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The Effect of Training Effectiveness on Individual Work Performance in Business Organizations in Cambodia

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ABSTRACT

On-the-job training or off-the-job training are considered training effectiveness which is very crucial for all employees to have earned more skills and knowledge to improve work performance for effective outcomes. Since some employers are not much concerned about training programs for their employees in business organizations which result in poor work performance. Therefore, this study aims to measure the training effectiveness which impacts on individual work performance in business organizations in Cambodia. Quantitative research has been employed in this study with descriptive and inferential data were analysed. Simple and multiple regressions are used in order to test the training effectiveness variables on individual work performance. The study has constructed the valid questionnaires to survey 200 participants with different business organizations in Cambodia. A regression analysis reveals that training significantly influences individual work performance. All training variables, including style, content, environment, schedule, and materials, showed a positive relationship with performance. Training materials and training content have had positive effects on individual work performance. The study emphasizes the importance of investing in well-rounded training programs that consider various aspects of delivery and content. The study's value lies in its demonstration of how to apply successful aspects of training programs to improve individual work performance in business firms. Eventually, the study has suggested that the leaders of business organizations should consider the efficient techniques of organizing training programs for their employees.

Keywords: Business Organization, Training Effectiveness, Work Performance

INTRODUCTION

In order to succeed in today's competitive environment, a firm must train its staff. However, some firms regard training and development opportunities as an unnecessary investment, expecting employees to learn on the job from supervisors and senior staff, which is deemed inadequate and causes difficulties for the organization. As a result, most training and development programs fail in this regard because they are applied to problems that are ill-defined and incorrectly diagnosed. Wulnye et al. (2018) has emphasized that employee training and development initiatives are critical for all levels of staff. They provide chances to broaden the knowledge base of all employees with the goal of improving performance.

Dessler (2017) has stated that training is the process that provides essential and required skills to new and current employees so that they can complete duties successfully. As a result, training is effective when taught individuals comprehend the job requirements and can apply the information they've learned in their daily operations. According to Budiastuti et al. (2023), the staff members at Politeknik Negeri Bandung's Wastewater Treatment Training had favorable opinions on the training facilities, plan and timetable, training materials, and presentation style. Meanwhile, according to Ha et al. (2021), educational colleges must enhance their curricula, training programs, and materials in order to optimize the application of professional skills, promote the development of soft skills, and encourage communication between instructors and aspiring teachers. It's also advised that lecturers monitor their own teaching process and develop their professional abilities.

Regarding the efforts and investments invested in employee training, as well as the value of training in increasing human resource productivity, corporate management must implement an effective training program. This ensures that expenditures in staff training benefit the firm. Therefore, by analyzing the elements that influence training success from the perspective of workers in this study, we will know how to organize effective training programs to obtain maximum advantages for the business (Fan, 2020).

The Individual Work Performance concept presented by Ramos-Villagrasa et al. (2019) is the most appropriate instrument for evaluating an employee's performance. Koopmans' scale is developed utilizing a highly complicated process and undergoes several phases of rigorous testing in terms of theoretical and psychometric validity. Aside from that, the theoretical basis built on this scale is capable of combining all aspects of performance into three critical items to assess. These include task performance (primary skills), contextual performance (support capabilities), and counterproductive work behavior or factors that impede performance.

Employees in many companies are unaware of how much Human Resource Management (HRM) procedures may affect their performance, which is impacted by their organization's culture. Nevertheless, many additional elements influence organizational performance. Organizations are expected to have productive staff. Furthermore, companies differ according to their human capital base. This is due to its attributes, such as knowledge, motivation, and talents of employees, which is considered a crucial factor in being sustainable in the market (Aksh, 2018).

In Indonesia, a number of studies have attempted to apply the individual concept to employment performance, but no one has utilized and updated the assessment according to the appropriate society and language, as well as correlating the measure with other related factors (Muda et al., 2014). The aim of the study is to measure training effectiveness which impacts on individual work performance in business organizations in Cambodia.

LITERATURE REVIEW

Training may increase the capability, knowledge, and competence of the workforce (Mohamad et al., 2021). Lan (2021) has stated that training will teach skills to improve ability and bring rewards. Training is carried out for a specific amount of time or shorter since it is meant to enable the participants to attain the training objectives (Adnan & Khalid, 2021). Kajwang (2022) argues that training is a teaching process in which one develops skills in order to increase talents. The key factors of training transfer include the work environment, learner characteristics, and the training design. Training can be offered through coaching, mentoring, cooperation, and involvement (Rasangi & Malalage, 2021). According to El Hajjar & Alkhanaizi (2018), effectiveness is the degree to which anything achieves the expected goals and success. The amount to which success is shown by factors such as training design, trainee attributes, a good environment, target attainment, and training transfer achievement.

Training effectiveness is capable of generating knowledge and skills. Training efficacy is assessed by reaction, involvement, and practical application (Budiastuti et al., 2023). El Hajjar & Alkhanaizi (2018) highlights the most renowned model for assessing the efficacy of training programs produced by Kirkpatrick. Kirkpatrick & Kirkpatrick (2016)'s evaluation model covers four processes for measuring effectiveness, including reaction, learning, behavior, and outcomes. According to Lin et al. (2015), participants, trainers, training materials, organization/company, training programs, work environment, and technology all have an impact on the training's success. Ha et al. (2021) emphasizing that the trainer's talents will produce the best results in terms of both training programs and interactions. The various aspects that influence training efficacy must be considered when designing improvement management programs and methods, policies, and work environments. Implementing training transfers is one method for increasing

competency and abilities. The training transfer model includes input, output, and transfer conditions (Shaheen & Soomro, 2022). Zaidi et al. (2022) has stated that the efficacy of the training will be determined by the total training, which can bring advantages to companies and people. According to Cahyaningrum et al. (2023), the results indicate that (a) context, content, and material training are positively and significantly related to training effectiveness; (b) the method of training is the competency trainer is similarly positively and substantially connected to training effectiveness; (c) effectiveness of training is related to training effectiveness; and (d) facilities for training are important to training efficacy and have a beneficial effect.

Govindaraj & Kandati (2023) has investigated the identification of key variables such as training environment, content, and schedule as critical predictors of training efficacy, which has important implications for the design and implementation of campus recruiting training programs. Kirkpatrick's Four-Level Model is a widely used framework for evaluating the effectiveness of training and learning programs. Developed by Ambu-Saidi et al. (2024) and Kirkpatrick & Kirkpatrick (2016), there are 4 levels of training evaluation program as below:

1. Level 1: Reaction: this level focuses on the participants' initial reactions and views of the training. It includes obtaining comments on the training's content, delivery, materials, and overall experience. This input may be gathered through surveys, questionnaires, and talks. Evaluating participant reactions allows trainers and organizations to determine how engaging and relevant the training is to learners, as well as whether any changes are required.
2. Level 2: Learning: this level evaluates how well participants learned the required information, abilities, and attitudes from the program. This entails evaluating learning outcomes via exams, assessments, skill demonstrations, and observations. The purpose is to assess if the training effectively transmitted existing knowledge and skills to the participants.
3. Level 3 Behavior: this level focuses on the workplace environment. It assesses whether participants utilize their new knowledge and abilities on the job. Evaluating behavior change frequently necessitates continuing observations, surveys of supervisors and peers, and other approaches to assess the actual implementation of the training content.
4. Level 4 Results: the highest level of evaluation, Level 4, considers the overall influence of training on the organization's goals and objectives. This might include indicators like increased productivity, more customer happiness, lower mistake rates, or better overall performance. The purpose is to assess the practical advantages of the training and whether the expenditure was justified.

Training Effectiveness

Koopmans created an individual job performance measuring instrument, which is a set of self-reports that comprise statements that are related to broad employment indicators (Ramos-Villagrasa et al., 2019). Individual performance improvement has been widely employed in a range of work environments, such as those carried out by Mateen et al. (2017) in assessing employee performance by comparing it to personal health metrics.

El Hajjar & Alkhanaizi (2018) has proposed the training effectiveness as the process of acquiring and applying knowledge, abilities, and skills for specific job roles within an organization. It also discusses training evaluation, content, facilities and environment, training schedule, and presentation style. The information must be intelligible, relevant, and aligned with the course's learning objectives and results. The training schedule enables effective answers to relevant difficulties Budiastuti et al. (2023) has conducted the study which reveals positive perceptions of TC, TE, TM, TS, and PS in a vocational high school training program by *Politeknik Negeri Bandung*, indicating a positive relationship between training effectiveness and these parameters, urging organizations to consider these factors as shown in Table 1.

Table 1. Training Effectiveness Variables

Code	Description
TC	Training Content
TC 1	Training content is in logical order of speech.
TC 2	The information of training is in sequence.
TC 3	Presenters used hands-on exercises to cover a lot of material.
TC 4	The topic covered is relevant to trainee.
Code	Description
TE	Training Environment
TE 1	The training venue is easily accessible to transportation.
TE 2	The training group's size is accommodated by the available space.
TE 3	The surrounding surroundings are noise-free.
TE 4	There is plenty cozy seating for every participant.
Code	Description
TM	Training Materials
TM 1	Facilities are outfitted with technology.
TM 2	Materials required for trainings are provided.
TM 3	A provision for training aids is made.
TM 4	Learning materials include music, visuals, and interactive technologies.
Code	Description
TS	Training Schedule
TS 1	The training program has a well-defined timetable.

TS 2	The emphasis is on the anticipated training results.
TS 3	There was enough time allotted for instruction.
TS 4	The training program's objectives and goals are clearly stated.
Code	Description
PS	Presentation Style
PS 1	The training program has a clearly detailed schedule.
PS 2	The expected training outcomes are emphasized.
PS 3	The training period was sufficiently extended.
PS 4	The training program's aims and objectives are clearly stated.

Source: El Hajjar & Alkhanaizi (2018)

In their study, respondents rated training efficacy as neither effective nor unsuccessful. These data indicate that the training programs did not satisfy the learners' expectations and requirements when they attended training events.

Individual Work Performance

Assessment of an employee's performance is critical in a number of situations. This is because it is directly proportionate to the productivity gained from their efforts. Previous research has focused on several aspects connected to the success of using assessment instruments and the psychometric features of the measuring tools they utilize (Iqbal et al., 2019; Melander Bowden & Sandlund, 2019; Rusu et al., 2016). These elements include an organization's influence, which directly affects the evaluation process, as well as additional actions taken to improve a person's performance. Although the performance review process must include the various factors that influence it, most people overlook the fact that the instrument employed does not always adequately analyze employee performance. Excellent psychometric quality tests are already widely used, mostly to obtain a picture of an employee (Arnăutu & Panc, 2015). Several studies are conducted by looking at numerous psychological aspects that are directly connected to the presence of a leader throughout the evaluation process (Selvarajan et al., 2018).

Widyastuti & Hidayat (2018) have proposed the Individual Work Performance supported by Ramdani et al. (2019) have claimed that the Individual Work Performance Scale has a thorough methodology and good psychometric features. This instrument is an excellent general-purpose tool for studying interpersonal situations. Furthermore, this instrument may be utilized as a collection of tests for those who will conduct an assessment of employee performance, as mentioned in Table 2.

Table 2. Specifications of Individual Work Performance Questionnaire (IWPQ)

Code	Description
TP	Task Performance
TP 1	I was able to schedule my work which was completed on time.
TP 2	I never forgot the outcome which needed to accomplish at work.
TP 3	I knew how to establish priorities.
TP 4	I completed my task quickly and effectively.
TP 5	I had good time management.
Code	Description
CP	Contextual Performance
CP 1	When I finished one task, I took the initiative to start another.
CP 2	I embraced difficult assignments when they were offered.
CP 3	I made an effort to stay current with my job-related expertise.
CP 4	I kept my work skills current by working.
CP 5	I devised original answers to fresh issues.
CP 6	I assumed more responsibility.
CP 7	I consistently looked for fresh challenges in my job.
CP 8	I engaged fully in meetings and/or consultations.
Code	Description
CWB	Counterproductive Work Behaviour
CWB 1	I voiced complaints about little problems at work.
CWB 2	I exaggerated the severity of my work-related issues.
CWB 3	Rather of focusing on the positive parts of the work environment, I chose to highlight its drawbacks.
CWB 4	I discussed the unpleasant parts of my employment with coworkers.
CWB 5	I discussed the drawbacks of my employment with others outside the company.

Source: Ramdani et al. (2019); Widyastuti & Hidayat (2018)

The researchers created an Indonesian Individual Work Performance Questionnaire (IWPQ) that satisfies recognized criteria for content validity, discriminant index, and reliability. The IWPQ is intended to measure individual work performance in certain job categories and kinds. Further study is required to examine the IWPQ in a bigger, more diverse sample and confirm that its evaluation aims are suitable.

Hypothesis Development

- H₁: Training Content has a statistically significant impact on individual work performance.
- H₂: Training Environment has a statistically significant impact on individual work performance.
- H₃: Training Materials has a statistically significant impact on individual work performance.
- H₄: Training Schedule has a statistically significant impact on individual work performance.
- H₅: Presentation Style has a statistically significant impact on individual work performance.

RESEARCH METHODOLOGY

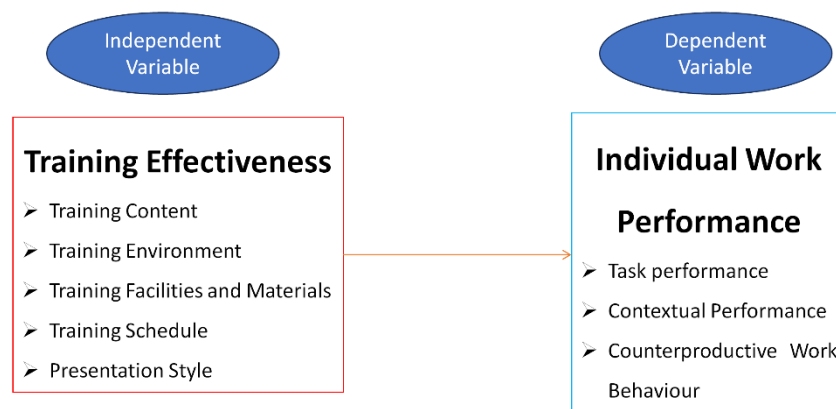


Figure 1. Framework of the Study
Source: Proposed Framework by Researcher (2024)

The study used a survey research design which all data are collected and interpreted in quantitative method, allowing for both descriptive and inferential analysis. Convenience sampling of respondents was utilized to guarantee that only employees found at their jobs were included in the study.

The survey will conduct three fields such as Education, Construction, and Bank sectors. including teachers, administrators, engineers, architects, loan officers, auditors, accountants, bank tellers, and bank officers from Cambodian Business organizations. The actual population is unknown. A researcher adopted a well-constructed and validated questionnaire, and the scale used to assess training effectiveness by El Hajjar & Alkhanaizi (2018) and Individual Work Performance Questionnaires (IWPQ) created by Ramdani et al. (2019) to collect information on respondents' ages, genders, academic levels, incomes, and positions in the organization, which was important in determining the respondent's demographics. The independent variables include training content, training environment, training facilities and materials, training timetable, and presentation style, whereas the

dependent variables are task performance, contextual performance, and counterproductive work behavior. It was difficult to study the entire population. For this reason, the researcher adopted a convenience random selection approach. Convenience sampling is a method of choosing participants from the target population based on ease of access. As a result, the target number of respondents for this survey was 200 employees. The study's dependability was guaranteed by conducting a pilot test. All variables have Cronbach's alpha values over 0.7, which is deemed acceptable (Bonett & Wright, 2015).

To guarantee the precision and dependability of the information obtained from respondents, a pre-test was carried out before to the real data collection (Shrestha, 2021). Twenty respondents with prior experience utilizing mobile applications within food and beverage SMEs participated in a pilot test. The pilot test had two evaluations: factor analysis and reliability analysis, and it was administered in both Khmer and English. The primary objectives of this study's factor analysis portion were to identify the dimensions of each research construct variable, choose questionnaire questions with high factor loading, and compare these items to theory-suggested ones. Numerous criteria were used in the factor analysis, including Eigenvalue, Cumulative Percentage, KMO and Bartlett's test, and Factor Loading (FL). According to the SPSS findings, every component had a score higher than 0.6, indicating that it was appropriate to include it in the questionnaire. The evaluation of the relative significance of the components inside each study concept was made easier by classifying values from high to low. A total of 5 constructs were calculated for training effectiveness and 3 constructs for individual work performance, detailed in Table 3 and 4:

Table 3. Result of Factor Analysis of Training Effectiveness

Code	Item Description	Factor Analysis			
		FL	KMO	E	Cu%
Training Content (TC)					
TC 1	Training content is in logical order of speech.	0.343	0.607	2.492	62.312
TC 2	The information of training is in sequence.	0.737			
TC 3	Presenters used hands-on exercises to cover a lot of material.	0.747			
TC 4	The trainee may relate to the material covered	0.666			
Training Environment (TE)					
TE 1	There is easy access to transportation to the training location.	0.738	0.803	2.999	74.969
TE 2	The training group's size is accommodated by the available space.	0.773			
TE 3	The surrounding surroundings are noise-free.	0.779			
TE 4	There is plenty cozy seating for every participant.	0.708			

Training Materials (TM)					
TM 1	Facilities are outfitted with technology.	0.661	0.746	2.636	65.903
TM 2	Materials required for trainings are provided.	0.757			
TM 3	A provision for training aids is made.	0.671			
TM 4	Learning materials include music, visuals, and interactive technologies.	0.546			
Training Schedule (TS)					
TS 1	The training program has a well-defined timetable.	0.816	0.485	1.765	44.131
TS 2	The emphasis is on the anticipated training results.	0.835			
TS 3	There was enough time allotted for instruction.	0.734			
TS 4	The training program's objectives and goals are clearly stated.	0.748			
Presentation Style (PS)					
PS 1	The training program has a clearly detailed schedule.	0.836	0.572	2.147	53.675
PS 2	The expected training outcomes are emphasized.	0.847			
PS 3	The training period was sufficiently extended.	0.73			
PS 4	The training program's aims and objectives are clearly stated.	0.785			

Source: Processed Data by Researcher

Table 4. Result of Factor Analysis of Individual Work Performance

Code	Item Description	Factor Analysis			
		FL	KMO	E	Cu%
Task Performance (TP)					
TP 1	I was able to schedule my work which was completed on time.	0.743	0.846	3.553	71.069
TP 2	I never forget to outcome which needed to accomplish at work.	0.797			
TP 3	I knew how to establish priorities.	0.757			
TP 4	I completed my task quickly and effectively.	0.497			
TP 5	I had good time management.	0.76			
Contextual Performance (CP)					
CP 1	When I finished one task, I took the initiative to start another.	0.802	0.883	5.609	70.117
CP 2	I embraced difficult assignments when they were offered.	0.728			
CP 3	I made an effort to stay current with my job-related expertise.	0.814			
CP 4	I kept my work skills current by working.	0.841			
CP 5	I devised original answers to fresh issues.	0.689			

CP 6	I assumed more responsibility.	0.727			
CP 7	I consistently looked for fresh challenges in my job.	0.531			
CP 8	I engaged fully in meetings and/or consultations.	0.427			
Counterproductive Work Behaviour (CWB)					
CWB 1	I voiced complaints about little problems at work.	0.827	0.885	4.148	82.953
CWB 2	I exaggerated the severity of my work-related issues.	0.79			
CWB 3	Rather of focusing on the positive parts of the work environment, I chose to highlight its drawbacks.	0.84			
CWB 4	I discussed the unpleasant parts of my employment with coworkers.	0.822			
CWB 5	I discussed the drawbacks of my employment with others outside the company.	0.869			

Source: Processed Data by Researcher

The questions' reliability was evaluated using the study's dependability was guaranteed by conducting a pilot test. All variables have Cronbach's alpha values over 0.7, which is deemed acceptable (Bonett & Wright, 2015b) computed using the SPSS software. Table 5 depicts the findings of a study on the number of items in research variables. Eight study variables are listed in the table. The table displays the number of items (# OF ITEMS) and the alpha coefficient (ALPHA) for each variable. A test's internal consistency or reliability is gauged by its alpha coefficient. Given that the alpha coefficient for each of the eight research variables in this study is more than 0.6, it suggests that the variables all have strong internal consistency. There are four to eight elements in each variable.

Table 5. Result from Reliability

No.	Research Variables	ALPHA (N=200)	# OF ITEMS
1	Training Content (TC)	0.899	4
2	Training Environment (TE)	1.049	4
3	Training Materials	0.979	4
4	Training Schedule (TS)	0.801	4
5	Presentation Style (PS)	0.878	4
6	Task Performance (TP)	0.979	5
7	Contextual Performance (CP)	1.01	8
8	Counterproductive Work Behaviour (CWB)	1.14	5

Source: Processed Data by Researcher

Multiple regression will be used to investigate the connection between a single dependent variable and numerous independent factors. The multiple regression equation will look at the impact of training content, environment, materials, timetable, and presentation style on individual work performance. This

study's dependent variable is individual work performance, while the independent factors are training content, training setting, training materials, training timeline, and presentation style (Maulud & Abdulazeez, 2020).

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \dots + \epsilon_i$$

Description:

Y = Dependent Variable

B_0 = Constant

$B_1 \dots B_{11}$ = Slope of Regression

$X_1 \dots X_{11}$ = Independent Variables

E_i = Error Term

Hypotheses for Study

Hypothesis 1: TC $\Rightarrow$ IWP

Hypothesis 2: TE $\Rightarrow$ IWP

Hypothesis 3: TM $\Rightarrow$ IWP

Hypothesis 4: TS $\Rightarrow$ IWP

Hypothesis 5: PS $\Rightarrow$ IWP

RESULT AND DISCUSSION

The dataset shows 57.7% males, 91.5% under 30, 83.5% with bachelor's degrees, and 60.1% with 1 to 2 years of experience. The most common job title is teacher, followed by engineer and accountant. Nearly half make less than \$200 per month, with 38.5% between \$300 and \$500, and 3.5% over \$900.

Table 6. Result of Demographic Analysis

Demographic	Description	Frequency	Percentage
Gender	Male	115	57.7
	Female	85	42.5
Age	Under 30	183	91.5
	30 To 40	3	1.5
	40 To 50S	9	4.5
	Above 50	5	2.5
Education	Diploma	15	7.5
	Bachelor	167	83.5
	Master	14	7.0
	PhD	4	2.2
Experiences	1 year to 2 years	140	60.1
	3 years to 4 years	44	18.9
	5 years to 6 years	5	2.1
	Above 7 Years	11	4.7
Current Positions	Teacher	56	28.0
	Administrator	26	13.0
	Engineering	93	19.5
	Architecture	12	6.0
	Loan Officer	6	3.0
	Auditor	13	6.5

	Accountant	19	9.5
	Bank Teller	5	2.5
	Bank Officer	24	12.0
	Below \$200	98	49
Salary	\$300 - \$500	77	38.5
	\$600 - \$800	18	9.0
	Above \$900	7	3.5

Source: Processed Data by Researcher

Analysis of Descriptive Statistics

The study used a five-point Likert Scale to assess respondents' views of target variables. The findings revealed varying viewpoints on satisfaction or agreement among 200 participants. The study criteria were divided into three categories: low, medium, and high degrees of agreement. The findings were based on a descriptive analysis of research-oriented training materials. The mean scores and standard deviations for each variable were examined, with minimal standard deviations indicating consistency in trainee judgments. The findings indicate that trainees favorably appraise training materials and instructional methodologies.

Table 7. Result of Descriptive Statistics

Code	Research Variables (n=200)	Mean (M)	SD	Level of Analysis
TC	Training Content	3.276	0.899	Agreement Level
TE	Training Environment	3.048	0.688	Agreement Level
TM	Training Materials	3.117	1.049	Agreement Level
TS	Training Schedule	2.938	0.801	Agreement Level
PS	Presentation Style	2.918	0.878	Agreement Level
TP	Task Performance	2.990	0.979	Agreement Level
CP	Contextual Performance	3.308	1.010	Agreement Level
CWB	Counterproductive Work Behavior	2.986	1.140	Agreement Level

*Note: 1.00-1.79 = significantly disagree, 1.80-2.59 = disagree, 2.60-3.39 = neutral, 3.40-4.19 = agree, and 4.20-5.00 = greatly agree.

Source: Processed Data by Researcher

Analysis of Correlations

Table 8 shows that the study found a moderately strong positive correlation between training content, environment, materials, schedule, and presentation style. The strongest correlations were found with training content, presentation style, and environment. Higher quality materials were associated with better individual work performance. However, the effect of a well-designed training schedule was weaker than other factors. Overall, all aspects of training had a positive relationship with individual work performance.

Table 8. Result of Correlation Analysis

Variable	1	2	3	4	5	6
Individual Work Performance	1					
Training Content	.61**	1	1			
Training Environment	.57**	.64**	1			
Training Materials	.54**	.50**	.63**	1		
Training Schedule	.48**	.39**	.40**	.47**	1	
Presentation Style	.58**	.34**	.24**	.30**	.43**	1

Source: Processed Data by Researcher

Multiple Regression Analysis

The figure explains the model of 59.4% of employee work performance variation, with an adjusted R Square of 0.604 and a Standard Estimate Error of 584. The F Change value is 59.131, indicating statistical significance at the 0.000 level. The model with all predictors, including training style, content, environment, schedule, and facilities and materials, fits the data better. Adding variables improves model fit, with presentation style, content, environment, schedule, and facilities and materials all contributing significantly.

Table 9. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.777 ^a	.604	.594	.584	.604	59.131	5	194	.000	1.147

a. Predictors: (Constant), Presentation Style, Training Environment, Training Schedule, Training Content, Training Facilities and Materials

b. Dependent Variable: Individual Work Performance

Source: Processed Data by Researcher

Table 10 shows that training content, training environment, training materials, and presentation style all have positive and statistically significant beta coefficients. This suggests that these factors have a positive impact on individual work performance. Training schedule has a positive beta coefficient, but it is not statistically significant. This means the relationship between training schedule and individual work performance may not be reliable. The value of the beta coefficient for Training Content is larger than the values for the other factors. This suggests that training content has the strongest impact on individual work performance among the factors included in this study.

Table 10. Regression Results on Individual Work Performance

Model	Coefficients						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.009	.197		0.47	0.962		
Training Content	0.262	0.063	0.257	4.166	0.000	0.535	1.870
Training Environment	0.166	0.59	0.190	2.809	0.005	0.445	2.249
Training Materials	0.137	0.058	0.147	2.358	0.190	0.529	1.891
Training Schedule	0.088	0.063	0.077	1.391	0.166	0.666	1.501
Presentation Style	0.389	0.054	0.373	7.269	0.000	0.774	1.292

a. Dependent Variable: Individual Work Performance

Source: Processed Data by Researcher

Table 11 shows the regression analysis, training effectiveness has a positive and statistically significant relationship with individual work performance. In other words, as training effectiveness increases, individual work performance also tends to increase. The Beta coefficient of 0.755 suggests that a one-standard-deviation increase in training effectiveness is associated with a 0.755 standard deviation increase in individual work performance.

Table 11. Regression Results of Training Effectiveness on Individual Work Performance

Model	Coefficients						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	0.148	0.194		0.756	0.445		
Training Effectiveness	1.004	0.062	0.755	16.178	0.000	1.000	1.000

a. Dependent Variable: Individual Work Performance

Source: Processed Data by Researcher

Table 12 shows the summary of hypothesis testing among 5 independent variables on individual work performance. H₃, H₄, and H₅ negatively impact on individual work performance which the P value is more than 0.05, but H₁ and H₂ are highly positive on individual work performance which the P value is less than 0.05. This table concluded the all 5 constructs in the relationships with hypothesis

testing for the study which showed that only 2 hypotheses are supported in the study.

Table 12. Summarized Result of Hypothesis Testing

Constructs	Hypo .	Relationships	p-Value	Result
Training Content (TC)	H ₁	TC → IWP	0.000	Supported
Training Environment (TE)	H ₂	TE → IWP	0.005	Supported
Training Materials (TM)	H ₃	TM → IWP	0.190	Rejected
Training Schedule (TS)	H ₄	TS → IWP	0.166	Rejected
Presentation Style (PS)	H ₅	PS → IWP	0.774	Rejected

Source: Processed Data by Researcher

CONCLUSION AND SUGGESTION

Conclusion

All training effectiveness aspects are all having the effects on individual work performance in business organizations in Cambodia. Based on the data shown in the study, possibly concluding that training content and training environment are supported in the study and others are all rejected. However, all five constructs serve as independent variables such as training content, environment, materials, schedule, and presentation style can actually influence on task performance, contextual performance, and counterproductive work behavior in this study. Hence, individual work performance is supplementarily needed training programs for being shaped and instructed to enhance work productivity and performance in any business organizations in Cambodia.

Suggestion

Business leaders in Cambodia should include post-training evaluations to gather participant feedback on the program's efficacy and identify areas for improvement. They should also emphasize learning transfer, which involves developing plans to assist participants in integrating the information and skills they learned during the training into their regular job responsibilities. This might include performance assistance tools, mentorship programs, or coaching while working. Leaders should adapt learning to fit different learning preferences and styles, and consider offering a variety of training formats and delivery techniques.

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