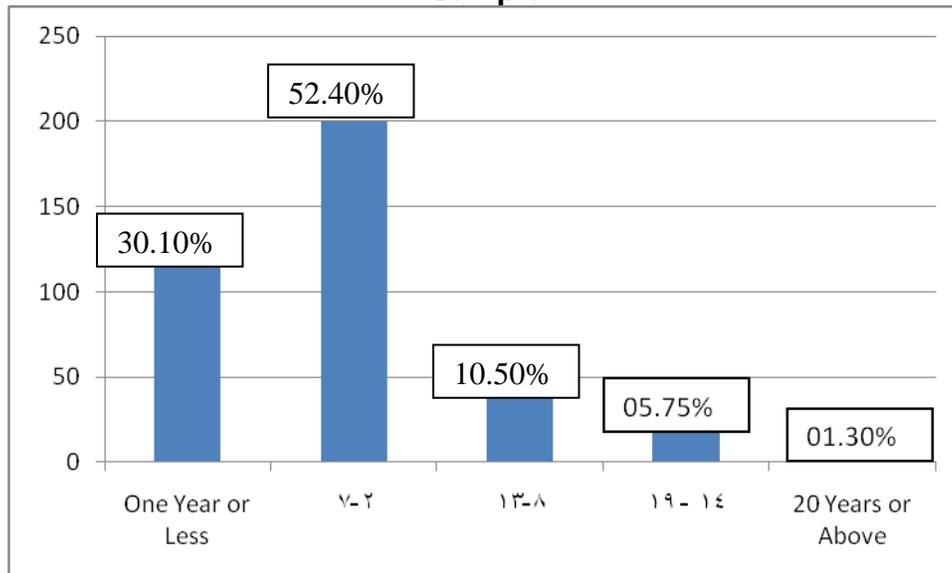
- **Number of Years Working in the Current Position:**

Table 5 and Figure 5 below explains the distribution of the years of experience working in the current organization of the respondents. Majority of the respondents belong to the range 2-7 years (52.40%) while the range of 20 years or above ranked the lowest with 01.30% of the total sample.

**Table 5: Distribution of No. of Years Working in the Current Position. of the Sample**

No. of Years	Count	Percent
One Year or Less	115	30.10%
2 - 7	200	52.40%
8 - 13	40	10.50%
14 - 19	22	05.75%
20 Years or Above	5	01.30%
<b>Total</b>	<b>382</b>	<b>100%</b>

**Figure 5: Distribution of No. of Years Working in the Present Org. of the Sample**



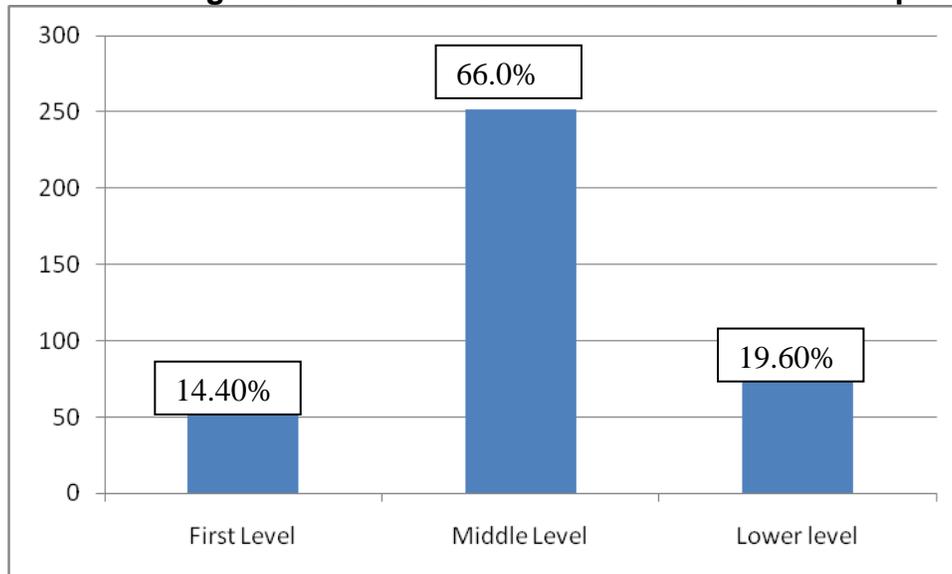
- **Position Level**

Referring to Table 6 and the illustration in Figure 5, majority of the respondents belong to staff or middle level employees with a percentage of 66.0% while the minority of the respondents belongs to first level management with 14.40% of the sample.

**Table 6: Position Level Distribution of the Sample**

<b>Position level</b>	<b>Count</b>	<b>Percent</b>
<b>First Level</b>	55	14.40%
<b>Middle Level</b>	252	66.0%
<b>Lower level</b>	75	19.60%
<b>Total</b>	<b>382</b>	<b>100%</b>

**Figure 6: Position Level Distribution of the Sample**



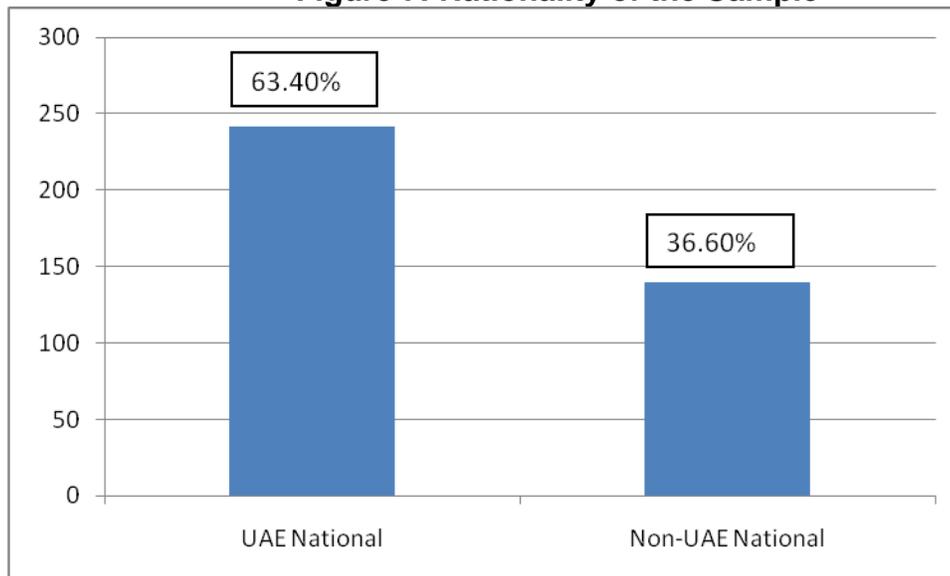
- **Nationality:**

It is evident that the number of UAE national staffs in government and private sector organizations has increased due to emiratization. This is evident even if the UAE Free zones, as the total number of UAE nationals is 242 with 63.40% and none UAE nationals with 36.60% of the total sample.

**Table 7: Nationality of the Sample**

Nationality	Count	Percent
UAE National	242	63.40%
Non-UAE National	140	36.60%
<b>Total</b>	<b>382</b>	<b>100%</b>

**Figure 7: Nationality of the Sample**



## 4.2 Factor Analysis

This kind of test is used to examine whether the used scale is uni-dimensional or multi-dimensional scale. In relation to this paper, the training scale was analyzed and the output as stated in Table 8 Below shows that this scale is uni-dimensional were all the factors scored above .5 in 1 component. (Refer to Appendix C for complete SPSS outputs).

**Table 8:**

<b>Component Matrix</b>		
	<b>Component</b>	
	<b>1</b>	<b>2</b>
Training 1	.770	-.141-
Training 2	.703	.436
Training 3	.774	-.167-
Training 4	.772	-.313-
Training 5	.801	-.382-
Training 6	.774	-.318-
Training 7	.842	-.265-
Training 8	.826	.351
Training 9	.786	.389
Training 10	.690	.463
Training 11	.782	.043

### 4.3 Reliability Test

Table 9 below shows the Cronbach's Alpha Value of performance and Training as global variables as well as the Cronbach's Alpha Value for the factors of Performance scale. In the 2 factors of performance (Understanding Work Duties & Readiness to Innovate), we had to remove some of the items in order to increase the Cronbach's Alpha Value.

**Table 9 Reliability Test**

<b>Scale</b>	<b>Cronbach's Alpha Value</b>
<b>Performance</b>	.802
<b>Training</b>	.932
<b>Understanding Work Duties</b>	.838*
<b>Work Enthusiasm</b>	.736
<b>Quality of Work</b>	.664
<b>Quantity of Work</b>	.778
<b>Readiness To Innovate</b>	.766**

\* 1 item deleted to increase the Cronbach's Alpha Value

\*\* 3 items deleted to increase the Cronbach's Alpha Value

It can be concluded from Table 9 that all the variables and factors are highly reliable as they score above .6. Training scored the highest with the value of .932 followed by Understanding Work duties after deleting 1 item. On the other hand, Quality of Work scored the lowest by .664.

#### 4.4 Correlation Test

		Understanding Work Duties	Work Skills	Work Enthusiasm	Quality of Work	Quantity of Work	Readiness To Innovate	Performance Global	Quality Global
Understanding Work Duties	Pearson Correlation	1	.580**	.660**	.491**	.469**	.396**	.841**	.300**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	375	369	375	375	375	375	369	375
Work Skills	Pearson Correlation	.580**	1	.478**	.503**	.552**	.405**	.686**	.150**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.004
	N	369	376	376	376	376	376	369	376
Work Enthusiasm	Pearson Correlation	.660**	.478**	1	.575**	.406**	.349**	.756**	.416**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	375	376	382	382	382	382	369	382
Quality of Work	Pearson Correlation	.491**	.503**	.575**	1	.692**	.473**	.765**	.301**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	375	376	382	382	382	382	369	382
Quantity of Work	Pearson Correlation	.469**	.552**	.406**	.692**	1	.617**	.770**	.226**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	375	376	382	382	382	382	369	382
Readiness To Innovate	Pearson Correlation	.396**	.405**	.349**	.473**	.617**	1	.729**	.326**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000

	N	375	376	382	382	382	382	369	382
Performance Global	Pearson Correlation	.841 **	.686 **	.756 **	.765 **	.770 **	.729 **	1	.376 **
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000		.000
	N	369	369	369	369	369	369	369	369
Training Global	Pearson Correlation	.300 **	.150 **	.416 **	.301 **	.226 **	.326 **	.376 **	1
	Sig. (2- tailed)	.000	.004	.000	.000	.000	.000	.000	
	N	375	376	382	382	382	382	369	382
**. Correlation is significant at the 0.01 level (2-tailed).									

Table 10 shows the correlation analysis. After running the Correlation test, the results suggest that the relationship between training and performance as global as well as on the factor level is highly significant at the 0.01 level. The table below from SPSS explains the same. Having this level of significantly in relation to training, it can be concluded that all the seven hypotheses are accepted in this paper.

#### 4.5 Regression Test

As it has been stated in chapter 1, this paper produced 7 hypotheses. In order to validate and prove these hypotheses, the regression test was used.

HP1: Training has a significant relationship with Performance. Table 11 below shows the SPSS result of the regression test to examining this hypothesis. In Pearson Correlation (R), Performance scores .376 in relation to Training. This means that it is statistically significant. Therefore, it can be concluded that the coefficient on training is statistically significant were the ( $\rho < 0.05$ ). Hence we accept HP 1 as valid for this study.

Table11 Regression Test For HP1

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.376*	0.141	0.139	5.341	0.141	60.313	1	367	0

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1720.729	1	1720.729	60.313	.000*
	Residual	10470.577	367	28.530		
	Total	12191.306	368			

a. Predictors: (Constant), Performance Global

b. Dependent Variable: Training Global

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	10.827	1.080		10.025	.000
	Performance Global	.297	.038	.376	7.766	.000

a. Dependent Variable: Training Global

- ✓ *HP2: Training has a significant relationship with Understanding Work Duties.* Table12 below shows the SPSS result of the regression test to examine the same. In the model summary, R has a value of .300, R Square of .09 and .087 adjusted R Square.

Table12 Regression Test For HP2

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.300 <sup>a</sup>	0.09	0.087	5.476	0.09	36.812	1	373	0

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1103.870	1	1103.870	36.812	.000 <sup>a</sup>
	Residual	11185.127	373	29.987		
	Total	12288.997	374			

a. Predictors: (Constant), Understanding Work Duties

a. Dependent Variable: Training Global

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.363	0.814		17.635	0.000
	Understanding Work Duties	0.647	0.107	0.300	6.067	0.000

a. Dependent Variable: Training Global

In addition, it presents the ANOVA Analysis between understanding work duties and training where understanding work duties are the dependent variable. The sum of Squares is equivalent to 12288.97 in totals and df of 374. To conclude, training has an effect on the understanding work duties factor of performance. According to the results above, the coefficient is statistically significant were ( $p < 0.05$ ), therefore HP2 is proved in this paper.

✓ *HP3: Training has a significant relationship with Work Skills.* Table 13 below shows the SPSS result of the regression test to examine the same:

Table 13 Regression Test For HP3

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.150 <sup>a</sup>	0.023	0.02	5.744	0.023	8.632	1	374	0.004

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	284.784	1	284.784	8.632	.004 <sup>*</sup>
	Residual	12338.766	374	32.991		
	Total	12623.551	375			

a. Predictors: (Constant), Work Skills

b. Dependent Variable: Training Global

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.608	.798		20.817	.000
	Work Skills	1.550	.528	.150	2.938	.004

a. Dependent Variable: Training Global

In reference to Table 13 above, it shows that the R is .150, R Square is .023 and .02 adjusted R Square. Based on the given results, it can be concluded that HP 3 is proved. Moving to the coefficient, the result shows that it is less than 0.05 ( $p < 0.05$ ) which means that it's statistically significant. As a result, HP 3 has been accepted.

✓ *HP4: Training has a significant relationship with Work Enthusiasm.* Moving to HP 4, Table 14 shows that model 1 has R of .416, R Square of .173 and .171 adjusted R Square. The ANOVA analysis between work enthusiasm and training shows that the sum of Squares is equivalent to 12728.495 in totals and df of 81. Taking into consideration the above results were ( $p < 0.05$ ), the conclusion that there is a significant relationship between work enthusiasm and training. Thus, HP 4 is accepted.

Table 14 Regression Test For HP4

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.416*	0.173	0.171	5.264	0.173	79.414	1	380	0

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2200.228	1	2200.228	79.414	.000*
	Residual	10528.267	380	27.706		
	Total	12728.495	381			

a. Predictors: (Constant), Work Enthusiasm

a. Dependent Variable: Training Global

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.420	.770		16.124	.000
	Work Enthusiasm	1.601	.180	.416	8.911	.000

a. Dependent Variable: Training Global

- ✓ *HP5: Training has a significant relationship with Quality of Work.* Table 15 below shows the SPSS result of the regression test to examine the same:

Table 15 Regression Test For HP5

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.301*	0.09	0.088	5.52	0.09	37.769	1	380	0

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1150.748	1	1150.748	37.769	.000*
	Residual	11577.747	380	30.468		
	Total	12728.495	381			

a. Predictors: (Constant), Quality of Work

a. Dependent Variable: Training Global

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.021	.835		16.791	.000
	Quality of Work	1.381	.225	.301	6.146	.000

a. Dependent Variable: Training Global

Table 15 above shows the Model Summary, Anova and Coefficient for testing the relationship between quality of work and training. This table shows that this model has an R of .301, R Square of .09 and .088 adjusted R Square. Given the statistical data above were ( $p < 0.05$ ); HP 5 is proved and accepted as there is a significant relationship between quality of work and training.

✓ *HP6: Training has a significant relationship with Quantity of Work.* Table 16 below shows the SPSS result of the regression test to examine the same:

Table 16 Regression Test For HP 6

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.226 <sup>a</sup>	0.051	0.049	5.637	0.051	20.548	1	380	0

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	652.970	1	652.970	20.548	.000 <sup>a</sup>
	Residual	12075.525	380	31.778		
	Total	12728.495	381			

a. Predictors: (Constant), Quantity of Work

a. Dependent Variable: Training Global

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.510	.791		19.601	.000
	Quantity of Work	1.044	.230	.226	4.533	.000

a. Dependent Variable: Training Global

In reference to this hypothesis, the regression test analysis in Table 16 shows that the R is .226, R Square is .051 and .049 adjusted R Square. Moreover, ANOVA analysis presents sum of Squares equivalent to 12728.495 in totals and df of 381. Since the results shows that ( $\rho < 0.05$ ), therefore, HP 6 is accepted in this paper.

✓ *HP7: Training has a significant relationship with Readiness to Innovation.*

Table 17 below shows the SPSS result of the regression test to examine the same:

Table 17 Regression Test For HP 7

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.326 <sup>a</sup>	0.106	0.104	5.472	0.106	45.153	1	380	0

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1351.826	1	1351.826	45.153	.000 <sup>a</sup>
	Residual	11376.668	380	29.939		
	Total	12728.495	381			

a. Predictors: (Constant), Readiness To Innovation

b. Dependent Variable: Training Global

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	11.991	1.059		11.329	0.000
	Readiness To Innovation	0.863	0.128	0.326	6.720	0.000

a. Dependent Variable: Training Global

In reference to Table 17 above, it shows that the R is .326, R Square is .106 and .104 adjusted R Square. Based on the given results, it can be concluded that HP 7 is proved. Moving to the coefficient, the result shows that it is less than 0.05 ( $p < 0.05$ ) which means that it's statistically significant. As a result, HP 7 has been accepted.

In conclusion, all the five factors of performance appear to have a significant relationship with training. This suggests that training influences the performance as a global variable and its five factors.

## CHAPTER V

## DISCUSSIONS

The self-administrated survey that was conducted for the purpose of this survey shows that the number of male participants is more than the female participants, whereas the number of single participants is more than the married total number of participants. The survey also revealed that majority of the respondents belong to the range 25 - 35 (52.87%) while age less than 25 ranked second (35.34%). In addition, minority of the respondents were from age 36-46 which is 11.78% of the total sample.

Being done with the demographical data analysis, the second step conducted was testing the scale of training in terms of it being uni-dimensional scale or multi-dimensional as each type of scales has its own analysis requirements. Having explained that and as per the given data in the previous chapter, the training scale factors scored above 0.5 in 1 component. Therefore, it is concluded that the Training Scale in the questionnaire is a Uni-Dimensional Scale (Refer to Appendix C).

In addition to the above, all the variables and factors are highly reliable in the questionnaire used in this paper as per the reliability test outputs of SPSS. The highest value was scored by Training scored the highest with the value of .932 and Quality of Work scored the lowest by .664. The figures generated in the test proves the significant findings in the study and encompasses the existing relationship of training with the other dimensions or areas of assessment on the

workers' performance such as their understanding of work duties, work skills, work enthusiasm, quality of work, quantity of work and readiness to innovate.

Based on the definition above, it somehow implies that training as a process is highly dependent on a specific organization's goals and objectives. Training as a concept is a process of "equipping" on the new employees of an organization for the purposes of improving their knowledge as well as the quality of their work during their entire stay in the company (West, P., 1994).

Moving forward, the correlation analysis was used to examine the significant level of the relationship between the variables and factors. The results imply that the relationship between training and performance as global as well as on the factor level is highly significant at the 0.01 level. It somehow implies that training as a process is highly dependent on a specific organization's goals and objectives. This also proves that training can be considered or referred to as the process of equipping employees in order for them to translate and execute a certain knowledge and information into practice intended to achieve the organization's goal of increased productivity and effectiveness. To put it simply, training allows employees to take in the necessary and relevant knowledge and skills that they are required to possess in order to function based on company's expectations and goals (De Silvia, S., 1997).

Moreover, this paper presented 7 hypotheses that explains the relationship between training and performance. In order to validate the same, regression test was used and the result presented in the previous chapter proves all of them. The following is the summary in relation to the hypothesis:

<b>Hypothesis</b>	<b>Result</b>
HP1: Training has a significant relationship with Performance.	<b>Accepted</b>
HP2: Training has a significant relationship with Understanding Work Duties.	<b>Accepted</b>
HP3: Training has a significant relationship with Work Skills.	<b>Accepted</b>
HP4: Training has a significant relationship with Work Enthusiasm.	<b>Accepted</b>
HP5: Training has a significant relationship with Quality of Work.	<b>Accepted</b>
HP6: Training has a significant relationship with Quantity of Work.	<b>Accepted</b>
HP7: Training has a significant relationship with Readiness to Innovate	<b>Accepted</b>

## CHAPTER VI

## **CONCLUSION AND RECOMMENDATIONS**

To conclude, this study confirms and proves that training has a significant relationship with performance, understanding work duties, work skills, work enthusiasm, quality of work, quantity of work and readiness to innovate. In Factor Analysis Training Scale is proven to be uni-Dimensional with the attached the output clearly showing that it is a uni-dimensional scale and all questions scored under the first factor. In Reliability Test, the reliability of Training Variable, Performance Variable, and Performance Factors was tested and delete some of the items in some of the factors to increase the Cronbacht Alpha Value to 0.7 and above. The Correlation Test also checked the level of the significant of the relationship between the variables and the factors and shows that the relationship is highly significant. Regression Test tested the validity of the hypothesis of this paper and the results show that the concepts of training and self-rated performance are considered to be very critical in the success of each individual organization.

The primary scope of this dissertation study was successfully achieved. The scope declares the study is confined to covering the topic on the relationship between the concepts of “performance/self-rated performance” and “training” within the context of the UAE Free zones and how training programs affect or

impact the self-rated or individual performance of employees among organizations in the UAE free zones. This study also encompasses as well the relationship of training with the other dimensions or areas of assessment on the workers' performance such as their understanding of work duties, work skills, work enthusiasm, quality of work, quantity of work and readiness to innovate. Moreover, this study would not also delve into the specific details on all the other training-related issues that both employers and employees encounter in the workplace as another research study has to be conducted in order to address that. This dissertation study was therefore limited only to exploring and validating whether or not there really is a positive relationship or link between training as a concept and self-rated performance as a concept. This study also validates if the various organizations or companies in the UAE free zones area indeed positively benefit from training programs and as such, what impact did these training programs have on the achievement of these organizations' goals. Nevertheless, this study does not encompass how the various companies and organizational leaders in the different UAE free zones organizations cope with the challenges of implementing effective training programs. Although the focus of the dissertation was the impact or effect of the training programs in the overall individual work performance of employees, this did not also cover the concerns of employees on the kind of training programs they receive from their employers. Another point to be noted at this stage is that, self administrated survey for rating performance was favored rather than the managerial rated performance, this was done in order to achieve

better results in terms of allowing participants to openly state their concerns and answers. In addition to that, achieve faster data collection as the managerial performance rating would suggest that a staff would have to rate his/her performance, followed by his/her manager's rating which would've consumed longer time and that would have not served the deadline that is set for delivering the dissertation.

In summary, this dissertation study on "Training and Self-Rated Performance in the UAE Free zones Context" revolves around the objective or aim of exploring and validating the relationship between training and self-rated performance including the relationship between training and each of the six other important dimensions or areas for assessment on the individual employees' work performance which include: "understanding of work duties", "work skills", "work enthusiasm", "quality of work", "quantity of work" and "readiness to innovate". Four types of methods of analysis were used to validate and interpret the study results as compiled in the SPSS program utilized by the researcher. These tests proves significant findings in the study and encompasses the existing relationship of training with the other dimensions or areas of assessment on the workers' performance such as their understanding of work duties, work skills, work enthusiasm, quality of work, quantity of work and readiness to innovate. Among these methods of analysis included factor analysis, a specific test was used to

check if the Training Scale is Uni-Dimensional or Multi-Dimensional; reliability test, a test used to check the reliability of Training Variable, Performance Variable, and the Performance Factors in the study; correlation test, a test used to check the level of the significance of the relationship between the variables and the factors; and finally, the regression test, a test used to examine the validity of the seven hypotheses of this dissertation paper. The researcher successfully gathered and compiled a list of related literatures which support the findings of the study that presents prove that training has a significant relationship with performance, understanding work duties, work skills, work enthusiasm, quality of work, quantity of work and readiness to innovate. Afterwards, the second phase of the qualitative study was conducted which mainly involved a combination of descriptive and exploratory types of qualitative studies that included the floating of survey questionnaires (self-administered surveys and the conducting of a series of interviews (key informant interviews) among the chosen respondents.

## Recommendations

In conducting Trainings and self-related performance in the context of UAE Free zones, one must consider that they must undergo several crucial planning and deliberation processes. These strategies are:

1. Decide on the goals of change. A vision must be set first before deciding on training implementation. One must be able to consider on what are the things that one must achieve, how are they going to react and even the capacities and help needed. As contended upon by De Silvia, S., (1997), the successful implementation of training programs oftentimes results to positive improvements on companies which are reflected in the delivery of the work performance of employees. This premise is what will be validated and explored in this dissertation paper (Bohlander & Snell, 2009).
2. Timing must be considered. The best time for employees to undergo trainings must also be looked into. One example is the case where work practices must be improved in the case of recession and most employees are concerned about keeping their work and continually stay in the company (Bohlander & Snell, 2009).

3. Cultural Awareness. As mentioned, one must consider culture especially that change brings in newer dimensions that would break routines and habitual actions. It is applicable for UAE free zones context because of the fact that the diverse culture of the area views by human resources management based on training and self-rated performance within the “free zones” are very much different from other countries, thus, making it an important subject of discussion (De Silvia, 1997).
  
4. Create and establish visible short term wins. Aid the employees to see the benefits of change. These short term wins would enable people to be motivated. An example of this is to tell the employees of the good feedbacks relayed by the customers, when it comes to the offered services.
  
5. Communicate. Communicating clearly the vision with pure and honest intention serves as one important factor in overcoming change resistance. Creating a positive and dignified working environment is also another means of easily motivating employees to perform better at

work (De Silvia, 1997). It is important that the workplace atmosphere affirms the importance and value or worth of every employee and that the management does not express any act of favoritism towards a few certain people. A company that provides equal treatment and opportunities for each of their employees will definitely not have a hard time motivating them to be productive at work. Every employee has a responsibility to prevent discriminatory behavior or harassing other staff member as well as to prevent from inappropriate actions. The company has also the responsibility in making business decisions that are not always favorable to employees or staff (Phillips, 1996).

## Chapter VII

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## Appendix A: Self Rated Questionnaire

QUESTIONNAIRE	استبيان
<p>Dear Sir/ Madam,</p> <p>This questionnaire gives you the opportunity to express your views on a wide range of issues related to the work conditions. Please note that there is no right or wrong answer.</p> <p>The questionnaire will be used to collect the primary data needed for a research study. Therefore, we seek your assistance to be as open, fair, honest as possible as you can in your responses.</p> <p>The researcher assures you that no individuals will be identified from their responses and there are no requests for confidential information included in the questionnaire. The results of the analysis will be strictly used by the researchers for study purposes <i>only</i>.</p> <p>The questionnaire comprises Three parts:</p> <ol style="list-style-type: none"><li>1. General information</li><li>2. Training Evaluation</li><li>3. Self-Rated Performance</li><li>4. General Remarks</li></ol> <p>Thank you Researcher</p>	<p>سيدي/سيدتي</p> <p>إن هذا الاستبيان يعطيك الفرصة لعرض وجهة نظرك لمجموعة من المواضيع تتعلق بأجواء العمل. الرجاء ملاحظة أنه ليس هناك إجابة خاطئة أو صحيحة.</p> <p>سيتم استخدام هذا الاستبيان لجمع البيانات الأولية لعمل دراسة بحثية. عليه نطلب مساعدتكم في الإجابة على الأسئلة بكل وضوح وحرية وصدق وأمانة قدر المستطاع.</p> <p>يؤكد لكم الباحث بأنه لن يتم التعريف أو الإشارة إلى الأفراد من خلال الإجابات المقدمة ولن يكون هناك أية إجابات تستوجب السرية يتضمنها الاستبيان. سيتم استخدام نتائج التحليل من قبل الباحثين لأغراض الدراسة فقط.</p> <p>يتكون الاستبيان من ثلاثة أقسام:</p> <ol style="list-style-type: none"><li>1. معلومات عامة</li><li>2. تقييم التدريب</li><li>3. الأداء ذاتي التقييم</li><li>4. ملاحظات عامة</li></ol> <p>مع الشكر الباحث</p>

PART ONE: GENERAL INFORMATION Please tick one box for each question:	الجزء الأول : معلومات عامة الرجاء وضع علامة لكل سؤال:
<b>A. Sex</b> (1) Male ( ) ( ) (2) Female ( ) ( )	<b>أ - الجنس:</b> (1) ذكر (2) أنثى
<b>B. Marital Status:</b> (1) Married ( ) ( ) (2) Unmarried ( ) ( )	<b>ب- الحالة الاجتماعية</b> (1) متزوج/متزوجة (2) غير متزوج/غير متزوجة
<b>C. Education:</b> (1) Less than high school ( ) ( ) (2) High school ( ) ( ) (3) College degree ( ) ( ) (4) Graduate degree ( ) ( ) (5) High Diploma ( ) ( ) (6) Masters or above ( ) ( )	<b>ج- المرحلة التعليمية:</b> (1) أقل من الشهادة الثانوية (2) الشهادة الثانوية (3) خريج/خريجة كلية (4) متخرج/متخرجة (5) الدبلوم العالي (6) الماجستير أو أعلى
<b>D. Age:</b> (1) Less than 25 ( ) ( ) (2) 25 - 35 ( ) ( ) (3) 36 - 46 ( ) ( ) (4) 47 - 57 ( ) ( ) (5) 58 or above ( ) ( )	<b>د- العمر</b> (1) أقل من 25 عاماً (2) 25 - 35 (3) 36 - 46 (4) 47 - 57 (5) 58 وأكثر
<b>E. No. of years worked in current organization:</b> (1) One year or less ( ) ( ) (2) 2 - 7 ( ) ( ) (3) 8 - 13 ( ) ( ) (4) 14 - 19 ( ) ( ) (5) 20 years or above ( ) ( )	<b>هـ - عدد السنوات التي قضيتها في منطمتك الحالية</b> (1) سنة أو أقل (2) 2 - 7 (3) 8 - 13 (4) 14 - 19 (5) 20 سنة أو أكثر
<b>F. No. of years worked in the position or job:</b> (1) One year or less ( ) ( ) (2) 2 - 7 ( ) ( ) (3) 8 - 13 ( ) ( ) (4) 14 - 19 ( ) ( ) (5) 20 years or above ( ) ( )	<b>و - عدد سنوات الخدمة في نفس الوظيفة أو العمل:</b> (1) سنة أو أقل (2) 2 - 7 (3) 8 - 13 (4) 14 - 19 (5) 20 سنة أو أكثر
<b>G. Job Status:</b> (1) First level ( ) ( ) (2) Middle level ( ) ( ) (3) Lower level ( ) ( )	<b>ز - المستوى الوظيفي:</b> (1) إدارة عليا. (2) إدارة وسطى. (3) إدارة دنيا.
<b>H. Nationality:</b> (1) UAE National ( ) ( ) (2) Non UAE National ( ) ( )	<b>ح - الجنسية</b> (1) مواطني دولة الإمارات العربية (2) غير مواطني دولة الإمارات العربية

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = Strongly Disagree

**Part Two:**

<b>SA-Strongly agree; A-Agree; N-Neither agree nor disagree; D-Disagree; SD-Strongly Disagree</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	لأوافق بشده	لأوافق	محايد	أوافق	أوافق بشده	
<b>A. Training Evaluation</b>											<b>تقيم التدريب</b>
1. The training programs of this organization meet my expectations											البرامج التدريبية في هذه المنظمة تلي توقعاتي
2. I will be able to apply the knowledge I learned in this organization											سوف أكون قادر على تطبيق المعرفة التي تعلمتها من هذه المنظمة
3. The training objectives were identified and followed clearly											أهداف التدريب يتم تحديدها بكل وضوح وتنفيذها
4. The materials distributed & equipment used were relevant and useful for the course											توزيع المواد والأدوات المستخدمة في الدورات التدريبية تكون ذات صلة ومفيدة
5. The quality of the instructions in trainings are good											جودة التعليم والارشادات كانت مجدية
6. Class participation and interaction											أسلوب التدريب يشجع على

during the training were encouraged											التفاعل والتجاوب خلال التدريب
7. Questions were answered clearly and well											تمت الاجابة على الأسئلة بشكل واضح وجيد
8. The training programs will help me do my job better											ستمكنني البرامج التدريبية في أداء عملي بشكل أفضل
9. The training programs are worthwhile and should be conducted on a regular basis											البرامج التدريبية جديرة بالاهتمام وينبغي أن تنعقد بشكل منتظم
10. I would recommend others to enroll in training courses offered by the organization											أود أن أوصي الآخرين على الالتحاق بالدورات التدريبية التي تقدمها المنظمة
1. I am satisfied with the quality of training & development programs											أنا راضي عن جودة البرامج التدريبية

**Part Three:**

<b>SA-Strongly agree; A-Agree; N-Neither agree nor disagree; D-Disagree; SD-Strongly Disagree</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	لأوافق بشده	لأوافق	محايد	أوافق	أوافق بشده

<b>B. Self Rated Performance</b>																	<b>الأداء ذاتي التقييم:</b>
1. I understand on a daily basis what I need to carry out on my job, and what equipment and tools are to be used																	(1) أفهم ما يجب على القيام به يومياً وأية معدات ومواد يجب استخدامها
2. I understand my work goals and requirements																	(2) أفهم أهداف عملي ومتطلباته
3. I understand my job responsibilities																	(3) أفهم مسؤوليات عملي
4. I have sufficient client know-how to carry out my work proficiently																	(4) لدي المعرفة الكافية للقيام بعملي بكفاءة
5. I understand the steps, procedures, and methods required to carry out the job																	(5) أفهم الخطوات، الإجراءات والطرق اللازمة للقيام بالعمل
6. I am familiar with the skills required on the job to perform effectively																	(6) إنني على دراية بالمهارات المطلوبة للقيام بمهام الوظيفة بصورة فعالة
7. I have a desire to carry out my job																	(7) لدي الرغبة في القيام بعملي

8. I co-operate with my supervisor(s) and peers for the benefit of the work											(8) أتعاون مع المشرف/المشرفين في العمل والزملاء لما فيه منفعة العمل
9. I can concentrate on and give my best to the job											(9) أستطيع التركيز وتقديم الأفضل للوظيفة
10. My work outcomes are free from errors and accurate											(10) إنتاجي في العمل خالي من الأخطاء ودقيق
11. I am able to complete quality work on time											(11) يمكنني إكمال وتقديم عمل عالي الجودة وفي الوقت المحدد
12. My work speed is satisfactory											(12) سرعة قيامي بعلمي مرضية
13. I am able to complete quantity of work on time											(13) يمكنني إكمال كمية من العمل في الوقت المحدد
14. I stick to established rules and procedures when doing my job											(14) ألتزم بالقوانين والإجراءات القائمة عند قيامي بعلمي
15. I search for fresh new ways of resolving problems in my work											(15) أبحث عن الأساليب الحديثة في حل المشاكل في عملي
16. I come up with and try new ideas in my work											(16) أتقدم بأفكار جديدة وأنفذها في عملي
17. I try to question old ways of doing things											(17) أحاول مناقشة الطرق القديمة في أداء عملي

in my work											
18. I stick to old established habits when doing my job											(18) ألتزم بالعتادات القائمة عنت تأدية وظيفتي

**Part Four:**

Is there any suggestion you would make to improve the trainings conducted in the organization for next time?	
Any other recommendations/suggestions to improve the quality of trainings conducted in the organization.	
Your Details ( <b>Optional</b> )	Name:
	Number:

**Appendix B: The complete output of Factor Analysis in SPSS Report:**

***Table5.1: Principal Component Analysis***

Communalities		
Components	Initial	Extraction
Training 1	1.000	.613
Training 2	1.000	.684
Training 3	1.000	.628
Training 4	1.000	.693
Training 5	1.000	.788
Training 6	1.000	.700
Training 7	1.000	.778
Training 8	1.000	.805
Training 9	1.000	.769
Training 10	1.000	.690
Training 11	1.000	.613
Extraction Method: Principal Component Analysis.		

Table 5.1 show the Principal Component Analysis through Factor Analysis with an initial Eigen values and Extraction Sums of Squared Loadings data. The resulting values are 0.613, 0.684, 0.628, 0.693, 0.788, 0.700, 0.778, 0.805, 0.769,

0.690 and 0.613 from training 1 to 11 respectively as shown in the component Matrix. This tables show that communalities between variables through Principal Component Analysis. This report is done as uni-dimensional processes with a high scoring in all the factors under component. This test shows the relationship of training with the other dimensions or areas of assessment on the workers' performance such as their understanding of work duties, work skills, work enthusiasm, quality of work, quantity of work and readiness to innovate.

**Table 5.2 Principal Component Analysis**

Total Variance Explained			
Component	Initial Eigen values		
	Total	% of Variance	Cumulative %
1	6.619	60.177	
2	1.144	10.396	
3	.788	7.162	77.735
4	.684	6.217	83.952
5	.472	4.292	88.244
6	.403	3.666	91.910
7	.288	2.615	94.525
8	.219	1.991	96.516
9	.184	1.668	98.185
10	.124	1.123	99.308
11	.076	.692	100.000
Extraction Method: Principal Component Analysis.			

Table 5.2 shows the Principal Component Analysis through Factor Analysis with an initial Eigen values and Extraction Sums of Squared Loadings data. The highest total variance is component 1 and 11 as the lowest as shown in the component Matrix. These figures show that communalities between variables through Principal Component Analysis. The given statistical data above shows that component presented above has total extraction sums of 100.000, highest variance percentage of 60.177 and cumulative percentage of 77.735.

**Table 5.3 Principal Component Analysis**

Component	Initial Eigen values	Extraction Sums of Squared Loadings		
	Cumulative %	Total	% of Variance	Cumulative %
1	60.177	6.619	60.177	60.177
2	70.573	1.144	10.396	70.573

Extraction Method: Principal Component Analysis.

Table 5.3 shows the top two scores in the Principal Component Analysis through Factor Analysis with an initial Eigen values and Extraction Sums of Squared Loadings data. The highest total variance is component 60.177. The Extraction Sums of Squared Loadings for component 1 is 6.619 and 1.144 for component 2. These figures show that communalities between the two variables through Principal Component Analysis. The result shows that the components are

uni-dimensional especially after presenting a very high scoring in all the factors under component 1.

**Table 5.4 Principal Component Analysis**

Component Matrix <sup>a</sup>		
	Component	
	1	2
Training 1	.770	-.141
Training 2	.703	.436
Training 3	.774	-.167
Training 4	.772	-.313
Training 5	.801	-.382
Training 6	.774	-.318
Training 7	.842	-.265
Training 8	.826	.351
Training 9	.786	.389
Training 10	.690	.463
Training 11	.782	.043
Extraction Method: Principal Component Analysis.		
a. 2 components extracted.		

Table 5.4 show the Principal Component Analysis through Factor Analysis with an initial Eigen values and Extraction Sums of Squared Loadings data. The resulting values are 0.770, 0.703, 0.774, 0.772, 0.801, 0.774, 0.842, 0.826, 0.786, 0.690 and 0.782 from training 1 to 11 respectively as shown in the component Matrix. This tables show that communalities between variables through Principal Component Analysis. This report is done as uni-dimensional processes with a high scoring in all the factors under component.

**B-2: The complete output of Reliability Test of SPSS:**

**Reliability – Performance Scale  
Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	369	96.6
	Excluded <sup>a</sup>	13	3.4
	Total	382	100.0

a. List wise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items

### Case Processing Summary

		N	%
Cases	Valid	369	96.6
	Excluded <sup>a</sup>	13	3.4
Total		382	100.0
	.802	.860	6

### Item Statistics

	Mean	Std. Deviation	N
Understanding Work Duties	7.18	2.673	369
Work Skills	1.41	.565	369
Work Enthusiasm	4.00	1.499	369
Quality of Work	3.50	1.249	369
Quantity of Work	3.21	1.261	369
Readiness To Innovation	7.99	2.180	369

### Inter-Item Correlation Matrix

	Understanding Work Duties	Work Skills	Work Enthusiasm	Quality of Work
Understanding Work Duties	1.000	.580	.679	.506
Work Skills	.580	1.000	.474	.496
Work Enthusiasm	.679	.474	1.000	.559
Quality of Work	.506	.496	.559	1.000
Quantity of Work	.476	.547	.392	.684
Readiness To Innovation	.400	.396	.335	.454

**Inter-Item Correlation Matrix**

	Quantity of Work	Readiness To Innovation
Understanding Work Duties	.476	.400
Work Skills	.547	.396
Work Enthusiasm	.392	.335
Quality of Work	.684	.454
Quantity of Work	1.000	.607
Readiness To Innovation	.607	1.000

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.550	1.412	7.992	6.580	5.660	6.364	6

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
Understanding Work Duties	20.12	27.451	.659
Work Skills	25.89	47.715	.642
Work Enthusiasm	23.30	38.779	.644
Quality of Work	23.80	40.684	.678
Quantity of Work	24.09	40.495	.683
Readiness To Innovation	19.31	34.653	.531

**Item-Total Statistics**

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Understanding Work Duties	.563	.773
Work Skills	.440	.797
Work Enthusiasm	.534	.755
Quality of Work	.570	.757
Quantity of Work	.615	.755
Readiness To Innovation	.386	.786

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
27.30	53.041	7.283	6

**Reliability – Training Scale**  
**Scale: ALL VARIABLES**
**Case Processing Summary**

	N	%
Cases Valid	382	100.0
Excluded <sup>a</sup>	0	.0
Total	382	100.0

a. List wise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.932	.933	11

### Item Statistics

	Mean	Std. Deviation	N
Training 1	1.70	.724	382
Training 2	1.69	.736	382
Training 3	1.77	.714	382
Training 4	1.65	.611	382
Training 5	1.80	.624	382
Training 6	1.68	.592	382
Training 7	1.73	.591	382
Training 8	1.64	.683	382
Training 9	1.71	.767	382
Training 10	1.66	.670	382
Training 11	1.81	.756	382

**Inter-Item Correlation Matrix**

	Training 1	Training 2	Training 3	Training 4	Training 5	Training 6
Training 1	1.000	.434	.611	.531	.590	.504
Training 2	.434	1.000	.340	.464	.431	.472
Training 3	.611	.340	1.000	.603	.604	.574
Training 4	.531	.464	.603	1.000	.627	.635
Training 5	.590	.431	.604	.627	1.000	.810
Training 6	.504	.472	.574	.635	.810	1.000
Training 7	.669	.565	.578	.802	.703	.674
Training 8	.628	.717	.637	.585	.501	.443
Training 9	.541	.660	.578	.472	.448	.514
Training 10	.350	.574	.418	.377	.439	.488
Training 11	.675	.386	.631	.451	.648	.476

**Inter-Item Correlation Matrix**

	Training 7	Training 8	Training 9	Training 10	Training 11
Training 1	.669	.628	.541	.350	.675
Training 2	.565	.717	.660	.574	.386
Training 3	.578	.637	.578	.418	.631
Training 4	.802	.585	.472	.377	.451
Training 5	.703	.501	.448	.439	.648
Training 6	.674	.443	.514	.488	.476
Training 7	1.000	.587	.559	.414	.582
Training 8	.587	1.000	.748	.622	.578
Training 9	.559	.748	1.000	.616	.579
Training 10	.414	.622	.616	1.000	.659

### Inter-Item Correlation Matrix

	Training 1	Training 2	Training 3	Training 4	Training 5	Training 6
Training 1	1.000	.434	.611	.531	.590	.504
Training 2	.434	1.000	.340	.464	.431	.472
Training 3	.611	.340	1.000	.603	.604	.574
Training 4	.531	.464	.603	1.000	.627	.635
Training 5	.590	.431	.604	.627	1.000	.810
Training 6	.504	.472	.574	.635	.810	1.000
Training 7	.669	.565	.578	.802	.703	.674
Training 8	.628	.717	.637	.585	.501	.443
Training 9	.541	.660	.578	.472	.448	.514
Training 10	.350	.574	.418	.377	.439	.488
Training 11	.582	.578	.579	.659	1.000	

### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.714	1.644	1.806	.162	1.099	.003	11

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Training 1	17.15	27.476	.712	.674	.926
Training 2	17.16	27.870	.643	.669	.929
Training 3	17.08	27.536	.715	.656	.925
Training 4	17.20	28.447	.703	.716	.926
Training 5	17.05	28.124	.740	.793	.924
Training 6	17.17	28.563	.711	.790	.926
Training 7	17.12	28.106	.790	.785	.923

Training 8	17.21	27.283	.794	.802	.922
Training 9	17.14	26.911	.743	.681	.924
Training 10	17.19	28.393	.639	.705	.929
Training 11	17.04	27.077	.732	.789	.925

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.85	33.408	5.780	11

**Reliability  
Scale: UWD**

**Case Processing Summary**

		N	%
Cases	Valid	375	98.2
	Excluded a	7	1.8
	Total	382	100.0

a. List wise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.658	.769	5

**Item Statistics**

	Mean	Std. Deviation	N
Performance 1	1.43	.634	375
Performance 2	1.45	.643	375
Performance 3	1.32	.540	375
Performance 5	1.42	.681	375

**Item Statistics**

	Mean	Std. Deviation	N
Performance 1	1.43	.634	375
Performance 2	1.45	.643	375
Performance 3	1.32	.540	375
Performance 5	1.42	.681	375
Performance 6	1.54	1.330	375

**Inter-Item Correlation Matrix**

	Performance 1	Performance 2	Performance 3	Performance 5	Performance 6
Performance 1	1.000	.512	.377	.591	.094
Performance 2	.512	1.000	.659	.752	.219
Performance 3	.377	.659	1.000	.479	.144
Performance 5	.591	.752	.479	1.000	.176
Performance 6	.094	.219	.144	.176	1.000

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.433	1.317	1.541	.224	1.170	.006	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Performance 1	5.73	5.305	.460	.364	.595
Performance 2	5.71	4.729	.682	.688	.509
Performance 3	5.85	5.484	.504	.439	.593
Performance 5	5.74	4.748	.620	.625	.526
Performance 6	5.62	4.225	.194	.049	.838

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
7.16	7.051	2.655	5

### Reliability

Scale: UWD – After Deleting Item "Performance 6"

### Case Processing Summary

	N	%
Cases Valid	375	98.2
Excluded a	7	1.8
Total	382	100.0

a. List wise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.838	.837	4

**Item Statistics**

	Mean	Std. Deviation	N
Performance 1	1.43	.634	375
Performance 2	1.45	.643	375
Performance 3	1.32	.540	375
Performance 5	1.42	.681	375

**Inter-Item Correlation Matrix**

	Performance 1	Performance 2	Performance 3	Performance 5
Performance 1	1.000	.512	.377	.591
Performance 2	.512	1.000	.659	.752

Performance 3	.377	.659	1.000	.479
Performance 5	.591	.752	.479	1.000

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.405	1.317	1.448	.131	1.099	.004	4

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Performance 1	4.19	2.639	.576	.363	.835
Performance 2	4.17	2.277	.790	.683	.738
Performance 3	4.30	2.865	.584	.439	.830
Performance 5	4.20	2.241	.746	.625	.759

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
5.62	4.225	2.056	4

**Reliability**

**Scale: WE**

**Case Processing Summary**

		N	%
Cases	Valid	382	100.0
	Excluded a	0	.0
	Total	382	100.0

a. List wise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.736	.753	3

### Item Statistics

	Mean	Std. Deviation	N
Performance 7	1.46	.715	382
Performance 8	1.17	.376	382
Performance 9	1.38	.703	382

### Inter-Item Correlation Matrix

	Performance 7	Performance 8	Performance 9
Performance 7	1.000	.467	.628
Performance 8	.467	1.000	.418
Performance 9	.628	.418	1.000

### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.339	1.170	1.463	.293	1.251	.023	3

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Performance 7	2.55	.857	.667	.445	.517
Performance 8	2.85	1.637	.491	.244	.772
Performance 9	2.63	.905	.638	.415	.556

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
4.02	2.252	1.501	3

**Reliability**

**Scale: QOW**

**Case Processing Summary**

		N	%
Cases	Valid	382	100.0
	Excluded <sup>a</sup>	0	.0
	Total	382	100.0

a. List wise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.664	.677	2

**Item Statistics**

	Mean	Std. Deviation	N
Performance 10	1.87	.810	382
Performance 11	1.63	.634	382

#### Inter-Item Correlation Matrix

	Performance 10	Performance 11
Performance 10	1.000	.512
Performance 11	.512	1.000

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.749	1.631	1.866	.236	1.144	.028	2

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Performance 10	1.63	.401	.512	.262	. <sup>a</sup>
Performance 11	1.87	.657	.512	.262	. <sup>a</sup>

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item coding.

#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
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**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
3.50	1.584	1.259	2				

**Reliability**

**Scale: QTYOW**

**Case Processing Summary**

	N	%
Cases Valid	382	100.0
Excluded <sup>a</sup>	0	.0
Total	382	100.0

a. List wise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.778	.784	2

**Item Statistics**

	Mean	Std. Deviation	N
Performance 12	1.53	.634	382
Performance 13	1.67	.747	382

### Inter-Item Correlation Matrix

	Performance 12	Performance 13
Performance 12	1.000	.645
Performance 13	.645	1.000

### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.599	1.531	1.668	.136	1.089	.009	2

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Performance 12	1.67	.558	.645	.416	. <sup>a</sup>
Performance 13	1.53	.402	.645	.416	. <sup>a</sup>

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
3.20	1.572	1.254	2

**Reliability****Scale: RTI****Case Processing Summary**

		N	%
Cases	Valid	382	100.0
	Excluded <sup>a</sup>	0	.0
Total		382	100.0

a. List wise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.593	.662	5

**Item Statistics**

	Mean	Std. Deviation	N
Performance 14	1.41	.576	382
Performance 15	1.27	.443	382
Performance 16	1.38	.607	382
Performance 17	1.81	.749	382
Performance 18	2.09	1.025	382

**Inter-Item Correlation Matrix**

	Performance 14	Performance 15	Performance 16	Performance 17	Performance 18
Performance 14	1.000	.281	.398	.117	.167
Performance 15	.281	1.000	.651	.410	.099
Performance 16	.398	.651	1.000	.320	.107
Performance 17	.117	.410	.320	1.000	.265
Performance 18	.167	.099	.107	.265	1.000

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.591	1.267	2.086	.819	1.647	.118	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Performance 14	6.54	3.718	.324	.177	.553
Performance 15	6.69	3.717	.501	.471	.504
Performance 16	6.57	3.348	.474	.478	.482
Performance 17	6.15	3.139	.403	.224	.506
Performance 18	5.87	2.893	.237	.091	.662

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
7.95	4.769	2.184	5

**Reliability**

**Scale: RTI – 3 Items Deleted (P14,17,18)**

**Case Processing Summary**

		N	%
Cases	Valid	382	100.0
	Excluded <sup>a</sup>	0	.0
	Total	382	100.0

a. List wise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.766	.789	2

**Item Statistics**

	Mean	Std. Deviation	N
Performance 15	1.27	.443	382
Performance 16	1.38	.607	382

**Inter-Item Correlation Matrix**

	Performance 15	Performance 16
Performance 15	1.000	.651
Performance 16	.651	1.000

### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.326	1.267	1.385	.118	1.093	.007	2

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Performance 15	1.38	.369	.651	.424	. <sup>a</sup>
Performance 16	1.27	.196	.651	.424	. <sup>a</sup>

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
2.65	.915	.957	2