

THE IMPACT OF TRAINING EVALUATION ON EMPLOYEE
PRODUCTIVITY: THE MEDIATION ROLE OF JOB PERFORMANCE IN
PUBLIC ORGANIZATIONS IN UAE

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DEDICATION

For my beloved family.



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Praise Allah, Lord of the Worlds, who enabled me to complete this study successfully.

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ABSTRACT

Today, many public organizations adopt training programs to develop the productivity and performance of employees. While most previous studies have examined the direct influence of training programs on the productivity of employees, there is a lack of empirical evidence on the indirect effect of training evaluation on employee productivity through job performance. Accordingly, the aim of this study is to examine the mediation role of job performance on the relationship between training evaluation and employee productivity in the General Directorate of Residency and Foreigners Affairs in the UAE (GDRFA). To achieve the objectives and answer research questions, this study used quantitative methods, Structural Equation Modeling methods were applied to validate the conceptual framework and hypotheses. The questionnaire is a data collection tool. The population is the workforce inside GDRFA. The data analysis was conducted on 387 valid questionnaires with a response rate 86%. The findings indicate that training has a significant effect on the employee productivity, while job performance partially mediates this relationship. Based on this outcome, the leaders in GDRFA should foster job performance by developing task and contextual performance. The adoption of training evaluation must be conducted after the completion of training programs in public organizations and based on modern approaches such as the Kirkpatrick model in order to enhance the productivity of employees.

ABSTRAK

Hari ini, banyak organisasi awam menerima pakai program latihan untuk membangunkan produktiviti dan prestasi pekerja. Walaupun kebanyakan kajian lepas telah mengkaji pengaruh langsung program latihan terhadap produktiviti pekerja, terdapat kekurangan bukti empirikal mengenai kesan tidak langsung penilaian latihan terhadap produktiviti pekerja melalui prestasi kerja. Sehubungan itu, tujuan kajian ini adalah untuk mengkaji peranan pengantaraan prestasi kerja terhadap hubungan antara penilaian latihan dan produktiviti pekerja di Direktorat Am Residensi dan Hal Ehwal Warga Asing di UAE (GDRFA). Bagi mencapai objektif dan menjawab persoalan kajian, kajian ini menggunakan kaedah kuantitatif, kaedah Structural Equation Modelling digunakan untuk mengesahkan kerangka konsep dan hipotesis. Soal selidik ialah alat pengumpulan data. Penduduk ialah tenaga kerja di dalam GDRFA. Analisis data dijalankan ke atas 387 soal selidik yang sah. Dapatan menunjukkan bahawa latihan mempunyai kesan yang signifikan terhadap produktiviti pekerja, manakala prestasi kerja sebahagiannya menjadi pengantara hubungan ini. Berdasarkan hasil ini, pemimpin dalam GDRFA harus memupuk prestasi kerja dengan membangunkan prestasi tugas dan kontekstual. Penerimaan penilaian latihan mesti dijalankan selepas pertandingan program latihan dalam organisasi awam dan berdasarkan pendekatan moden seperti model Kirkpatrick untuk meningkatkan produktiviti pekerja.

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LIST OF ABBREVIATION

1.11.1	Training	8
1.11.2	Employees' productivity	9
1.11.3	Job Performance	9



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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Today, most organizations focus continuous development of human capital through training programs to improve the performance and productivity of employees (Sinikka, 2013). Training becomes an integral part of strategic plans of public organizations because through training an organization reinforces the skills and knowledge of individuals in the workplace (Trevisani, 2016). Government agencies can only achieve high level of productivity through effective training and providing the trainers the necessary resources to improve their performance (Al-Tarawneh, 2012; Deng *et al.*, 2020). Moreover, the expected changes to the productivity of individuals after training are reflected in the overall performance of the organization and its outcome (Rawyah, 2005; Hendri, 2019).

One of the key issues that most organizations face nowadays is the need to improve employee productivity (Hanaysha, 2016). Employee productivity is a key determinant of organizational profitability and success (Ajayi, 2020). It is an assessment of the efficiency of a worker or group of workers. In actual terms, productivity is a component that directly affects the company's profits (Sels *et al.*, 2006). As the success of an organization relies mainly on the productivity of its employees, therefore, employee productivity has become an important objective for businesses (Sharma & Sharma, 2014).

Governments in the 21st century have witnessed dramatic institutional, economic and operational changes. One major shift was in knowledge economy. Competition among countries and organizations is no longer determined by who owns more natural or financial resources, but rather who has the most valuable human capital. Therefore, for public organizations to remain competitive, they are

required to equip their employees with the relevant skills that will allow them to be creative and innovative members of their organizations, and to permit them to contribute to their overall success and excellence in service delivery. Thus, in order for organizations to achieve optimum returns from their investment, there is imperative need to manage effectively training and development programs. However, the human capital is most vital asset of every organization now to stiff the work forward and achieve dynamic competition form productive and skilled human capital. Training and development is an instrument that aid human capital in exploring their dexterity. Thereby, training and performance enhancement is vital to the productivity of human resources (Maimuna, 2013).

Most organizations worldwide do not have adequate information on best training methods that match the type of work (Mary & Kathryn, 2000). The inability of human resources departments (HRM) to select the right training approach is a major obstacle towards the efforts for improving the productivity and performance of the work force (Audra & Demand, 2011; Krijgsheld *et al.*, 2022). In UAE, the training programs in public organizations were not responsive to the needs of the employees as their needs or weaknesses have not been identified. There was also no coordination among the different stakeholders within these organizations (Ahmad & Mhamed, 2014). While Training evaluation plays a major role in determining training effectiveness. Evaluation of training effectiveness is significant because it helps to make decisions related to the continuation of training, improvements in training and allocation of training resources (Aliya, 2018). Therefore, significant financial resources, time and effort were wasted in training programs that were not well designed, were inefficient and had no prior analysis to identify the shortfalls in the knowledge and experience of their public servants.

It is evident that most public organizations were not successful in applying effective training programs to develop the productivity and performance of labor (Lai *et al.*, 2020) but because of poor training methods and lack of expertise in training, whereas the large funds allocated for training programs did not lead to the desired goals. Thereby, this study assumes that training, job performance, and employee productivity should be empirically examined from various perspectives to understand how training in public organization is not enough to enhance employee productivity, then why job performance should mediate this relationship.

1.2 Problem Statement

One of the key issues that most organizations face nowadays is the lack of productive employees (Hanaysha, 2016). Employees experiencing a lack of enthusiasm and engagement at work due to poor training evaluation (Cote, 2019) in terms of training reaction, training learning, training behavior. However, even organizations spend high budget on training employees, their contextual and task performance remain below expectations (Mohammad *et al.*, 2019). The of quality work depends on employee productivity and it is measured through employee's ability to afford quality job, time management, fulfilling the objectives, and providing good services (Faidal & Imron, 2020), and when organization have an issue with training programs, the employees continue to struggle in their work. However, the lack of training and employee development opportunities is likely to be the cause of problems in employee career development (Putri, 2018; Niati *et al.*, 2021).

The issue of employee productivity has recently emerged in the literature and carries extreme significance. For instance, previous research works surrounding the topic of employee productivity in service contexts have been largely neglected (Brown *et al.*, 2009; Sharma & Sharma, 2014). Several issues linked to employee productivity that affect the workforce in UAE, one of these factors is time management and quality of work. A study done in UAE revealed that time management practice was 49% and the study showed that 56% of employees lack planning, prioritizing and scheduling time for their work (Qteat & Sayej, 2014). However, at the times to face the turbulent times, organizations in UAE may vehemently decide to cut the human resource cost; consequently, there may be a change in workforce productivity. Thus, HR managers in government organization strive hard to improve employee productivity and performance (Al Ahahab, 2019).

A few studies were conducted to explore the broad notion of employee productivity and factors affecting it in the Middle East (IvyPanda, 2021). While training is one of the most influential factors for employee productivity, both developing and developed countries have suffered from the ineffectiveness of their training evaluation. A significant body of literature, which discusses the reasons why training programs did not result the desired outcomes is the lack of expertise in training. Waxin *et al.* (2018) found that private and public organizations in UAE have not gain from training systems and develop the skills and attain the productivity

requirements of effective employment, e.g., some organizations in hospitality industry in UAE applied Six Sigma methodology to enhance the productivity and performance of staff but without achieving the goals of training programs (Ramadan, 2022). These programs have failed to achieve their expected results mainly due to their inability to design a training program that targets specific objectives (Ahmad & Mhamed, 2014).

Today, many organizations are facing difficulties capitalizing on the advantages of training programs. Many large organizations spend many funds to bring experts with higher salaries to improve the overall performance of the work and increase the productivity of employees rather than developing the skills and performance of current employees or create more opportunities for them to learn new information and knowledge associated with their work (Najim & Talal, 2011).

Table 1.1: The global competition index in productivity

(Global Competitiveness Index 2016-2017 and World Economic Forum –Davos)

Economy	Score ¹	Prev. ²	Trend ³	Economy	Score ¹	Prev. ²	Trend ³	Economy	Score ¹	Prev. ²	Trend ³
1 Switzerland	5.81	1		47 South Africa	4.47	49		93 Lao PDR	3.93	83	
2 Singapore	5.72	2		48 Bahrain	4.47	39		94 Trinidad and Tobago	3.93	89	
3 United States	5.70	3		49 Latvia	4.45	44		95 Tunisia	3.92	92	
4 Netherlands	5.57	5		50 Bulgaria	4.44	54		96 Kenya	3.90	99	
5 Germany	5.57	4		51 Mexico	4.41	57		97 Bhutan	3.87	105	
6 Sweden	5.53	9		52 Rwanda	4.41	58		98 Nepal	3.87	100	
7 United Kingdom	5.49	10		53 Kazakhstan	4.41	42		99 Côte d'Ivoire	3.86	91	
8 Japan	5.48	6		54 Costa Rica	4.41	52		100 Moldova	3.86	84	
9 Hong Kong SAR	5.48	7		55 Turkey	4.39	51		101 Lebanon	3.84	101	
10 Finland	5.44	8		56 Slovenia	4.39	59		102 Mongolia	3.84	104	
11 Norway	5.44	11		57 Philippines	4.36	47		103 Nicaragua	3.81	108	
12 Denmark	5.35	12		58 Brunei Darussalam	4.35	n/a		104 Argentina	3.81	106	
13 New Zealand	5.31	16		59 Georgia	4.32	66		105 El Salvador	3.81	95	
14 Chinese Taipei	5.28	15		60 Vietnam	4.31	56		106 Bangladesh	3.80	107	
15 Canada	5.27	13		61 Colombia	4.30	61		107 Bosnia & Herzegovina	3.80	111	
16 United Arab Emirates	5.26	17		62 Romania	4.30	53		108 Gabon	3.79	103	
17 Belgium	5.25	19		63 Jordan	4.29	64		109 Ethiopia	3.77	109	
18 Qatar	5.23	14		64 Botswana	4.29	71		110 Cape Verde	3.76	112	

According to Global Competitiveness Report for the year 2016-2017 for competition in productivity (see Table 1.1), the UAE has taken the highest rank among other Arab countries and the Gulf region, but was ranked 17th globally despite the huge efforts by the government to increase the productivity of local companies and overall performance. The report indicates a clear need for all public

organizations to make more effort to improve the core competitiveness of workforce in the UAE so that to match developed countries in this domain such as UAS and Europe. This is why UAE has been recruiting and hiring numerous expatriate labor (Austin *et al.*, 2014). Moreover, most supervisors and manager in UAE are also foreign nationals (Holtbrügge, 2021). These findings report serious issues associated with the performance and productivities of Emirate workforce. But the literature did not document empirical studies to highlight these issues or measure the productivity of public sector employees (Kobal & Czaplewski, 2020). Yet there is a theoretical gap that addressed the reasons for low productivity and performance of Emirate in the public sector organizations (Cherian *et al.*, 2021). Hence, it is essential to conduct a study to know the reality of productivity as well as the performance of employees in the General Directorate of Residency and Foreigners Affairs (GDRFA) which is one of the leading ministries in UAE and a good example how public service organizations recruit and develop Emirate human resources. The workforce skill lacking development which is necessary to assist in stability of economy of UAE by attracting more knowledge from inside of Emirates and have productive workplace (Kaabi *et al.*, 2018).

In addition, the data in Table 1.1 shows that the development in productivity cannot be achieved if there is a lack of effective training programs and by introducing scientific methods and modern training approaches, the work of the organization and the productivity of employees will be enhanced (Global Competitiveness Index 2016-2017). Accordingly, this study assumes that many organizations in the UAE have weak knowledge to use new theories in training and therefore still use traditional methods, which may not lead to the desired results. In addition, most of the institutions in the Arab world do not evaluate the methods and result of training at the end of training programs, which may result in negative reactions on the employees rather than positive outcome.

Some scholars found that many organizations do not have adequate information on the nature of training programs and modern theory in training because HR managers do not realize what training method is appropriate to enhance the productivity of employees (Afshan *et al.*, 2012). In the UAE, one of the reasons for poor job performance and the inability to develop employees' skills and knowledge (e.g., task performance, contextual performance, adaptive performance) in the workplace is relying on the absence of effective training evaluation (Asma,

2018; Awada, 2019). Also, the absence of training evaluation after the completion of training courses lead to the loss of funds and uncertainty on the result of training (Abbas & Yaqoob, 2009; Saad, 2013). The effectiveness of training programs in Arab organization is generally low because of insufficient needs analyses, inappropriate programs, inappropriate training methods and lack of support and reinforcement (Aliya, 2018).

Based on the above evidence, this study assumes that public organizations in the UAE are not capable of improving the productivity of employees as well as the performance of the workforce because of using improper training programs that lead to poor results of training course. While the direct effect of training on employee productivity has been widely cited in the literature, there is a lack of empirical evidence on the mediation role of job performance to influence the indirect effect of training evaluation on employee productivity, especially in public organizations.

Based on the previous arguments and debates, this study suggests that the indirect influence of training on the productivity through job performance in the General Directorate of Residency and Foreigners Affairs in the UAE (GDRFA) should be investigated in order to identify how training and employee performance foster the productivity of the workforce in this organization.

1.3 Purpose of the Study

The purpose of this study is to examine the mediating effect of job performance on the relationship between training and employee productivity in the UAE government organization. The selected organization is the General Directorate of Residency and Foreigners Affairs-Dubai (GDRFA). For this initiative, the author has developed a framework that explains why training plays a mediating role of job performance to enhance the productivity of employees.

1.4 Research Questions

The study aims to answer the following questions in GDRFA.

1. What is the impact of training evaluation on employee productivity?
2. What is the impact of training evaluation on job performance?
3. What is the impact of job performance on employee productivity?

4. Does job performance mediate the relationship between training evaluation and employee productivity?

1.5 Research Objectives

The study aims to achieve the following objectives in GDRFA:

1. To examine the impact of training evaluation on employee productivity.
2. To examine the impact of training evaluation on job performance.
3. To examine the impact of job performance on employee productivity.
4. To investigate the mediation role of job performance on the relationship between training evaluation and employee productivity.

1.6 Significance of the Study

This study contributes to public sector organizations through meaningful insights on the methodological, empirical, practical as well as theoretical aspects. The findings of this study will provide new empirical evidences to the body of knowledge that job performance could play a mediation role between training and employee productivity. In brief, the significance of this study is summarized on the following two aspects:

- **Theoretical aspect**

The findings of this study will enhance the knowledge on the concept of training for human capital. The study could help academics to understand how the productivity of employees is linked to training and job performance by understanding how the resource-based view (RBV) theory is a guiding paradigm for HRM research in organizational and individual level (Bruce, 2015). In addition, this study developed an updated scale for employee productivity (i.e. quality of work, time management, objectives, and services) so that converting this concept into a measurable variable for future research on this topic, and further defining the indicators of job performance (i.e. task performance, contextual performance, and adaptive performance). In other words, this study will explain how these three disciplines can be measured, observed, and manipulated in public organizations.

- **Practical aspects**

In practice, this study contributes to HRM functions in the public sector. HR managers can utilize the findings of this study for establishing new guidelines and standards for HR managers to help them improve the productivity and performance of their employees. In addition, the leader of GDRFA and other organizations without limitation will have new empirical evidence for the first time in the literature that the elements of job performance, such as task performance, contextual performance, and adaptive performance have a strong influence on the productivity of employees.

1.7 Scope of the Study

The content of this thesis is concerned with the development of human resources in public sectors organization through the adoption of effective training programs. Therefore, the General Directorate of Residency and Foreigners Affairs in the UAE has been selected due to its important role in managing the workforce in the country, such as citizenship and personal status, residency services, entry permits, and many other services that affect human resources in UAE. Based on this scope, three constructs have been recognized in this topic, i.e. training, job performance, and employee productivity. Quantitative methodology was applied to test the relationships between these constructs. The respondents have been randomly selected and represent all the workforce in GDRFA. Besides, the related theory associated with these disciplines (RBV) was covered and justified. In brief, this study synthesizes knowledge on human capital development from previous academic work, and presents it in a new context to provide a foundation for new proposed framework that will fill knowledge gaps in this area.

1.8 Operational Definition of the variables of Study

1.8.1 Training Evaluation

Training is an independent variable in this study. Training is a development method and practices that help the employees and workers to acquire new skills and knowledge to perform job tasks effectively and efficiently.

1.8.2 Employee Productivity

Employee productivity is a dependent variable in this study. It is as a measure of ratio between the input and output of an employee's outcome to his/her organization. Employee productivity is strongly associated with the performance of employee and training.

1.8.3 Job Performance

Job performance is a mediating variable in this study. It is a measure of employee ability to fulfil the tasks required from him/her in the work as well as an indication of employee's skills and knowledge. Job performance can play a significant mediating role on enhancement the effect of training on employee productivity.

1.9 Thesis Structure

Chapter One: Introduction. This chapter covered the main arguments and justification behind conducting this research. It includes the background of the topic, problem statement, research objectives and questions, research significance, and scope of study as well as the terms used in the whole thesis.

Chapter Two: Literature Review. A thorough analysis of previously published work and analysis of literature, which is done in this chapter. The existing theories on the concepts presented in this study will also be explained in this chapter.

Chapter Three: Methodology. The procedure for data collection along with details of data analysis tools and techniques has been explained in this chapter.

Chapter Four: Data Analysis and Results. The statistical description of the data along with the interpretation, which were presented in this chapter.

Chapter Five: Conclusion and Recommendation. The logical explanation of the data as to why the results are accepting/rejecting the current hypothesis has been explained in this chapter.

1.10 Chapter Summary

This study is a theoretical effort to introduce the concepts of training, job performance, and employees productive in government organizations. This study has examined the correlations between training, job performance, and employee productivity as well as the mediating effect of job performance on the relationship between training and employee productivity. In this chapter, the researcher presents a brief introduction on the main concept of training and its importance in developing the performance and productivity of employees, the following subsections include the background of the study, problem statement, research objectives and questions, significance of the study and scope. This chapter ends by presenting definitions of variables, so that readers can understand the topic before discussing the concepts and empirical results.



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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the most important theories on training, job performance, and employee productivity. The discussions and arguments are focused on these concepts and their definitions, as well as their measurements. Hence, the theoretical construct of each variable and its dimension is explained and justified in this chapter. Moreover, the relationships between these variables will be elaborated in order to develop the conceptual framework. In view of the importance of these concepts, the focus in this chapter is to examine the findings in the literature on these disciplines to construct a new theoretical framework, as well as developing the hypotheses that construct this framework. Finally, this chapter justifying the underpinning theories that fit the aim of this research.

2.2 Training Evaluation

Training is a managerial, realistic, technological, and scientific approach that maximizes work efficiency, in ways that improve the use of available human capital at the group or company level (Al Qasimi, 2021). The Success or failure of modern business organizations depends on the quality of their human resources. Well-trained and highly developed employees are considered as corner stone for such success (Salah, 2016). Training has become the buzzword in the dynamic competitive market environment (Kodwani & Prashar, 2019). Human resources differentiate a great organization from a good one. Organizations at the present time investing in effective training programs for human resource in order to achieve short- and long-term benefits and enhance productivity (Maimuna, 2013). It is important for organization to get skilled and capable employees for better performance, and employees will be

competent when they have the knowledge and skill of doing the task (Oboh & Nwachukwu, 2021). Training and development would provide opportunities to the employees to make a better career life and get better position in organization. In doing so, organizations efficiency would be increased (Neelam *et al.*, 2014).

Training is a very old concept. A learning experience seeks and aims for a relatively constant change in persons that could improve their abilities to perform their job in a good way (Rotimi & Folorunso, 2019). Training and development are important and significant aspects of the human resources management, which have to be started proactively or reactively to face any probable change could happen over time (Goldstein & Ford, 2002).

Training is a useful investment and is one of the most important factors in human resource development (Heydari *et al.*, 2019). When done well, it can improve employee satisfaction, intended outcomes, and economical efficiency (Patel *et al.*, 2018). Many factors can affect whether training programs achieve their desired outcomes (Rezaee & Moadeb, 2016). One of the most critical parts of implementing training programs is accurately assessing their impact; to assess programs requires using a suitable method (Kojuri *et al.*, 2015).

Najim & Talal (2011) defined training as an ongoing program to develop the knowledge of staff and increase the level of knowledge acquired at the end of the training program. Training seeks to develop an individual's abilities, behavior, and attitude towards the organization. While Nadia (2012) defined training as "a structured activity to provide trainees with knowledge and skills so that they can understand their duties, recreate behavior and apply learning to different situations with increasing efficiency to achieve desired results on job site. Training focuses on giving trainees the skills and knowledge they need to do their work". In the same regard, Najim & Talal (2011) defined training as an ongoing program to develop the knowledge of staff and increase the level of knowledge acquired at the end of the training program. Training seeks to develop an individual's abilities, behavior, and attitude towards the organization.

Nadia (2012) defined training as "a structured activity to provide trainees with knowledge and skills so that they can understand their duties, recreate behavior and apply learning to different situations with increasing efficiency to achieve desired results on job site. Training focuses on giving trainees the skills and knowledge they need to do their work". Elham (2011) defined training as "an effort

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APPENDIX A

QUESTIONNAIRE

An invitation to participant in a survey on

Dear Valued Respondent,

The purpose of this questionnaire is fulfilling my PHD study of Faculty of Technology Management and Business in University Tun Hussein Onn Malaysia. My study is mainly intended to examine the relationships between job performance, employee productivity and training.

Please be assured that any information provided in the survey will be strictly confidential and used for research purposes only. If you have any inquiries, please do not hesitate to contact myself or my supervisor for further clarification.

Thank you...

Name: Rashid Ali

PHD Student

Faculty of

Mobile:

Email:

PART ONE: DEMOGRAPHIC BACKGROUND

What is your gender?

- Male
- Female

What is your age?

- 20-29 years
- 30-39 years
- 40-49 years
- 50-59 years
- Older than 60 years

What is your current study level?

- Secondary school
- Bachelor
- Master
- Ph.D.

What is your experience in work?

- 1-5 years

- 5-10 years
- 10-15 years
- More than 16 years

How many times you attend training in last three years

- 1 time
- 2 times
- 3 times
- more than 3 times

PART TWO: RESEARCH VARIABLES

In the following sections please circle the appropriate number which represents your best opinion about the following variables:

1. Training (Section A)
2. Job performance (Section B)
3. Employees Productivity (Section C)

Your answers should be one of the following selections:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Please tick the box that matches each statement according to your opinion. If you are unsure about some answers, please give your best estimate.

SECTION A: TRAINING

N#	Phrase	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Reaction					
1	The place of training is suitable for the implementation of the training program	1	2	3	4	5
2	Training supplies are available during the program	1	2	3	4	5
3	I have a positive feeling towards my organization after ending the training program	1	2	3	4	5

4	The supervisor of training is responsive to trainees' questions	1	2	3	4	5
5	The course covers the whole training objectives	1	2	3	4	5
6	The methods used in the training is clear for me	1	2	3	4	5
	Learning					
7	My work performance improved due to the development of my knowledge after the training	1	2	3	4	5
8	I need more courses to develop my information on the work	1	2	3	4	5
9	My center tests the effectiveness of learning through training by monitoring the evolution of work performance	1	2	3	4	5
10	The desire to learn is one of the most important considerations for engaging in training programs	1	2	3	4	5
11	The information gained from the training help me to better understand the tasks you are doing	1	2	3	4	5
12	I developed my skills in doing the work	1	2	3	4	5
	Behavior					
13	Employees' confidence increased to perform tasks after training	1	2	3	4	5
14	Training changed the relationship between the staff after the training	1	2	3	4	5
15	The trainees' behavior improved after the training program	1	2	3	4	5
16	My organization rarely records the outputs as a means of evaluating the training program at the level of the trainees' behavior	1	2	3	4	5
17	Trainees who are willing to train improve their behavior inside the organization	1	2	3	4	5
18	I have better relationships with my colleagues and supervisor after training	1	2	3	4	5

SECTION B: JOB PERFORMANCE

No	Phrase	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Task completion					
1	I am able to afford work with high quality	1	2	3	4	5
2	I could plan and organize my work	1	2	3	4	5
3	I'm always working with efficiently	1	2	3	4	5
4	I have difficulty to finish complex tasks	1	2	3	4	5
5	My supervisor monitors my performance in doing the job	1	2	3	4	5
6	My colleagues help me to complete the duties and works required from me	1	2	3	4	5
	Contextual					
7	I am able to taking initiative	1	2	3	4	5
8	I'm always accepting and learning from feedback	1	2	3	4	5
9	I am cooperating with others to do the jobs	1	2	3	4	5
10	I am communicating effectively inside the organization (e.g., adequately expressing ideas and intentions)	1	2	3	4	5
11	I have a weak background about the work	1	2	3	4	5
12	My organization help me to develop my communication with others	1	2	3	4	5
	Adaptive					
13	I'm showing resiliency (coping with stress, difficult situations)	1	2	3	4	5
14	I can provide creative solutions to novel, difficult problems	1	2	3	4	5
15	Keeping job knowledge up-to-date is very important	1	2	3	4	5
16	The employees in my organization needs to keep job	1	2	3	4	5

	skills up-to-date					
17	I am able to deal with uncertain and unpredictable work situations	1	2	3	4	5
18	I could adjust work goals when necessary	1	2	3	4	5

SECTION C: EMPLOYEE PRODUCTIVITY

No	Phrase	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Quality					
1	I contribute to productivity due to my quality level	1	2	3	4	5
2	My involvement in work related activities leads to quality in productivity	1	2	3	4	5
3	The experience I get from my work contribute to the quality of my productivity	1	2	3	4	5
4	Employees at the organization are aware that absence and delay affect negatively affect their productivity	1	2	3	4	5
5	I am aware of the negative effects of lack of skills on my productivity in the work	1	2	3	4	5
6	I can handle complex jobs					
	Time Management					
7	I am knowing what work to prioritize	1	2	3	4	5
8	I have trouble saying no even when their workload is full	1	2	3	4	5
9	I am feeling overwhelmed with too many tasks	1	2	3	4	5
10	I'm always being in reactive mode due to an unclear strategy to schedule my work	1	2	3	4	5
11	Timelines of my work aren't clearly set	1	2	3	4	5
12	It is difficult to align the time with the schedule of my					

	work					
	Work engagement					
13	My organization always include the employee in the goal planning process	1	2	3	4	5
14	I have specific goals to do in my work	1	2	3	4	5
15	I understand why the goals of my organization are written	1	2	3	4	5
16	Knowing the objectives of my work help me to improve my productivity	1	2	3	4	5
17	The organization set a timeline for when goals are expected to be completed	1	2	3	4	5
18	My organization relies on employees for achieving the goals	1	2	3	4	5
	Service					
19	The employee must provide maximum service to the organization	1	2	3	4	5
20	The organization must rely on performance appraisal to assess the service received from employees	1	2	3	4	5
21	Employee's output is contributing to the goals and targets of my organization	1	2	3	4	5
22	Customer retaining productivity will require them to get a high quality of service	1	2	3	4	5
23	My organization need to measure productivity by the speed of product or service delivery, customer feedback, or by individual and department self-evaluations.	1	2	3	4	5
24	The organization measure productivity by counting the number of tasks performed or the number of customers served in a day or an hour.	1	2	3	4	5

APPENDIX B**LIST OF EXPERTS**

Name: Dr. Anu Vij

Designation: Associate Professor & Dean, School of Business Administration

Specialization: Business & Administration.

University: Al Dar University College, Dubai.

Name: Dr. Om Prakash Bohra

Designation: Assistant Professor & Chair, School of Business Administration

Specialization: Business & Administration.

University: Al Dar University College, Dubai.



PTTA UTHM
PERPUSTAKAAN TUNKU TUN AMINAH

VITA

The author was born in the UAE, in 19 June, 1984. In 2002 he finished secondary education at Al-Maarif High School in Abu Dhabi. Next, he awarded a Certificate of Participation in Dubai Institute for Human Resources Development in 2005. Between 2005 to 2006, the author was awarded the Certificate of graduate completion Courses (Management Business) and Certificate of graduate CD Courses from Dubai Men's College. In 2009, he was awarded Bachelor degree in Business Administration from Al Ghurair University. Lastly in 2013, he accomplished Master degree in business administration in the Canadian University of Dubai. The author worked in a diverse industries and organizations. Starting in 2004 worked in Dubai Courts as Coordinator Public Services and Judge Secretary Responsibilities. In 2007 working in Dubai Airport Immigration as a passport control. In 2009 working as Area Supervisor in Dubai Airport Immigration Responsibilities. In 2011 working in Dubai Port Rashid immigration as a Head Administrative Department. Since 2011 to the present time, the author is working in investigation department as head of investigation section to resolve issues relating to Naturalization and Residency Department. The responsibilities are running every aspect of the department responsible for distributing relevant information to employees from the central head office, hires other department heads and mostly keep an eye on improvements of the company. Finding ways to increase interest and improve sales, official correspondence between the incoming and outgoing administrations and coordination. The author is seeking a challenging position where he can be of benefit to the company and develop both my technical and interpersonal skills. He is a person with an extensive ability to work both individually and within a team, and carry a remarkable experience through working in various business sectors which taught me to treasure friendliness and appreciate business ethics. Finally, his long-standing interest in business administration, marketing and management (along with my life experience) has now given me the confidence and determination to embark on my career.