

# Effects of Training and Development on Employee Work Performance and the Moderating Role of Job Stress: Evidence from the Hotel & Dining Industry

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**Abstract:** *Training and development refers to an organization's purposeful efforts to help individuals in obtaining information, abilities, skills, and attitudes related to their professions with the goal of putting them into practice in the workplace. This study sought to answer the effects of training and development on the work performance of the employees and the moderating effect of job stress. The study is quantitative in nature, with data collected on training results, workplace stress levels, and work performance measures. The researcher conducted an investigation on how training and development programs affect employee work performance, while also taking into account the possible moderating influence of workplace stress in the hotel and dining industry. The analysis has unveiled a statistically significant and positive relationship between individuals' participation in development programs and their work performance. Although training and job stress have strong individual impacts on job performance, their interaction is not statistically significant. In practice, this means that the presence or intensity of job stress does not significantly alter or mitigate training's favorable influence on job performance. The findings demonstrate that, even in the context of job stress, training is helpful in improving job performance.*

**Keywords:** *training and development, workplace, employee work performance, job stress, hotel and dining industry*

## Introduction

Training and development contribute an important part in the generation of efficiency within the organizations and to the experiences of the individuals at work (Kapur, 2018). With the development of the economy and society, managers begin to realize the importance of “people” and consider them as the main resources of an organization, and the requirements for employees are becoming more and more specific. In the process of corporate development, it has become crucial to figure out how to support employees in raising their own standards, maximizing their value, and assisting businesses in expanding (Elgana & Imran, 2013).

Training and development refer to an organization's deliberate efforts to assist people in acquiring information, abilities, skills, and attitudes relevant to their jobs with the intention of putting them to use in the workplace (Milhem et al., 2014). Training and development programs may range from formal classes to one-on-one mentoring, and it may take place on the job or at remote locations. Training and development, regardless of its structure, can be beneficial to the business if it is connected to organizational needs and when it inspires workers. Therefore, more and more managers begin to pay attention to employee training. While increasing the investment in training, they are also eager to understand what impact training can bring to employees' work performance and how to realize this impact.

Various studies on the effects of training and development have previously been undertaken in different contexts

globally; Edralin (2007) did research in manufacturing and non-manufacturing firms in the Philippines. Mendoza & Baustista (2022) did research on the Philippine Local Government Unit. Dela Cruz & Cabaluna (2022) did research on selected banks in the Philippines. With these notable studies, there is still little study in the hospitality and tourism industry. Hence, the present research, hotel and dining staff as the research object, take staff training and development as the independent variable and job performance as the dependent variable and discusses the mechanism of the impact of training and development on job performance and job stress. Through the analysis of the research results, management suggestions are put forward for the hotel and dining industry; develop training courses scientifically to further improve the training and development system, and use a variety of ways to enhance human capital and improve the quality of life while achieving the goals of the organization.

## Training and Development Programs and their Effect on Work Performance

Many well-known enterprises, such as the United States General Electric, MOTOROLA, Siemens, Samsung, and other companies, have a complete training system but also benefit a lot. However, there are also many enterprises although that have invested a lot of manpower and material resources in staff training, but the effect is not obvious, including the hotel studied in this paper. The company arranges various forms of training courses for employees to participate in, but because it is impossible to confirm whether

this training really improves employees' work performance and adjustment of work pressure, there are no targeted measures, which will not only waste the investment of the company but also consume employees' own time and energy. Based on the above situation, managers need to consider whether training and development can affect employees' work performance, adjust work pressure, and improve their performance. Only in this way can they better help enterprises establish training systems and effectively improve employees' work performance.

Suitable training and development of the individuals leads to increase in productivity, health and safety at work, and personality development. In various types of organizations, there has been the initiation of the programs based on their requirements, mission, and objectives (Training and Development, n.d.). When individuals are recruited and even when they are in employment, then when there are introduction of modern and innovative strategies and methods, they are required to undergo the program to acquire efficient knowledge. The organizations are required to make sufficient investments in making available the required tools and machines that are needed to make the training programs effective. The individuals, who perform the job of the trainers, need to be skilled and efficient. The programs within the organizations help the individuals obtain knowledge and information in terms of various aspects of the organization. These include goals and objectives, departments, personnel, job duties, methods and strategies, and overall working environmental conditions.

Development is a comprehensive term. When it is talked about, it means growth, improvement, and progress of the employees. The training and development of the workforce is responsible for the maintenance of the training and development systems within the organization. These are the ways of obtaining or transferring knowledge, skills, and abilities needed to carry out a particular task or activity (Niazi, 2011).

When the employees are recruited, they may possess adequate experience or may not be much experienced. Upon the recruitment and selection of the employees, they are required to undergo the training and development program. The time duration of the program may vary from two to fifteen days. Through this program, they are required to possess the essential knowledge and develop their skills and abilities in a manner that they can render an imperative contribution towards the achievement of organizational goals as well as personal goals. There is a close link between training and development. With the acquisition of proper training, individuals can bring about development in various areas.

For any organization to achieve its goals and objectives in this competitive world, it is of utmost significance to focus on the training and development of the employees. The organizations are expected to identify the

training needs of the employees and design the programs. When designing of the programs takes place, it is essential to focus on the areas that need to be improved upon. The areas need to be identified that the employees are not aware of and are new. The designing of the programs should take into consideration the optimal utilization of the workforce towards actualization and the achievement of goals and objectives. The transfer of skills and abilities takes place among the employees, so that they are not only able to render their job performance in an appropriate manner, but also contribute towards their operative growth and development (Falola, Osibanjo, & Ojo, 2014).

Chapagain's study (2022) examines the relationship between training effectiveness, work performance, and the mediating role of the workplace environment. The study found that training effectiveness has a positive impact on work performance, and the workplace environment mediates the relationship between training effectiveness and work performance. The study suggests that organizations should focus on improving the workplace environment to enhance the effectiveness of training programs and improve employee work performance. The search results also provide other studies that discuss the relationship between training effectiveness and employee performance, as well as the mediating role of the work environment.

Furthermore, Walters and Rodrigues (2017) underscored the critical significance of training and development in the realm of employee performance and evaluation. Their research highlights several compelling reasons for the importance of training and development in this context. Firstly, it serves as a means to equip employees with essential skills necessary for various tasks, fostering critical thinking capabilities. Secondly, it contributes to improving morale and instilling a sense of security among employees, aligning their goals with those of the organization. Thirdly, training and development initiatives have a direct impact on an organization's bottom line by enhancing employee performance. Additionally, these programs boost employees' confidence at work, thereby elevating job performance. Lastly, a content and well-trained workforce plays a pivotal role in ensuring the overall success and performance of the organization, contributing to higher employee satisfaction levels. Collectively, these insights emphasize the multifaceted importance of training and development programs in optimizing employee performance and organizational outcomes.

### **Job Stress**

According to Tsui, L. (2021), job stress is a significant issue in the hotel and dining industry, and factors that contribute to job stress include interpersonal relationships, organizational management approaches, work overload, long working hours, and repetitive work tasks. A study conducted in Taiwan in 2021 found that job stress activation has a mediating effect on

employees' job satisfaction in the hotel industry. Another study found that job stress due to the COVID-19 pandemic has led to more anxiety and burnout among hospitality employees and job insecurity has been identified as one of the key hindrance demands that exacerbate job burnout among employees. In the hospitality industry, workers often experience high levels of job stress due to the need to maintain a positive attitude and provide high-quality service to customers

In another study by Sampson WG and Akyeamong O's (2014) on work-related stress in hotels in the Kumasi Metropolis, Ghana found that work-related stress has become an important issue within the hospitality literature. The study aimed to assess the causes and effects of work-related stress among frontline hotel employees in the Metropolis. The study found that frontline hotel employees in the Kumasi Metropolis experience work-related stress due to discrepancies in work demands, employment with lower prospects for advancement, inadequate remuneration, and poor working conditions. The study also found that work-related stress can lead to negative effects on employees' physical and mental health, job satisfaction, and performance. The study suggests that hotel management should take measures to reduce work-related stress among employees, such as providing adequate training, improving working conditions, and offering employee assistance programs.

Furthermore, Ranatunga and Dahanayake's (2020) study on the impact of job satisfaction and job stress on the job performance of non-executive employees in classified hotels in the Kandy area of Sri Lanka. The study found that job satisfaction has a positive impact on job performance, while job stress has a negative impact on job performance. The study suggests that hotel management should focus on improving job satisfaction and reducing job stress to enhance employee job performance. The search results also provide other studies that discuss the relationship between job satisfaction, job stress, and employee performance in the hotel industry. The search results suggest that job satisfaction and job stress are important factors that can impact employee job performance in the hotel industry, and hotel management should take measures to improve job satisfaction and reduce job stress to enhance employee performance.

## Objectives

This study sought to answer the effects of training and development on the work performance of the employees and the moderating effect of job stress. Specifically, this study will answer the following:

1. What is the demographic profile of the respondents in terms of:
  - 1.1. Sex
  - 1.2. Length of service of the company
  - 1.3. Last time training was received

2. What training and development initiatives were experienced by the respondents in their company?
3. What are the respondents' current state of work performance?
4. How does respondents' current state of work performance vary based on age?
5. What is the current job stress level of the respondents?
6. How would the stress levels of the respondents vary based on the length of service?
7. What is the effect of the training received on the work performance of the respondents?
8. What is the effect of the development programs on the respondents' work performance?
9. How does job stress interact with the effect of the training received on the respondents' work performance?

## Methodology

The study is of a quantitative nature, involving the collection of quantitative data related to training outcomes, job stress levels, and work performance metrics. This approach allows for a comprehensive exploration of how training and development initiatives impact employee work performance while also considering the potential moderating effect of job stress within the hotel and dining industry. Additionally, the quantitative methodology is advantageous for investigating the moderating role of job stress, offering practical insights that can inform the optimization of training programs and the management of job stress factors to enhance employee work performance in the hotel and dining industry. To ensure the robustness and representativeness of their findings, the study adopts probability sampling techniques, precisely employing a simple random sampling method. This approach allows the researchers to select 163 participants from a population of accredited hotels and restaurants. The utilization of simple random sampling guarantees that every establishment, whether it falls under the category of a hotel or a restaurant, is provided with an equal and equitable opportunity to be part of the study. The research instruments consist of a survey questionnaire divided into four (4) parts. Firstly, the questionnaire collects demographic information, including gender, length of service in the company, and the last time employees received training and development were gathered in the demographic profile part of the questionnaire. The research analysis for this study involved the careful processing of collected data using two statistical software tools, Microsoft Excel and the Statistical Package for Social Sciences (SPSS) program version 20, as well as JASP.

## Results and Discussion

### Demographic Profile of Respondents

The table below presents the distribution of the demographic profile of the employees of hotel and dining establishments in terms of their gender, length of service, and

the last time they received training and development activities.

Table 1. Demographic Profile of the Respondents

| Demographic Profile                           | Frequency | Percent |
|---|-----------|---------|
| <b>Gender</b>                                 |           |         |
| Male  | 57        | 34.969  |
| Female  | 106       | 65.031  |
| <b>Length of Service</b>                      |           |         |
| 3 years and below                             | 108       | 66.25   |
| 4 to 10 years                                 | 41        | 25.153  |
| Above 10 years                                | 14        | 8.589   |
| <b>Last Training and Development Received</b> |           |         |
| In the last 6 months                          | 112       | 68.712  |
| Within the last 12 months                     | 24        | 14.724  |
| Within the last 24 months                     | 27        | 16.564  |

When it comes to the length of service in the company, most respondents stated that they worked in the company for 3 months and below (66.25%). As regards to the employees' last received training and development, most of the respondents who answered the survey received training in the last 6 months (68.712%).

#### Training and Development Received by Respondents

In order to address the research problem concerning the training and development initiatives experienced by the respondents within their respective companies, the analysis of this data utilized Descriptive Analysis, which involved calculating both the mean and standard deviation. These statistical measures were employed to provide a clear description of the ratings obtained from the Likert Scale responses, offering valuable insights into the training and development experiences of the study's respondents. Table 2 encapsulates the respondents' feedback regarding 9 statements related to training programs.

Table 2. Training Received by the Employees

| Trainings  | Weighted Mean | Std. Deviation | Parameter      |
|--|---------------|----------------|----------------|
| Customer service improvement                           | 5.798         | 1.182          | Slightly Agree |
| Technology or Use of Technology                        | 5.730         | 1.128          | Slightly Agree |
| Improve job-related skills                             | 5.951         | 1.127          | Slightly Agree |
| Quality assurance (service/ product output or process) | 5.914         | 1.162          | Slightly Agree |
| Soft skills improvement                                | 5.656         | 1.102          | Slightly Agree |
| Career-related trends                                  | 5.712         | 1.148          | Slightly Agree |

|                      |              |       |                       |
|----------------------|--------------|-------|-----------------------|
| Improve team spirit  | 5.988        | 1.094 | Slightly Agree        |
| Security Awareness   | 6.129        | 1.025 | Agree                 |
| Work/Job Orientation | 6.196        | 1.088 | Agree                 |
| <b>WMA</b>           | <b>5.897</b> |       | <b>Slightly Agree</b> |

While Table 3 collects their responses to 8 statements concerning the development activities provided by their companies. The results show that the hotel and dining company provides different training and development activities that employees were able to take part in and experience.

The results show that the respondents agree that they have received work/job orientation (wm=6.96) training from their company. Work/job orientation aids employees in becoming accustomed to their workplace environment (Akdere & Schmidt, 2008). The human resource department also conducts work/job orientation to support employees in strengthening their understanding of their job responsibilities (Robinson, 1998).

Table 3. *Development Activities Received by the Employees*

| Development Activities                       | Weighted Mean | Std. Deviation | Parameter             |
|--|---------------|----------------|-----------------------|
| Coaching employees                           | 5.840         | 1.182          | Slightly Agree        |
| Mentoring employees                          | 5.963         | 1.128          | Slightly Agree        |
| Assign employees to internal committees      | 5.755         | 1.127          | Slightly Agree        |
| Assign employees to work on certain projects | 5.755         | 1.162          | Slightly Agree        |
| Send employees to external meetings          | 5.393         | 1.102          | Slightly Agree        |
| Career Development Plan                      | 5.509         | 1.148          | Slightly Agree        |
| Internal Development Courses                 | 5.564         | 1.094          | Slightly Agree        |
| External Development Courses                 | 5.460         | 1.025          | Slightly Agree        |
| Continuing Education Programs                | 5.485         | 1.088          | Slightly Agree        |
| <b>WMA</b>                                   | <b>5.636</b>  |                | <b>Slightly Agree</b> |

**Respondents’ Current State of Work Performance**

Utilizing descriptive statistics, the table presented below serves to showcase the frequency and corresponding

percentage, providing essential parameters for understanding the responses of the respondents. This data aims to address the research questions pertaining to the current state of work performance among the study's participants.

Table 4. *Work Performance of the Employees*

| Work Performance  | Frequency | Percent | Parameter      |
|---|-----------|---------|----------------|
| How would you rate the quality of your work over the past 6 months?         | 5.945     | 0.891   | Slightly Agree |
| Compared to last year, I judge that the workload of the last 6 months is... | 5.920     | 1.036   | Slightly Agree |
| How well are you collaborating and teaming with your colleagues?            | 6.012     | 1.006   | Agree          |
| When I discuss something with them, other people understand me well         | 5.804     | 1.105   | Slightly Agree |

|   |       |       |                |
|---|-------|-------|----------------|
| My communication with my colleagues achieved the desired results                | 5.791 | 1.074 | Slightly Agree |
| I take into account the wishes of the client/client in my work                  | 6.098 | 0.964 | Agree          |
| Were you able to cope with the additional or new skill requirements of the job? | 5.804 | 1.011 | Slightly Agree |
| Where you can apply the new techniques learned from the training                | 5.865 | 0.959 | Slightly Agree |
| I easily adapt to changes at work   | 5.840 | 1.088 | Slightly Agree |
| Work-related accidents in the workplace...                                      | 5.031 | 1.608 | Slightly Agree |
| I recover quickly after encountering difficulties or setbacks at work           | 5.479 | 1.172 | Slightly Agree |
| How comfortable are you now dealing with more complex responsibilities?         | 5.589 | 1.221 | Slightly Agree |
| I am responsible for my work behavior   | 6.067 | 1.037 | Agree          |
| I volunteer to participate in internal committees or work projects              | 5.405 | 1.235 | Slightly Agree |
| I come up with creative solutions to new work problems                          | 5.595 | 1.205 | Slightly Agree |

The majority of respondents tend to have a positive outlook on various aspects of their work performance, leaning toward agreements or slight agreements with the provided parameters. This suggests a generally favorable assessment of their work-related experiences over the past 6 months.

Table 5 presents the results of an Analysis of Variance (ANOVA) conducted on the median work performance data.

Table 5. ANOVA - median work performance

| Cases             | Sum of Squares | df  | Mean Square | F     | p     |
|-------------------|----------------|-----|-------------|-------|-------|
| Length of service | 11.265         | 2   | 5.633       | 6.152 | 0.003 |
| Residuals         | 146.490        | 160 | 0.916       |       |       |

Note. Type III Sum of Squares

The ANOVA results indicate that there are statistically significant differences in work performance among groups categorized by their length of service with the company. The F-statistic and p-value provide evidence for rejecting the null hypothesis, suggesting that the length of

service has an impact on work performance in the context of this study.

Table 6 provides the results of post hoc comparisons made to assess differences in work performance based on different categories of length of service.

Table 6. Post Hoc Comparisons – work performance with the length of service

|                   |                | Mean Difference | SE    | t     | p <sub>tukey</sub> |
|-------------------|----------------|-----------------|-------|-------|--------------------|
| 3 years and below | 4 to 10 years  | 0.244           | 0.176 | 1.390 | 0.349              |
|                   | above 10 years | 0.929           | 0.272 | 3.416 | 0.002              |
| 4 to 10 years     | above 10 years | 0.685           | 0.296 | 2.312 | 0.057              |



Note. P-value adjusted for comparing a family of 3

Based on post-hoc test results, it showed that work performance is not significantly different for 3 years below and 4-10 years of length of service. There is a statistically significant difference in work performance between those 3 years below and 4-10 years of length of service and those with 10 or more years.

**Current Job Stress Level of the Respondents**

Job stress is a significant issue in the hotel and dining industry. Factors that contribute to job stress include

interpersonal relationships, organizational management approaches, work overload, long working hours, and repetitive work tasks, according to Tsui, L. (2021). Table 7 provides a summary of current job stress levels among employees, presenting key statistical measures and responses to eight specific statements related to job stress, with each statement having a Likert scale ranging from 1 (low stress) to 7 (high stress).

Table 7. *Current Job Stress Levels Among Employees*

|  | Median | Mean  | Std. Deviation |
|--|--------|-------|----------------|
| 1. It is difficult to spend enough time with family while working at a company | 5.000  | 4.601 | 1.654          |
| 2. Working with our company, there is almost no time for other activities      | 5.000  | 4.699 | 1.630          |
| 3. I have too much work and too little time.                                   | 5.000  | 4.460 | 1.656          |
| 4. I am sometimes afraid to call at home because the phone may be work-related | 5.000  | 4.472 | 1.847          |
| 5. Too many people my level in the company is exhausted by the demands of work | 5.000  | 4.368 | 1.640          |
| 6. I feel irritable or nervous about work                                      | 5.000  | 4.411 | 1.658          |
| 7. Sometimes the thought of my work makes my chest feel a tightness            | 4.000  | 4.049 | 1.818          |
| 8. I feel guilty when I take time off  | 4.000  | 4.135 | 1.720          |

Based on the findings, on average, have reported moderate to high levels of job-related stress across all eight statements. The median scores are consistently around 5, indicating that a substantial portion of respondents perceive significant job stress. The standard deviations suggest some variability in responses, but the means are generally above the midpoint of the scale, indicating higher stress levels.

Statements 7 and 8, specifically, seem to reflect relatively lower levels of stress compared to the other statements, with median scores of 4.000. However, even in these cases, the mean scores are above 4, indicating a moderate level of stress.

The data strongly indicates that the respondents are indeed grappling with considerable job-related stress, as

evident from the notably high median and mean scores on the Likert scale for each statement. This finding aligns with the conclusions drawn from Sampson and Akyeampong's study (2014), which emphasized that work-related stress in the hotel industry can be attributed to a range of factors, including prolonged working hours, excessive workloads, role-related pressures, job insecurity, subpar working conditions, and insufficient wages.

To address the research question concerning the variation in job stress levels based on employee's length of service, Table 8 provides the findings of an Analysis of Variance (ANOVA) conducted on the median job stress levels within various "Length of service" categories at the company.

Table 8. *ANOVA - median job stress level*

| Cases | Sum of Squares | df | Mean Square | F | p |
|-------|----------------|----|-------------|---|---|
|-------|----------------|----|-------------|---|---|

|                   |         |     |       |       |        |
|-------------------|---------|-----|-------|-------|--------|
| Length of service | 17.145  | 2   | 8.573 | 9.469 | < .001 |
| Residuals         | 144.855 | 160 | 0.905 |       |        |

Table 8 clearly demonstrates the presence of statistically significant variations in median job stress levels across groups categorized by their "Length of service" with the company. The robust F-statistic and the remarkably low p-value offer compelling evidence for the rejection of the null hypothesis, affirming that the length of service indeed wields a substantial influence on job stress levels within the scope of this study. This finding stands in contrast to the outcomes of a study conducted by Patwardhan, Mayya, and Joshi (2014). In their research on organizational role stress among managers in the Indian hospitality industry, they discovered no significant disparity in the average overall stress levels among managers with differing lengths of service. This

discrepancy highlights the contextual variability in the relationship between length of service and job stress levels.

Table 9 presents the results of post hoc comparisons conducted to assess differences in job stress levels among employees based on different categories of "Length of service" with the company to provide additional insights into the nature and causes of stress in the context of this study.

Table 9. Post Hoc Comparisons – job stress level with the length of service

|                   |                | Mean Difference | SE    | t     | p <sub>Tukey</sub> |
|-------------------|----------------|-----------------|-------|-------|--------------------|
| 3 years and below | 4 to 10 years  | 0.444           | 0.175 | 2.544 | 0.032              |
|                   | above 10 years | 1.061           | 0.270 | 3.926 | < .001             |
| 4 to 10 years     | above 10 years | 0.617           | 0.295 | 2.095 | 0.094              |

Note. P-value adjusted for comparing a family of 3

Table 9 indicates that there is a statistically significant difference in job stress levels between employees with "3 years and below" of service and those with "above 10 years" of service. However, there is no statistically significant difference in job stress levels between employees with "4 to 10 years" of service and those with "above 10 years" of service.

The null hypothesis in the research problem is that there is no significant difference in job stress levels across the categories of "Length of service." In other words, all the groups (different lengths of service) have the same average job stress level. However, the alternative hypothesis contradicts the null hypothesis. In this case, it suggests that there is a significant difference in job stress levels across the categories of "Length of service." This implies that at least one group differs significantly from the others in terms of job

### Effects of Trainings Received on the Work Performance of the Respondents

The findings related to the research problem, which focuses on the effects of training programs on the work performance of the respondents, reveal valuable insights into the connection between training efforts and the job performance of employees. These insights are derived from the outcomes presented in Table 10, where a regression

stress level. This finding is in line with the conclusions drawn from the study conducted by Ranatunga and Dahanayake (2021). Their research, which examined the impact of job satisfaction and job stress on job performance among non-executive employees in classified hotels in Sri Lanka, underscored that length of service is indeed a variable that exerts a notable influence on job satisfaction and job stress levels.

In summary, the analysis concludes that job stress levels vary significantly across different categories of "Length of service," as indicated by the rejection of the null hypothesis and the post-hoc tests that show significant differences among all categories. This suggests that employees with varying lengths of service experience different levels of job stress.

analysis delves into the impact of training on the work performance of the respondents.

The value (0.221) is the coefficient associated with the variable "Training." In statistical analysis, coefficients represent the strength and direction of the relationship between the independent variable (Training) and the dependent variable (Work Performance). In this case, a positive coefficient (0.221) suggests that there is a positive relationship between training and work performance.



Specifically, a one-unit increase in training is associated with an increase of 0.221 units in work performance.

Table 10. *Effect of Training on Respondents' Work Performance*

| Variable       | Work Performance    |
|----------------|---------------------|
| Training       | 0.221***<br>(0.076) |
| N              | 163                 |
| R <sup>2</sup> | 0.050               |

\*\*\*p<0.01, \*\*p<0.05, \*p>0.1

The value in parentheses (0.076) represents the standard error of the coefficient estimate. It provides information about the precision of the coefficient. A smaller standard error indicates a more precise estimate.

The R-squared value (0.050) represents the proportion of the variance in the dependent variable (Work Performance) that can be explained by the independent variable (Training). In this case, the R-squared value is relatively low (0.050), suggesting that only a small portion (5%) of the variation in work performance is explained by training. This indicates that there may be other factors not included in the model that also influence work performance.

The significance levels associated with the coefficient estimate. They indicate the statistical significance of the relationship between "Training" and "Work Performance." In this case, "\*\*\*\*p<0.01" suggests that the relationship is highly statistically significant, indicating that the effect of "Training" on "Work Performance" is very likely not due to random chance.

The analysis has uncovered a statistically significant and positive relationship between the variables "Training" and "Work Performance." This outcome aligns with the findings presented in Chapagain's study (2022), which

explored the connection between training effectiveness and work performance. Chapagain's study concluded that the more effective the training programs, the higher the level of improvement in employees' work performance. Furthermore, it's worth noting that a separate study focusing on the effect of training and development on employee attitude in relation to training and work proficiency also discovered a positive impact of training on work performance. These findings collectively underscore the importance of training initiatives in enhancing employees' job performance and attitude toward work Truitt, D. L. (2011).

#### Effects of Development Programs on the Work Performance of the Respondents

The result related to the research problem examining the effects of development programs on the work performance of the respondents, as revealed through regression analysis, offers valuable insights into the impact of these programs on employees' job performance. These insights are encapsulated in the findings presented in Table 11, where a comprehensive regression analysis explores the relationship between development programs and the work performance of the respondents.

Table 11. *Effect of Development Programs on Respondents' Work Performance*

| Variable       | Work Performance    |
|----------------|---------------------|
| Development    | 0.258***<br>(0.075) |
| n              | 163                 |
| R <sup>2</sup> | 0.069               |

\*\*\*p<0.01, \*\*p<0.05, \*p>0.1

The value (0.258) is the coefficient associated with the variable "Development Programs." In statistical analysis, coefficients represent the strength and direction of the

relationship between the independent variable (Development Programs) and the dependent variable (Work Performance). Here, a positive coefficient suggests a positive relationship

between participation in development programs and work performance. Specifically, a one-unit increase in participation in development programs is associated with an increase of 0.258 units in work performance.

The R-squared value (0.069) represents the proportion of the variance in the dependent variable (Work Performance) that can be explained by the independent variable (Development Programs). In this case, the R-squared value is relatively low (0.069), suggesting that only a small portion (6.9%) of the variation in work performance is explained by participation in development programs. This indicates that there may be other factors not included in the model that also influence work performance.

The analysis has unveiled a statistically significant and positive relationship between individuals' participation in "Development Programs" and their "Work Performance." This finding aligns with the conclusions drawn in Jacob and Washington's study (2003), which delved into employee development programs and highlighted their positive contributions to organizational performance. Furthermore, corroborating this perspective, research by Walters and Rodrigues (2017) emphasized the significance of training and

development in the context of employee performance and evaluation. Their study also concluded that employee development programs exert a positive impact on work performance. These collective findings underscore the constructive role of development programs in enhancing employees' job performance and their broader contributions to organizational success.

**The Moderating Influence of Job Stress on the Relationship between Training and Work Performance**

The results pertaining to the research problem investigating how job stress interacts with the effect of training on the work performance of the respondents, as revealed through moderation analysis, are encapsulated in the findings presented in Table 12. The coefficient for "Training" represents the effect of training on work performance. In this case, the coefficient is positive (0.162), which suggests that an increase in training is associated with an increase in work performance. The three asterisks (\*\*\*) indicate that this relationship is statistically significant at a very high level (p<0.01). This means that the effect of training on work performance is highly likely not due to random chance.

Table 12. Interaction of Job Stress with the Effect of Training on Employees' Work Performance

| Variable              | Work Performance    |
|-----------------------|---------------------|
| Training              | 0.162***<br>(0.062) |
| Job stress            | 0.288<br>(0.062)    |
| Training * Job stress | 0.005<br>(0.053)    |
| n                     | 163                 |
| R <sup>2</sup>        | 0.162               |

\*\*\*p<0.01, \*\*p<0.05, \*p>0.1

The coefficient for "Job Stress" represents the effect of job stress on work performance. The coefficient is positive (0.288), indicating that an increase in job stress is associated with an increase in work performance.

The coefficient represents the interaction effect between "Training" and "Job Stress" on work performance. The coefficient is positive (0.005), indicating a small positive interaction effect.

The R-squared value (0.162) represents the proportion of the variance in "Work Performance" that can be explained by the variables included in the analysis. In this

case, the model, which considers "Training," "Job Stress," and their interaction, explains 16.2% of the variation in work performance. This indicates that there are likely other factors influencing work performance that are not included in the model.

In summary, the findings suggest that training significantly affects job performance at the 1% level, with a p-value of 0.010. This indicates a strong positive association between training and work performance, where increased training leads to improved job performance, and this relationship is highly statistically significant.

Importantly, despite the significant individual effects of training and job stress on job performance, the interaction between training and job stress is not statistically significant ( $p$ -value=0.925). In practical terms, this means that the presence or level of job stress does not significantly modify or moderate the positive impact of training on job performance. The findings underscore that, even in the presence of job stress, training retains its effectiveness in enhancing job performance. This observation aligns closely

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- with the research conducted by Saleem, Malik, and Qureshi (2021), which highlights an intriguing phenomenon. Despite the recognized negative impact of job stress on employee performance, their study demonstrates that training initiatives wield positive effects on job performance. These parallel findings underscore the significance of training programs as a valuable tool for improving work performance, even amidst the challenges posed by job-related stressors.
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