

# PURSUIT OF THE PRODUCTIVE WORKER: ASSESSING THE DIRECT AND INDIRECT EFFECTS OF ORGANISATIONAL TRAINING AND GENDER

Raja Nuratiqah Raja Azlan<sup>1</sup>, Nurul Hidayana Mohd Noor<sup>2</sup>

<sup>1</sup>Modle Solutions PLT, Selangor, MALAYSIA

<sup>2</sup>Faculty of Administrative Science and Policy Studies  
Universiti Teknologi MARA, Negeri Sembilan, MALAYSIA

Corresponding Author's Email: hidayana@uitm.edu.my

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## **ABSTRACT**

*Upskilling and reskilling of the workforce are necessary to ensure that staff can deal with the rapidly changing needs of the labour market. This training is suitable for managers, supervisors, and staff at all levels of the organization who want to improve employee performance and overall organizational productivity. This study aims to determine the moderating influence of gender, which subsequently affects the relationships between perceived availability of training, perceived co-worker training support, perceived supervisor training support, and employee productivity. This study was conducted at Modle Solutions PLT and involved 132 randomly selected respondents. A questionnaire was used as a research instrument. The data obtained was analysed using descriptive statistics and hierarchical linear regression. This study's results show a significant relationship between perceived availability of training, perceived co-worker support for training, perceived supervisor support for training, and employee productivity. The results also showed that gender moderates the relationship between perceived co-worker support for training, perceived supervisor support for training, and employee productivity. This study is expected to be an effective platform for strengthening strategies in the holistic development of human capital. In addition, it can help the related parties ensure that the people work in an encouraging environment.*

**Keywords:** *organizational training; employee productivity; gender; moderating effect*

## **1.0 INTRODUCTION**

Effective and productive employees are accurate interpretations of quality workers. The quality of workers is obtained through investment in human capital, that is, education, health, and training/skills. Investment in human capital will consistently impact the quality and efficiency of employees and further increase employee productivity. This situation increases a country's output and economy (Balog & Demidova, 2021). Wesemann (2022) suggests that the workforce needs skills that extend across various functions in the workplace, and Tien Thanh and Thu Ha (2024) and Utari et al. (2021) suggest that the training given can not only provide skills technical specifics but can integrate the general properties that include career development, entrepreneurship, information, and communication technology (ICT), problem-solving, teamwork, people skills, and personality. Training is a formal activity implemented to improve employee performance and the quality of work (Noe & Wilk, 1993; Suravi, 2024). Characteristics of organizations that can motivate employees to attend training are especially important to guarantee training effectiveness (Noe, 2020). The organization needs to prepare a positive

environment to enable employee development and further increase the effectiveness of the organization. Interestingly, Kuknor and Kumar (2024), Mahomed and Rothmann (2020), and Noe and Wilk (1993) have discussed organizational characteristics that can stimulate training motivation and further increase training effectiveness. These features include social, cultural, task, and management support (Biech, 2022). Therefore, an organization needs to ensure well-formed organizational characteristics to support training effectiveness (Iqbal & Ahmad, 2021; Subramanian & Suresh, 2022). Johnson et al. (2020) found that learning motivation in training is the key factor in ensuring the effectiveness of training.

Training programs provide an opportunity to instil the necessary skills in employees. Likewise, development programs help expand the knowledge base of all employees. By doing so, companies can bridge gaps and weak links in their organizations (Biech, 2022). In such a way, each employee can manage all tasks efficiently. Occasionally, an employee receiving training is in a better position to increase work productivity (Ramli & Rasdi, 2021). Thanks to the training program, each employee will be experienced with the correct safety practices and procedures to be followed when performing basic tasks (Day et al., 2021). Training programs also help build employee confidence because they will better understand the industry (Baporikar, 2024). As mentioned earlier, employee training suits both the employee and the company. Conducting regular training and development programs is one way to grow an organization's employer brand, making it a key consideration for top employees working for competing companies and graduates (Acosta-Prado et al., 2024). A company that trains its employees will be more attractive to new hires, especially those who want to improve their skills. When employees receive consistent training and skill improvement, this encourages their creativity. Training programs help employees become more independent and creative when facing job challenges (Almaamari, 2023).

However, empirical studies that examine the characteristics of organizations that comprehensively stimulate training motivation need to be improved, especially those that discuss the study sample in Malaysia (Kanapathipillai & Azam, 2020; Ramli & Rasdi, 2021). In practical terms, most organizations in Malaysia often provide training to employees to achieve organizational goals. However, most of the training provided by organizations is not evaluated for effectiveness because of a lack of expertise, difficulty in conducting the evaluation process, and time and cost limitations (Reio Jr et al., 2017). Training failure is often discussed, involving workers who attend the training program (Burke, 2022). Training failure can occur due to various aspects that an organization may not expect and will indirectly hurt the organization. According to Blanchard and Thacker (2023), organizations that fail to improve their human resources effectively will be considered as sowing dead seeds. Organizations need to focus on this issue by analyzing the causes or factors that often contribute to the failure or success of training in organizations. Therefore, a study is needed to determine the organizational factors that can stimulate training and further determine the impact of training on employee productivity. This study also aims to determine the moderating influence of gender, which subsequently affects the relationships between perceived availability of training, perceived co-worker training support, perceived supervisor training support, and employee productivity. To facilitate the reader, this paper begins with an introduction, followed by a literature review discussion, the construction of a conceptual framework, a description of the research methodology, research results, a discussion, and study implications and recommendations for research.

## **2.0 LITERATURE REVIEW**

### **2.1 Employee Productivity**

Productivity is more output than input: that is how much return we get from what we invest. It measures a person's ability to complete a task (Bellet et al., 2024). If we put in three hours to complete a task that should take six hours, technically, we are productive. To be productive, we need three elements: focus, energy, and time (Ha et al., 2024). If we have focus and time but need more energy, we will quickly tire and become lazy to perform tasks. If we have much energy and time but need more focus, our attention will be easily distracted, jumping from one task to another without completing our mandatory tasks. If we have energy and focus but no time, we will not be able to be productive. Therefore, productivity is a function of these three things. This definition will help us clearly understand why we sometimes become unproductive. Productivity is about making wise choices (continuously) with energy, focus,

and time so that we can maximize the use of our potential to achieve the desired results. Beneficial (Gurmu & Ongkowijoyo, 2020). A large part of the organization's success depends on the workforce's productivity.

According to Tunio et al. (2021), employee productivity is an essential element that needs to be given more attention because the primary purpose of doing work is to get maximum output with minimum cost. Almaamari (2023) describes productivity as the ability to achieve specific tasks according to the standards, completeness, cost, and speed of accuracy set or determined. In addition, employee productivity can be assessed based on employee efficiency in doing their job. Overall, employee productivity can be assessed in terms of an employee's output in a certain period (Maqsoom et al., 2023). Increased productivity means achieving better output with the same input resources or less. Increased productivity improves living standards, competitiveness, and a better quality of life (Salimova et al., 2022). Employee productivity is the ratio of output or value added to labor input. It depends on the efficiency with which labor and other inputs are combined to produce goods and services (Gurmu & Ongkowijoyo, 2020). Increased employee productivity will benefit employers and employees. Increasing worker productivity also means increasing profits shared by workers, employers, and the country. Therefore, employee productivity is essential to increase company production and improve the country's economy (Bonvillian & Sarma, 2021).

## **2.2 Organizational Training and Employee Productivity**

According to Agarwal et al. (2014), training is a process of learning skills that a person needs to perform his or her duties. Training is all efforts made by the organization to improve a person's ability to perform their duties or play a role that the organization has set. Training is focused on preparing employees specifically for the task that has been assigned. Day et al. (2021) also define training as a program designed to improve individual, group, and organizational performance. Performance improvement means a measurable change in knowledge, skills, attitudes, and social behavior (Song et al., 2024). A study by Mahomed and Rothmann (2020) indicates that the amount of training an employee follows has a significant relationship with job satisfaction, ability, and work performance. Training programs significantly adapt employees to work methods and organizational culture (Noe, 2020). Employee training and development are essential because they influence employee productivity (Bonvillian & Sarma, 2021).

Orientation and training help new employees become productive, and experienced workers can accept changes and work requirements (Utari et al., 2021). Employee development programs provide opportunities to gain experience and advance their career inside or outside the organization (Blanchard & Thacker, 2023). According to Biech (2022), training consists of a planned program designed to improve individual, group, and organizational performance. Training should be held when there is a gap of abnormality between an individual's abilities and his/her work needs, which is the performance different from the performance desired by the employer. Specifically, the goals of the training are 1) to improve the skills and knowledge of employees in specific fields, 2) to adapt employees to new systems, procedures, and work because of technological progress that causes changes, and 3) to help current employees and new employees adapt to the need for a new job in the organization (Johnson et al., 2020; Noe, 2020).

There are various training methodologies, and it depends on the training purpose, location, trainer, and training technique. For example, internal (on-site) and external (offsite) methods. Internal methods include training in orientation and socialization for new employees, apprenticeship training, work tools training, mentoring, computer-based training, work orientation training, and career advancement training (Blanchard & Thacker, 2023). While the external method also consists of lectures, practical exercises, audio-visual aids, planned programs, and exercises using simulation tools. In determining the effectiveness or success of a training program, evaluation is a process to measure the degree of changes in aspects of knowledge, reaction, behavior, and performance (Bashar et al., 2024). This evaluation process provides essential information about changes' positive or negative effects on the targeted trainees (Blanchard & Thacker, 2023). In short, this kind of assessment is essential to evaluate the effectiveness of investment in training, give feedback, and use it as a guide for planning future training programs (Reio Jr et al., 2017).

One way to promote training is by implementing in-house training. In-house training is crucial in developing and maintaining a company's competitive advantage. With an essence that focuses on the needs and internal dynamics of the company, in-house training becomes a learning tool adapted to daily work (Kuknor & Kumar, 2024). The in-house training program is designed to provide an in-depth understanding of employee duties and responsibilities and ensure that each training element is closely related to the company's business environment. In in-house training, participants not only gain knowledge and skills relevant to their jobs but can also feel a learning experience related to the daily challenges they face (Blanchard & Thacker, 2023). The management and delivery of training materials can be customized according to company policies, values, and procedures, providing a specific dimension that cannot be achieved through general training programs (Baporikar, 2024). Flexibility is the main foundation of the concept of in-house training. In this context, companies can adjust training schedules to their operational needs, ensuring employees can participate without sacrificing productivity.

Through an integrative literature review, Tien Thanh and Thu Ha (2024) explained that social support is an essential characteristic of organizations. This includes support from supervisors, colleagues, subordinates, and higher-ups. Past researchers such as Luthra et al. (2024) found that social support has a significant relationship and great impact on training motivation and the effectiveness of training. Specifically, Suravi (2024) found that peers have a large significant effect on training motivation. Acosta-Prado et al. (2024) also explained that organizational culture support can also affect training motivation and effectiveness. This includes the culture of continuous learning, innovation, leadership, training transfer climate, as well as general organizational culture. The employer's highly productive employees can increase output to the optimum level. If the employer supports employees through incentives, rewards, and appreciation, the employees will be more motivated to follow any educational program and training (Suravi, 2024). Finally, Kwon et al. (2024) also explained that management support can affect training effectiveness. This includes rewards and recognition for using what is learned in training, adequate resources, and top management commitment.

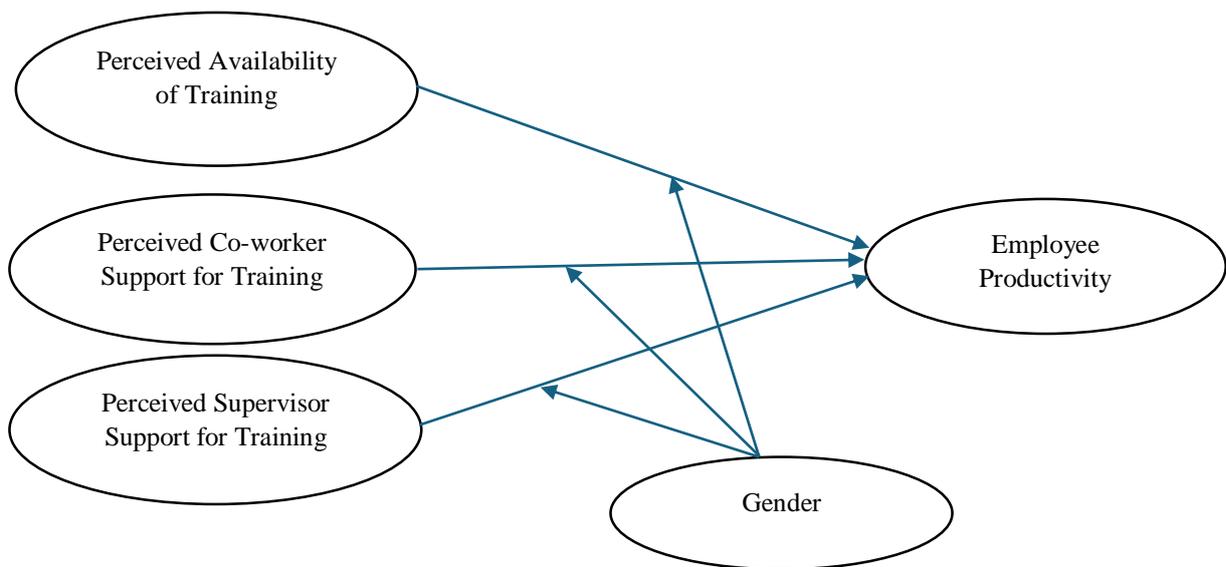
### **2.3 Moderating Effect of Gender**

Understanding the biological differences between males and females deepens by understanding the structure of the human brain. Ristori et al. (2020) stated that the brain structure of adults has differences in (1) corpus callosum, (2) hypothalamus, (3) inferior parietal lobe (lower parietal lobe), and (4) hippocampus. The anatomical differences will affect the diverse ways and styles of doing things, including learning (Joel et al., 2020). In general, the brain size is different between men and women. Males have larger brains than females. In the development process, adults' brains do not follow the same pattern. In men, the right brain develops first, then the left brain. However, in women, the development of the brain is more balanced between the left and right brain. At 0-6 years, girls' right and left brains develop at a balanced pace (Ristori et al., 2020). Meanwhile, in men, the dominant development is in the right brain. Thus, we often find that students who are smart and achievers (good at reading, writing, or class champions) are dominated by female students (Rochat, 2023).

At the age of 6 - 12 years, the male brain begins to develop in the balance between the left and right brain, and when entering the age of 18 years (adult), the speed of development of the left and right brain in males is perfect (Ristori et al., 2020). At this age, their male identity begins to be seen, where they begin to be able to create frameworks and achievements, create a picture of the future, become leaders, and convey and communicate ideas (Mousa, 2021). At the same time, hormonal differences also strengthen male and female brain development expression. The testosterone hormone in men makes them happy with challenges and likes to compete (Joel et al., 2020). Women also like to get together, but because of the hormones, they prefer peace and relaxation (Rochat, 2023). This condition also affects the choice of activities and positions. What differentiates adults is not just gender difference. In the study of psychology, many insignificant things that psychology experts often observe in adults' daily lives are often different (Kaur & Arora, 2020). The way they look, the way they think, and the way they express themselves are also often different. These differences could affect the influence of organizational training and employee productivity (Mousa et al., 2020). Therefore, based on the above discussion, this study proposed the following hypothesis:

- H1: Perceived availability of training significantly affects employee productivity.
- H2: Perceived co-worker support for training significantly affects employee productivity.
- H3: Perceived supervisor support for training significantly affects employee productivity.
- H4: Gender moderates the relationship between the relationship between (a) perceived availability of training, (b) perceived co-worker support for training, (c) perceived supervisor support for training, and employee productivity.

Figure 1 portrays the research model of the study. The independent variables include (a) perceived availability of training, (b) perceived co-worker support for training, and (c) perceived supervisor support for training. The dependent variable is employee productivity, and the moderating variable is gender. A moderator variable is a variable that connects the independent variable with the dependent variable. A moderator variable is a variable that affects (strengthens and weakens) the relationship between the independent variable and the dependent variable. Gender is an independent variable that is not influenced by other variables but can influence others.



**Fig. 1:** Research model

### 3.0 METHODOLOGY

This case study aims to investigate the relationship between the five variables, namely gender, perceived availability of training, perceived co-worker support for training, perceived supervisor support for training, and employee productivity. In addition, this study is cross-sectional by involving data collection only once. The study's primary data is obtained through the distribution of questionnaires by regular mail to the employee. The research population only involves Modle Solutions PLT employees with more than 150 employees (N=200). The sample size determination is based on Krejcie and Morgan's (1970) table for determining sample size. A sample of 132 employees was obtained through a systematic random sampling method. In particular, the constructed questionnaire contains four parts. The first part collects information regarding the respondents' profiles. Part B contains questions about the perception of organizational training. Section C collects employee productivity information. The

constructs are measured based on the adaptation of items from previous studies, such as Noe and Wilk (1993) for organizational training dimensions and Lee and Brand (2010) for employee productivity. The construct measures are based on a five-point interval rating scale: “1 = strongly disagree” to “5 = strongly agree.”

The data analysis method used in hypothesis testing is hierarchical linear regression analysis using the SPSS program tool. A validity test is performed first to test how far a measurement can accurately express the object's condition. The reliability of the questionnaire items was then evaluated using the Cronbach Alpha coefficient value. A reliability test is a tool to measure a questionnaire that is an indicator of a variable or construct. A questionnaire can be reliable if a person's answer to a statement is consistent or stable over time. A construct or variable is reliable when it gives a value of Cronbach's Alpha > 0.60 (Sekaran, 1992). Before doing the regression analysis, a classical assumption test was first performed. The classic assumption test includes a normality test that can be determined by looking at the skewness and kurtosis values. The skewness values must be between -3 and +3, while the kurtosis value must range between -10 and +10 (Kline, 2005).

**Table 1:** Measurement items

Variable	Item
Perceived Availability of Training	1) B1. My organization provides its employees with good opportunities to undertake in-house job-specific training.
	2) B2. My organization provides a good environment for recruits to learn job-specific skills and knowledge.
	3) B3. My organization provides its employees with good opportunities to gain experience and general skills, which may be useful to me in my future career.
	4) B4. My organization provides employees with knowledge that may be useful to me in my future career.
	5) B5. My organization provides its employees good opportunities to undertake general training programs and seminars outside the organization.
Perceived Co-worker Support for Training	1) C1. My co-workers are not resisting my efforts to apply new knowledge or skills.
	2) C2. My co-workers are open to giving advice.
	3) C3. My co-workers shared their knowledge and skills with me.
	4) C4. My co-workers are supportive of training initiatives within the workplace.
	5) C5. My co-workers actively contribute to organizational values of continuous learning and development.
Perceived Supervisor Support for Training	1) D1. My supervisor shares information influencing my career plans.
	2) D2. My supervisor supports my participation in training and development programs.
	3) D3. My supervisor gives me coaching and guidance to help me achieve my work objectives.
	4) D4. My supervisor believes training is one of his/her major job responsibilities.
	5) D5. My supervisor ensures I get the training and development needed for job effectiveness.
Employee Productivity	1) E1. I have a high standard of task accomplishment.
	2) E2. I accomplish tasks quickly and efficiently.

- 3) E3. My work outcomes are of high quality.
- 4) E4. I always exceed our team targets.
- 5) E5. I manage my job at a prominent level of effectiveness.
- 6) E6. I complete a large amount of work each day.

## 4.0 FINDINGS

### 4.1 Demographic Profile

The researchers obtained feedback from 100 respondents. Based on Table 2, most respondents are female (56%), and the rest are male (44%). Most of the respondents are between 26 and 35 years old (54%). Four categories were used to classify the present highest level of education. Based on the data obtained, most of the respondents had a diploma qualification (48).

**Table 2:** Demographic profiles (n=100)

	Profile	Frequency (n)	Percentage (%)
1. Gender	Male	44	44.0
	Female	56	56.0
2. Age	18 – 25	23	23.0
	26 – 35	54	54.0
	36 – 40	20	20.0
	41 above	3	3.0
3. Highest Educational Level	SPM/STPM	20	20.0
	Diploma	48	48.0
	Degree	30	30.0
	Master & PhD	2	2.0

### 4.2 Validity Test Results

Exploratory factor analysis (EFA) involving all 21 items measuring organizational training dimension and employee productivity. Principal component analysis (PCA) using direct oblimin rotation and number fixed factorS determined by value suggested eigenvalues (>1.00) have extracted four factors. Kaiser-Meyer-Olkin values (KMO) to meet the criteria recommended (>0.60), which is 0.922. Bartlett's test of sphericity value is statistically significant, that is,  $\chi^2 = 1790.008$ ,  $df = 210$ ,  $p = 0.000$ . Factor loading values have reached the set value (> 0.50). Thus, the instrument measuring variables are valid.

**Table 3:** Exploratory Factor Analysis (EFA)

	Rotated Component Matrix <sup>a</sup>			
	Component			
	1	2	3	4
B1		0.744		
B2		0.801		
B3		0.762		
B4		0.775		
B5		0.773		
C1				0.631
C2				0.690
C3				0.770
C4				0.489
C5				0.595
D1			0.715	
D2			0.728	
D3			0.669	
D4			0.814	
D5			0.787	
E1	0.787			
E2	0.819			
E3	0.824			
E4	0.857			
E5	0.766			
E6	0.790			

### 4.3 Reliability and Normality Results

Table 4 shows the results of the study's reliability test. For the test's reliability to be determined, Cronbach's alpha value should be at least 0.60 or more (Sekaran, 1992). Cronbach's alpha value for the variables was above 0.60, indicating that reliability is assumed. Table 4 also explains the normality of distribution from the skewness and kurtosis. The results also showed that the normality of the data was assumed.

**Table 4:** Normality and reliability analysis

Variable	Skewness	Kurtosis	Cronbach's Alpha
Perceived Availability of Training	-0.752	1.656	0.927
Perceived Co-Workers Training Support	-0.985	3.407	0.893
Perceived Supervisor Training Support	-1.386	3.717	0.917
Employee Productivity	-1.222	3.935	0.938

### 4.4 Level Analysis

For analysing the level, the researchers have used the mean score interpretation presented by Nunnally and Bernstein (1994) as a reference for interpretation. The mean score level measurement is based on four levels, namely: 1) 1.00–2.00 (Low), 2) 2.01–3.00 (Medium-low), 3) 3.01–4.00 (Medium-high), and 4) 4.01–5.00 (High). Table 5 shows the descriptive statistics for the employee productivity item.

The mean for item number 1 until 6 for measuring employee productivity was high. Moreover, the overall mean also shows that the employee productivity is high.

**Table 5:** Mean analysis for employee productivity

Item/Variable	Mean	Std. Deviation
1. I have a high standard of task accomplishment.	4.08	0.774
2. I accomplish tasks quickly and efficiently.	4.11	0.802
3. My work outcomes are of high quality.	4.09	0.726
4. I consistently exceed our team targets.	4.13	0.774
5. I manage my job at a prominent level of effectiveness.	4.20	0.738
6. I complete a large amount of work each day.	4.15	0.833
Employee Productivity	4.12	0.677

#### 4.5 Correlation Results

**Table 5:** Correlation Results

	Mean	SD	1	2	3	4
Perceived Availability of Training	4.00	0.743	1.000			
Perceived Co-Workers Training Support	3.98	0.660	0.320**	1.000		
Perceived Supervisor Training Support	4.01	0.771	0.443**	0.389**	1.000	
Employee Productivity	4.12	0.677	0.548**	0.638**	0.565**	1.000

\*\*Correlation is significant at the 0.01 level (2-tailed)

Table 5 shows a significant positive relationship between perceived availability of training and employee productivity,  $r = 0.548$ ,  $p < 0.05$ . Next, a significant positive relation exists between perceived co-workers' training support and employee productivity,  $r = 0.638$ ,  $p < 0.05$ . Moreover, a significant positive relation exists between perceived supervisor training support and employee productivity,  $r = 0.565$ ,  $p < 0.05$ . Therefore, hypotheses 1,2 and 3 were accepted.

#### 4.6 Hierarchical Regression Results

**Table 6:** Hierarchical Regression Results

Variable	Model 1	Model 2	Model 3	Model 4
Model Variables				
Perceived Availability of Training	0.270 0.000**	0.288 0.000**	0.291 0.000**	0.300 0.000**
Perceived Co-Workers Training Support		0.405 0.000**	0.411 0.000**	0.440 0.005**

Perceived Supervisor Training Support			0.350 0.000**	0.370 0.000**
Interaction Effect				
Gender* Perceived Co-Workers Training Support				0.200 0.000**
Gender*Perceived Supervisor Training Support				0.310 0.000**
R square	0.440	0.520	0.540	0.620
Adjusted R square	0.430	0.500	0.510	0.600

#### Regression Analysis

a. Dependent Variable: Employee Productivity

b. Model 1-Predictors: (Constant), Perceived Availability of Training

c. Model 2-Predictors: (Constant), Perceived Availability of Training, Perceived Co-Workers Training Support

d. Model 3-Predictors: (Constant), Perceived Availability of Training, Perceived Co-Workers Training Support, Perceived Supervisor Training Support

e. Model 4-Predictors: (Constant), Perceived Availability of Training, Perceived Co-Workers Training Support, Perceived Supervisor Training Support, Gender

Table 6 shows the regression result, indicating that the estimated equation is statistically significant at less than 1 percent ( $p < 0.01$ ). This indicated that the models for Model 1, Model 2, Model 3, and Model 4 are significant. Model 1 showed the regression analysis with two variables: perceived availability of training and employee productivity. The model was significant with R square = 0.440 and Adjusted R square = 0.430. The result showed that the perceived availability of training predicts employee productivity ( $\beta = 0.270$ ,  $p < 0.01$ ).

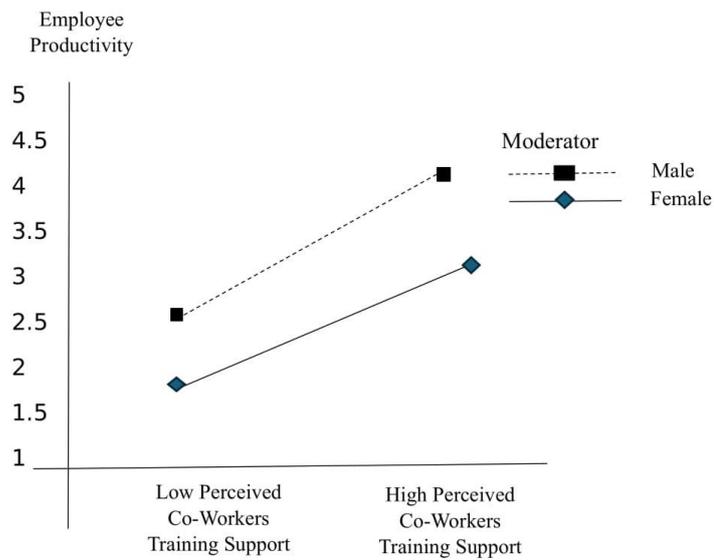
In Model 2, the two independent variables and the dependent variable were included in the model. After being statistically controlled, the model showed evidence of a direct relationship between independent and dependent variables. From Table 6, model 2 improved significantly with R square = 0.520 and adjusted R square = 0.500. The result showed that the control variables, namely perceived availability of training ( $\beta = 0.288$ ,  $p < 0.01$ ) and perceived co-worker training support ( $\beta = 0.405$ ,  $p < 0.01$ ), were found to be significant at  $p < 0.01$ .

In Model 3, the model 3 improved significantly with R square = 0.540, Adjusted R square = 0.510. The result showed that the control variables, namely perceived availability of training ( $\beta = 0.291$ ,  $p < 0.01$ ), perceived co-worker training support ( $\beta = 0.411$ ,  $p < 0.01$ ), and perceived supervisor training support ( $\beta = 0.350$ ,  $p < 0.01$ ), were found to be significant at  $p < 0.01$ .

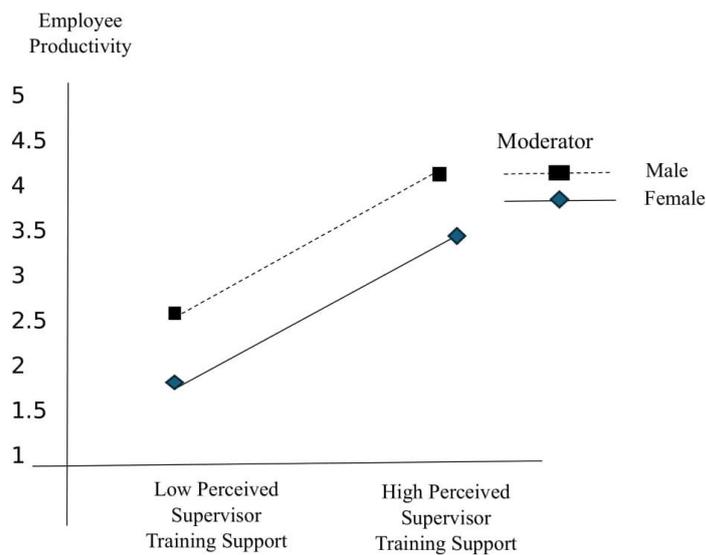
In Model 4, all variables and the interaction terms were entered to determine the significance of the interaction terms. In Model 4, when the interaction terms were included, the R square = 0.620, and the Adjusted R square = 0.600. The result showed that gender significantly moderates the relationship between perceived co-worker training support and employee productivity ( $\beta = 0.200$ ,  $p < 0.01$ ) and between perceived supervisor training support and employee productivity ( $\beta = 0.310$ ,  $p < 0.01$ ). Therefore, hypotheses 4(b) and 4(c) were accepted.

To better understand the results of the moderator effect determined by the gender variable in the study, a simple slope graph was used to predict one point above the standard deviation and one point below the standard deviation rate of the gender variable. Figures 2 (a) and (b) show the simple slope graph made in this direction. As in Figure 2(a), the perceived co-workers' training support is on the X-axis, and employee productivity is on the Y-axis in the simple slope graph. The relationship between perceived co-worker training support and employee productivity shows a significant positive correlation both in males ( $\beta = 0.420$ ,  $t = 11.110$ ,  $p < 0.05$ ) and females ( $\beta = 0.356$ ,  $t = 7.678$ ,  $p < 0.05$ ). However, the perceived co-worker training support effect is higher on male than female employee productivity. Thus, the relationship between perceived co-workers' training support and employee productivity is regulated by the gender variable. As in Figure 2(b), perceived supervisor training support is on the X axis, and employee productivity is on the Y axis in the simple slope graph. The relationship

between perceived supervisor training support and employee productivity shows a significant positive correlation both in males ( $\beta=0.459$ ,  $t=11.789$ ,  $p<0.05$ ) and females ( $\beta =0.420$ ,  $t=9.877$ ,  $p<0.05$ ). However, the effect of perceived supervisor training support is higher on the employee productivity of males than females. Thus, the relationship between perceived supervisor training support and employee productivity is regulated by the gender variable.



**Fig. 2(a):** Slope Graph (Gender\*Perceived Co-Workers Training Support)



**Fig. 2(b):** Slope Graph (Gender\*Perceived Supervisor Training Support)

## 5.0 DISCUSSION

This study's results show a significant relationship between perceived availability of training, perceived co-worker support for training, perceived supervisor support for training, and employee productivity. These findings have been supported by previous studies such as Iqbal and Ahmad (2021), Subramanian and Suresh (2022), and Ramli and Rasdi (2021). The results also showed that gender moderates the relationship between perceived co-worker support for training, perceived supervisor support for training, and employee productivity. This study's findings suggest that employees need to be exposed to more training programs, and support needs to be provided for the employees (Noe, 2020). The results revealed that male employees are more productive when implementing organizational training. Women need to balance between their careers and their essential duties as mothers and wives (Mousa et al., 2020). There are various contributing factors to the emotional well-being of women today. Role conflict between career and family has become an often-discussed issue. Thus, the organization needs to provide additional support for female employees. These include rewards and recognition for achieving training outcomes, mentoring and coaching to monitor training output, flexible training arrangements, and others (Mousa, 2021).

Interestingly, social support features are organizational features that directly affect training performance (Song et al., 2024). Thus, some suggestions are given to provide task support. This includes work design that requires the use of the latest knowledge and skills, giving autonomy to employees to use what was learned in training, and designing tasks that have opportunities for career development. Therefore, the human resource department is proposed to provide the employees with enough tasks and social support (Suravi, 2024). For example, it is time to use what has been learned and to ensure that there is no burden of work that will interfere with the use of new skills in work.

Initially, managers need to determine the skills and knowledge employees need to acquire through the training program. This will help them to create a more focused and effective training program. Developing a comprehensive plan that includes goals, objectives, and a timeline for the training program is also essential. This will help the employer stay on track and ensure the training is completed within the allotted time. On-the-job training is about hands-on experience. Training programs must provide enough opportunities for employees to practice what they have learned (Suravi, 2024). Mentors also can be assigned to help answer questions, provide feedback, and offer support throughout the training program (Burke, 2022). The company must use real-world scenarios to help trainees apply what they have learned in training to real-life situations. This will help reinforce learning and ensure employees are better prepared for on-the-job challenges. Most importantly, trainers should provide regular feedback to employees about their progress and performance during the training program, which helps them stay motivated and engaged in the learning process (Noe, 2020).

According to Biech (2022), Burke (2022), and Johnson et al. (2020), there are five main elements of training effectiveness. The first is to identify training needs, and this process aims to assess skills and knowledge gaps in the organization and identify training needs to address these gaps. The second is developing training programs that address identified training needs. This involves selecting appropriate training methods and materials, and resources. Third, delivering a process training program refers to a selected type of business training, which can be done through various methods such as in-person workshops, online training modules, or on-the-job training, coaching, mentoring, and others (Suravi, 2024). Fourth is evaluating the effectiveness of training. It is essential to evaluate the effectiveness of training programs regarding improved employee performance and impact on organizational goals (Song et al., 2024). This involves evaluating training results, identifying areas for improvement, and implementing changes as needed. Finally, follow-up and reinforcement involve providing ongoing support and reinforcement to the employee after the training is complete (Iqbal & Ahmad, 2021). This can include coaching, mentoring, and additional training as needed.

## 6.0 CONCLUSION

As experienced by many other countries worldwide, the pandemic has changed the Malaysian job market and the work environment. Despite all these changes and transitions, reflect on the critical question we should ask ourselves: What needs to be done to remain relevant in existing positions and

specializations? How do we ensure careers can survive in the future? One of the answers is to increase skills. Adding skills can improve the abilities in the existing position, the next dream position, and, most importantly, the career path in the long term. In-demand jobs are constantly changing, so it is essential to take a long-term view. The need to equip oneself with skills comparable to the changing world of work and society increasingly dependent on technology is now becoming increasingly important. Upskilling is learning and highlighting new skills and abilities, such as technical areas or transferable skills. Adding skills allows employees to keep up with industry trends and build a successful and fulfilling career. The ever-changing world due to technology means that skills considered helpful today may become obsolete in a few years. Upskilling and learning new skills is the only way to keep up with these changes. It needs to be done continuously, from time to time, to ensure that the skills align with the industry's current trends.

The results of this study are limited to several study limitations. This study only used a sample of employees from one organization; therefore, it is suggested that future studies use a larger sample to enhance generalizations. In addition, this study only uses the quantitative and questionnaire methods, where the data used is based on each respondent's perception. Therefore, future studies are suggested to use other methods, such as the qualitative approach, to clarify and describe the findings of this study. The study also employed a cross-sectional method because of the ease of collecting data at a specific point in time. However, a cross-sectional method cannot describe the changes in the population or sample because it is only done at a specific time. Future studies are encouraged to use the longitudinal method, which involves collecting data over a more extended period to understand the changes occurring in the studied variables.

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