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Training and development: A key driver of organizational efficiency

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Abstract

This research looks at the connection between organizational success and training and development. Data for the research is gathered via the creation of a questionnaire; the study employs a qualitative methodology that focuses on the quality of items rather than on quantitative data on the questionnaire. It is divided into two sections, the first of which is interested in gathering personal information; the sample included both men and women, and the second portion sheds light on the topics of training, development, and organizational success. Using a random sample, the researcher had gathered the data from private universities. 102 of the 120 employees at various levels who received the questionnaires answered, and SPSS was used for the study. The goal of this study was to shed light on how training and development might impact an organization's performance. To that end, the researchers opted to send their questionnaire to private institutions and then collect it after the students had completed it. In response to their first research question, the researchers discovered a relationship between training and development. In response to their second research question, they discovered that development programs have a direct impact on organizational effectiveness and that progress and development are necessary for an effective organization.

Keywords: Training and development, organizational effectiveness, qualitative methodology, employee performance, private universities

Introduction

The purpose of this research is to examine how organizational success and training and development are related (Abdullah & Othman, 2019) ^[6, 40, 54]. Training plays a crucial role in human resource management. With the primary goal of raising productivity, it is now more crucial than ever to support employees' physical and mental development as well as their activities and thought processes (Anwar & Abdullah, 2021) ^[46, 49].

Development and training are fundamental components of a fulfilling workplace; an organization's existence and survival depend on these (Gardi *et al.* 2020) ^[8], which are irreversible, evident in all spheres of time and space, and provide staff with the knowledge and feedback they require regarding Humans (Demir *et al.* 2020) ^[69], who are regarded as the most reliable of these resources provided they receive quality training (Top & Ali, 2021) ^[68]. The degree of improved product performance overall is directly correlated with the talents and efforts of working individuals. Human resources do not disappear, despite the obvious use of new and sophisticated technology in industrialized nations (Prabhu *et al.* 2020) ^[9, 33, 50]. This is a topic of much discussion.

In general, training and development may reveal hidden talents and make the most of them to support increased organizational performance (Anwar & Shukur, 2015) ^[10, 14, 16, 22],

Training and development work together to improve employees' knowledge, abilities, and ways of thinking in order to demonstrate outcomes that can impact the company and encourage employers to enter a competitive market (Sultan *et al.*, 2020) ^[11]. It's also critical to note that selecting the appropriate training approach is crucial in order to advance both the staff and the organization as a whole (Abdullah & Othman, 2015) ^[12, 28, 38, 56, 60]. Furthermore, we may assert that training is fundamental to an organization, as acknowledged by several writers in their research (Gardi, 2021) ^[13]. For the benefit of the company, training serves as a platform for the graduation of many talented individuals in addition to providing physical and mental preparation for employees (Ismael *et al.* 2021) ^[15].

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According to Anwar and Abd Zebari (2015) ^[18], training is defined as providing education and guidance to an employee whenever it is necessary to enhance their existing level of knowledge and abilities in order to get better results. Employees cannot run their businesses in a professional and standard manner without enough training (Anwar & Surarchith, 2015) ^[19]. To put it another way, training is a set of exercises designed to help staff members modify the way they think and the knowledge they currently possess about particular topics (Othman *et al.*, 2019) ^[20, 23]. The ultimate goal of training is to help each employee develop the skills and performance necessary to meet the needs of the company (Khan & Abdullah, 2019) ^[44]. An effective training system is essential for providing workers with the critical skills they need to do a variety of activities (Othman *et al.*, 2019) ^[20, 23] and for motivating them (Anwar, 2017) ^[35]. Each training session should be delivered in accordance with the requirements (Ali, 2021) ^[84], meticulously planned and updated (Ali, 2020) ^[74]; participants in the program should include those with direct managerial responsibility for incorporating HRM practices into the workflow.

Any firm may increase its workforce and production by providing material, social, intellectual, and mental training (Abdulla *et al.* 2017) ^[26].

Accordingly, training must be relevant to the school administrators' connections (Anwar & Balcioglu, 2016) ^[27]. For each person to fulfill their tasks effectively and efficiently, they must acquire knowledge, which includes information, understanding, skill, and aptitude (Andavar *et al.*, 2020) ^[74]. (Abdullah & Abdul Rahman, 2015) ^[12, 28, 38, 56, 60]. Although money, equipment, and machinery are valuable, nothing compares to human resources because, very simply, without human interaction, nothing can be done. According to Hameed & Anwar (2018) ^[30], workers need to acquire the information, abilities, and attitudes that come from organized training in order to do a certain activity or job (Damit *et al.* 2019) ^[31]. There are many methods to administer this, both inside and outside of the workplace during business hours. According to Anwar & Ghafoor (2017) ^[32], employee development and training may increase an organization's profitability and overall performance (Prabhu *et al.* 2020) ^[9, 33, 50]. Thus, Anwar & Climis (2017) ^[34] provided a methodical training methodology that encompasses the key components of training (Faraj *et al.* 2021) ^[75]. An association's ability to succeed and function depends on the individuals who labor and organize it. As a result, the competence and training of the organization's staff will be crucial to the accomplishment of its aims. Organizations adjust their training programs to accommodate varying manpower levels in order to account for this (Prabhu *et al.* 2019) ^[36]. Before formal efforts from training or development programmers, the identification of training requirements is often accomplished via individual and organizational evaluations. Following the training and development programming, an assessment (Anwar & Qadir, 2017) ^[37] is conducted to see if the objective has been met in accordance with the requirements that have been recognized (Abdullah & Rahman, 2015) ^[12, 28, 38, 56, 60]. It is important to note that the growth of the organization and the person who founded it occur at the same time (Ali, 2016). It goes without saying that employees with the necessary training and expertise are essential to an organization's success (Abdullah, 2019) ^[40].

One important instrument for human growth is training. People's ability to choose is increased as a result of human growth. In general, these decisions are subject to constant modification (Anwar & Louis, 2017) ^[41]. But without the staff members' three fundamental needs—a long and healthy life; knowledge and skills; and access to resources for a good living—nothing can be accomplished (Ali & Anwar, 2021) ^[85]. The only thing that can advance human persons according to human conceptions is human development revenue. Growth in wealth and income is necessary in tandem with development (Khan & Abdullah, 2019) ^[44]. According to Anwar and Abdullah (2021) ^[65], creating and maintaining an atmosphere that promotes high-quality performance is one of the common aims for administration. It is evident that administrators need highly qualified personnel in order to accomplish their goals. It is important for organizations and institutions to include training programs in order to guide and empower individuals with the necessary skills and knowledge (Prabhu *et al.*, 2020) ^[9, 33, 50]. Training that is both efficient and effective determines how well organization goods are evaluated. According to Ganeshkumar *et al.* (2019) ^[52], advancement and training investments are vital in today's globe. It follows that the personnel training and development should no longer be overstated.

However, worker development initiatives are crucial to the operation of the company. The absence of these planned is the cause of the difficulties with inefficiency, effectiveness, and incompetence (Abdullah & Afshar, 2019) ^[6, 40, 54]. outlined how training and development objectives might support the development and upkeep of both individuals and organizations. According to Abdullah & Rahman (2015) ^[12, 28, 38, 56, 60], training and development are necessary and ongoing processes.

Because people are dynamic by nature, human projects are necessary to provide staff members with ongoing training that is innovative. The relevance of training and development's endless worth has been stated by G. Ali *et al.* (2021) ^[83]. For advanced training success, it's critical to explore for additional and novel methods and abilities (Abdullah, 2018) ^[58]. Nonetheless, school administrators understand that training is unquestionably necessary for the simultaneous growth of people who can support the employees in their productive capabilities. One of the best instruments for creating organizational settings that encourage the pursuit of improved employee performance is training. Saleh *et al.* (2021) ^[57] have provided more insight into the advantages of training for a company. "Increase productivity, improves the quality of work; improves skills, knowledge, understanding, and attitude; enhances the use of tools and machines; reduces waste, accidents, turnover, lateness, absenteeism, and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital management, etc." is how they defined the purpose of training (Othman & Abdullah, 2016) ^[61]. These abilities raise officers' performance to the required level, modify new rules and regulations, assist individuals in achieving their goals, increase the advancement of manpower, and attest to the resilience and creative growth of the workforce. According to Abdullah & Ottman (2016) ^[63], the following categories apply to the roles that training plays: provide the knowledge, abilities, and skills needed to begin the job effectively; nurture employees with untapped potential. Reducing wasted time, improper equipment operation, and

bodily risks are ways to advance and boost productivity (Abdullah & Othman, 2021) ^[65]. Along the same lines, the management's failure to make clear what knowledge and skills are required of the employees who lack access to information technology will also benefit the employees' emotional development and drive when they receive a reasonable compensation for their failure (Abdullah & Abdul Rahman, 2015) ^[12, 28, 38, 56, 60]. The workers lack the mental and physical capacity to connect the information and abilities with the tools utilized to fulfill the duties and goals of the role. In conclusion, each of the issues listed above directly affects how well people perform inside a company (Anwar & Abdullah, 2021) ^[46, 49].

Literature Review

The Concept of Training and Development

In human resource management, training and development go hand in hand because they are essential to and complete each other. Because of this dependence, both can be provided to employees simultaneously with the ultimate goal of increasing output (Anwar & Shukur, 2015) ^[10, 14, 16, 22]. This is achieved by enhancing and bolstering current employee skills (training) and future-oriented plans (Anwar & Abd Zebari, 2015) ^[18]. It is not necessary for training and development to take place at the same time; instead, they may be provided concurrently or separately (Anwar & Surarchith, 2015) ^[19]. They are both fundamentally ignorant of proper human resource management. According to Anwar (2017), a business strives to assist its employees' ability to meet goals; in the process, staff members are expected to take on more responsibility and participate in future plans for which they were hired. According to Anwar (2016), skilled workers are best equipped to create a bright future while putting in a lot of effort now. Anything cannot stop them from achieving their goals since they will be their organization's primary energy source (Abdulla *et al.* 2017) ^[26].

Training and Development

The purpose of both of these areas in human resource management is to improve an organization's capacity to provide quality results. It goes by many names, including learning, development, and human resource development (Anwar & Balcioglu, 2016) ^[27]. It is stated that training allows people to continuously develop their talents and skills, which in turn alters how they think and interact with clients. In 2018, Hameed and Anwar.

Thus, training entails organizing and setting up various teaching methods for the personnel in order to improve their capacity to accomplish the desired outcome. Unlike training, which takes place now and covers every staff member's responsibility, development is longer-term, seeks future demands, and is interested in understanding mechanisms of things as well as future issues rather than just current processes in general (Anwar & Ghafoor, 2017) ^[32].

Development

It is that branch of human resource management that aims to improve the organization's overall direction and the present state of its employees in order to facilitate further development (Anwar & Climis, 2017) ^[34]. Development theory addresses current events and situations, and it makes necessary revisions if a defect is found, or if there may not be one in order to support and enhance staff performance in

order to achieve the intended goal as scheduled. Alternatively, a problem may already be present that is discovered during the development process, in which case efforts are made to bring it back to normalcy and even seek improved performance through a variety of new styles and changes in order to stay current (Anwar & Qadir, 2017) ^[37].

Types of training

Business training often comes in two flavors: on-the-job training and off-the-job training. (Anwar & Louis, 2017) ^[41]. When it comes to on-the-job training, it's the sort that managers and supervisors do to bolster their own expertise and help employees become more skilled. According to Armstrong (1995), on-the-job training is imparting knowledge to trainees by knowledgeable and experienced employees in a way that is relevant to and not apart from the duties of the job, or it can be structured in other ways by planning seminars or distributing knowledge efficiently among employees so that employees can educate one another collectively (Anwar & Abdullah, 2021) ^[46, 49].

On the job training

According to Anwar & Abdullah (2021) ^[46, 49], on-the-job training is the most basic form of concentrated, effective training in most areas of handling money, administration, being a practical manager, and other areas so that the employee can learn these lessons, respond to them appropriately, and apply them at the same time when he is working in that area on a daily basis. Armstrong is against on-the-job training because he believes that the instructors may not be as efficient in providing a coach that is adequate for the employee to apply the material realistically, and the courses may not be as responsive and effective. Additionally, he could not like his coworkers who serve as his trainers and be bored with his workplace, which might impair his comprehension (Anwar & Abdullah, 2021) ^[46, 49]. In order to address this issue, it is necessary to include trainers in ongoing instruction and feedback sessions (Anwar & Shukur, 2015) ^[10, 14, 16, 22]. In reference to on-the-job training, which existed for many years prior to other forms of training, an individual or employee with experience provides instructions and mentors others within the organization in the workplace; the trainer provides specific advice and topics, and the individual receiving training must appropriately respond and demonstrate this through his actions (Anwar & Abd Zebari, 2015) ^[18].

Off-the-job Training

According to Anwar & Surarchith (2015) ^[19], off-the-job training include instruction received away from the workplace and its surroundings. Examples of this kind of instruction include conferences, seminars, on-site instruction in conference rooms, and group instruction and discussion. Although it is away from the workplace, they would still get the same kind of training. A unique setting has been created to allow for the greatest amount of contact possible between the trainers and the trainees (Anwar, 2017) ^[46, 49]. This unique kind of training takes place outside of the workplace; sophisticated skills and planning are required to properly guide employees in the appropriate direction and at the appropriate location.

Organizational effectiveness

In general, the term "organizational effectiveness" is widely used in practice and research. In terms of the research line, this word refers to the industrialization and scientific management eras. Historically, organizational effectiveness was acknowledged as a metric for assessing profitability and/or production (Abdulla *et al.* 2017) [29]. outlined how the structural model of organizational effectiveness—also known as organizational success and worth—was used to investigate goal attainment.

The 1960s through the 1980s saw the writing of many research articles and published books; the 1990s saw the writing of fewer articles. Despite this, Goodman, Atkin, and Schoorman (1983) created and recommended extensive empirical research as indicators in the fields of safety and productivity. The lack of consensus amongst academics and scientists about the definition, framework, or evaluation technique of organizational effectiveness led to the adoption of the words for organizational effectiveness and the suggestions made for it (Anwar & Balcioglu, 2016) [27]. Following the suggested evolution, the characteristics and attributes of organizational efficiency for various organizations are studied by researchers (Hameed & Anwar, 2018) [30]. Various research, however, have focused on the

theoretical ideas of organizational performance to examine the definition's capability, frame, or multidimensionality (Anwar & Ghafoor, 2017) [32].

Methodology

a quantitative approach to collect pertinent data on the association between organizational success and training and development at small and medium-sized businesses in the Iraqi Kurdistan area. Methods include the processes for creating, gathering, and assessing data. Primary data for the study was obtained by the researchers via the distribution of questionnaires.

An employee survey was created and sent to several small and medium-sized businesses in Erbil. For the purpose of conducting research on the link between training and development and organizational success, secondary data was gathered from books, academic journals, and earlier studies. The research included 102 employees from several small and medium-sized businesses located in the Kurdistan region of Iraq. There will be an equal probability of selection for all workers from small and medium-sized businesses using the random sampling process.

Findings and Discussion

Table 1: Descriptive Statistics

Question	Mean	Standard Deviation	Analysis
Q1: Our organization conducts extensive training programs for its employees in all aspects of quality.	3.200	1.362	Moderate agreement with high variability.
Q2: Employees in each job will normally go through training programs every year.	2.917	0.9793	Slightly uncertain, lower variability.
Q3: Training needs are identified through a formal performance appraisal mechanism.	3.267	0.9543	Moderate agreement, reasonable consistency.
Q4: There are formal training programs to teach new employees the skills they need to perform their jobs.	3.533	1.2949	General agreement, but varied experiences.
Q5: Training needs identified are realistic, useful and based on the business strategy of the organization.	2.933	1.4364	Slight disagreement/neutral, high variability.
Q6: Job security and stability are guaranteed to employees.	2.300	1.4992	General disagreement, high variability.
Q7: Development focuses on problem-solving and decision-making.	3.333	1.2442	Moderate agreement with some variation.
Q8: A trainee has been given an opportunity to perform learned skills.	3.150	1.0387	Slight agreement, consistent responses.
Q9: Self-confidence is built through feedback and positive reinforcement.	3.067	1.3884	Moderate agreement, high variability.
Q10: Employees are assisted in planning their career advancement.	3.333	1.0840	General agreement with reasonable consistency.
Q11: Career progression is based on individual work performance.	2.833	1.0750	Slightly neutral, indicating inconsistency in career advancement criteria.
Q12: A trainee is encouraged to raise questions during development.	3.200	1.2045	Moderate agreement, some differences in experiences.
Q13: Training and development help me to increase organizational effectiveness.	3.150	1.5495	Moderate belief in effectiveness, but highly varied opinions.
Q14: The training I received helped me to enhance high quality of product/service effectively.	3.000	1.2351	Neutral on impact, varied responses.
Q15: The training provided by my organization helped me to improve quantity effectively.	3.167	1.1669	Slight agreement, moderately consistent responses.
Q16: Development enables me to improve skills, knowledge, attitude change, new capability.	2.850	1.3126	Slightly neutral about effectiveness, notable variability.
Q17: Development helps me to enhance the use of tools and machines, operational safety.	3.217	1.4272	Moderate agreement, varied experiences.
Q18: Effective training reduces possible accidents.	3.500	1.3716	General agreement on safety improvement, diverse experiences.
Q19: Training and development reduce lateness, absenteeism.	3.450	1.2272	Agreement on reducing lateness/absenteeism, some variability.
Q20: Training provided helped me to eliminate obsolescence in skills.	3.333	1.2305	Moderate agreement on skill relevance, some differences in opinions.
Q21: Development helps me to reduce errors.	3.650	1.2049	Strong agreement on error reduction, varied responses.
Q22: Training and development helped me to reduce frequency of supervision, increasing effectiveness.	3.467	1.1712	Agreement on reduced supervision, enhancing effectiveness.
Q23: Training helps me to reduce turnover.	3.533	1.1270	Agreement on reducing turnover, consistent responses.
Q24: I feel a strong sense of belonging to this organization and development helps improve effectiveness.	3.100	1.1889	Neutral to slight agreement on belonging and effectiveness, some variability.
Q25: Training and development help increase job satisfaction, enhancing effectiveness.	3.433	1.4540	Agreement on increasing job satisfaction and effectiveness, high variability.

Conclusion

In order to shed light on training and development and how it might impact an organization's performance, the researchers chose to send their questionnaire to private institutions and then follow up with the respondents to collect their completed forms.

In response to the first research question, the researchers discovered a relationship between training and development. In response to the second research question, they discovered that development programs have a direct impact on organizational effectiveness and that progress and development are necessary for an effective organization.

Training is concerned with the many instructional resources and esteemed recommendations provided to staff members to assess their present abilities and knowledge while simultaneously enhancing it for the benefit of a successful business. Plans and strategies that support an individual with their existing abilities, attitudes, and behaviors in the workplace are included in training and development. They are both essential to the production of high-quality goods and competent workers. The researchers come to the conclusion that new guidelines and training curricula, especially for older workers, are necessary. In terms of organizational effectiveness, it occurs when each worker is focused on obtaining the necessary information to enable them to accomplish their objectives with the least amount of effort and resources, as determined by the organization's standards. In the long run, organizational development involves a number of procedures that are intended to promote positive behavior among workers and managers alike. Organizational effectiveness and development are intimately related; a successful organization could not exist without a robust development program.

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