

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME**

**THE EFFECT OF TRAINING AND DEVELOPMENT ON
EMPLOYEE PERFORMANCE AT RENT 2 OWN COMPANY**

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ACADEMIC YEAR (2020 -2022)

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**This thesis was submitted to the Board of Examiners in partial
fulfillment of the requirements for the degree of Master of Business
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ACCEPTANCE

This is to certify that the thesis entitled "**The Effect of Training and Development on Employee Performance at Rent 2 Own Company**" has been accepted by the Examination Board for awarding a Master of Business Administration (MBA) degree.

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ABSTRACT

Training and development are crucial factors in enlightening employee performance in most organizations. The purposes of the study are to analyze the effect of training program on its effectiveness and the effect of the effectiveness of training program on employee performance in Rent 2 Own Co., Ltd. Both primary and secondary data are used in this study. Primary data are collected from 156 employees at Rent 2 Own by using a simple random sampling method. Secondary data are collected from the previous research papers, documents of Rent 2 Own, international journals, papers, articles, reports, and relevant websites. Descriptive statistics and regression analysis are applied to analyze the collected data. According to the multiple regression analysis, organization support has significant and positive effect on reaction. Trainer, training method and organization support have significant and positive effect on learning. Training content has significant and positive effect on behavior. Training method and organization support have significant and positive effect on results. Moreover, effectiveness of training program has positive and significant effect on employee performance. Employees of Rent 2 Own are aware of training; employees are motivated through training, and training and development result in higher performance. The study suggests that training and development of all staff should be dynamically followed and made obligatory. The company should give compulsory training programs for all employees in order to improve performance.

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ABBREVIATION

Abbreviations	Meaning	Page
USD	Conceptual Framework	21
KWF DEG	The organizational structure of Rent 2 Own Co., Ltd	21
DAIWA PI	Daiwa PI Partners Co. Ltd. Myanmar Branch	21
agRIF	A Rural Investment Fund	21
ESG	Environmental, Social, and Governance	21
LTO	Litigation Officer	23
SMS	Short Message Service	24
IVR	Interactive Voice Responses	24
NBFIs	Non-Bank Financial Institutions	57

CHAPTER I

INTRODUCTION

Human capital can be considered an organization's most valuable asset, and firms must invest in it to secure their survival and success. The company should make certain that it has the skilled, devoted, and well-motivated team it requires. Organizations are focusing on every area of their operations as a result of global competitiveness, examining how each function and procedure may contribute to strategic goals. In the same way, training departments are under pressure to demonstrate their worth to the organization (Steed, 2000). This is due to the fact that companies invest a lot of time, effort, and money in educating their staff, yet the results of these efforts aren't always obvious in terms of better performance.

Training and development must be well-designed to be effective. (Rao & Nair, 1990). Staff capacity has an impact on a company's ability to meet its goals, especially in performance-driven businesses. Human resources are widely acknowledged as a vital resource for business success. It is critical to maximizing employee contributions to the attainment of an organization's purposes and goals in order to maintain the organization's performance (Armstrong, 1999). This entails taking steps to assess and meet future people's requirements, as well as enhancing and developing people's inherent capacities - their contributions, potential, and employability - by offering chances for learning and continual development.

The term training can be defined in a variety of ways. It can be defined as a systematic development of the information, abilities, and behavior required of employees to perform satisfactorily on a certain activity or job (Shaheen, Naqvi, & Khan, 2013) or simply learning provided to increase performance on the current job. Employee training, on the other hand, is defined by Elnaga and Imra (2013) as programs that give workers information, new skills, or possibilities for professional development. This can happen on the job or off the job, inside or outside the company, in a variety of ways. Regardless of one's point of view, the term "training" refers to the process of learning new skills in order to better manage present and future problems.

As a result of the ever-changing corporate environment, lifelong learning is a crucial coping strategy. Business settings vary over time, necessitating constant staff skill

and capability upgrades to increase work performance, growth, and the ability to react to quickly changing economic circumstances in order for the company to remain competitive.

Development is a long-term education process in which managerial people learn conceptual and theoretical knowledge for general objectives through a systematic and coordinated technique. According to Campbell (1971), development in a brand foundation entails individual progress and self-realization. Cole (1990) advocated for a more comprehensive approach to knowledge and skill acquisition training.

Individual development, according to Armstrong (2001), is the evolution of individuals in their professions with advice, support, and assistance from their managers. Training and development improve workforce competency to provide a competitive edge and contribute to corporate success. Employers can also meet the requirements of their employees through training and development. Employers can help employees establish their own competitive edge and ensure long-term employability by providing training and development opportunities (Jackson, 2008). Development means that it is a continuous process in which development is produced through time, which corresponds to the emphasis on lifelong learning.

Performance, according to Holton (1995), is a multi-dimensional construct whose assessment varies depending on a range of conditions. Armstrong (2000), on the other hand, defines performance as both behavior and results, emphasizing the importance of considering both behavior (input) and results (output) when managing performance. The acrostic of persons and organizational units determines the organization's performance. Except for external impacts on human behavior and personal attributes, organizations can use formal and informal techniques to influence or control all elements impacting individual and unit performance. Individuals can exert more formal influence through communication, work culture, and management style (Kasturi, 2006). Employee performance encompasses all factors that affect and are related to the employees' work, whether directly or indirectly. Performance encompasses both actions and outcomes. The performer's behavior changes the performance from abstraction to action. Not only are behaviors instruments for results, but they are also outcomes in and of themselves—the consequence of mental and physical effort devoted to tasks—and can be appraised apart from results (Brumbranch, 1998).

Training will be matched and integrated with actual work in high-performance work systems. Employees require training in group dynamics, interpersonal connections, and systems thinking in order to better grasp how all aspects of their company interact and

affect one another. Trainers are critical in delivering feedback on employee performance as well as their organization's financial performance (Steed, 2000).

Training and development are used in the business sector to increase employee quality. The companies seek to get a greater return on their training investments. These organizations require the implementation of training and development programs. These firms should look into the training programs (content, facilities, trainer training approach, and organizational support) that may have an impact on employee performance in order to better utilize their new knowledge and abilities in the real world.

Rent 2 Own is a commercially licensed rental service firm that first opened its doors in November 2015. Its headquarters are in Yangon. It has 50 branches in Thanlyin, Pyay, Magway, Monywa, Mawlamyine, Patheingyi, Taunggyi, Bago, Meiktila, Myittha, and Myeik, with regional headquarters in Thanlyin, Pyay, Magway, Monywa, Mawlamyine, Patheingyi, Taunggyi, Bago, Meiktila, Myittha, and Myeik. The impact of Rent 2 Own Co., Ltd's training and development program on employee performance will be investigated in this study. The findings are expected to provide vital information to the company's decision-makers, allowing them to determine the company's future success.

1.1 Rationale of the Study

Staff training and development are widely acknowledged as a critical component in achieving company goals and objectives. It is essential to maximize employees' contributions to an organization's goals and objectives in order to maintain economic and successful performance (Armstrong, 1999). Training and development activities have ramifications for efforts to engage and encourage employees in order to improve performance. One of the fundamental goals of human resource management is to create conditions that allow employees' latent potential to be fulfilled and their commitment to the organization's success to be secured. The scope of evaluating the training effort, according to Chang (1994), should demonstrate how training contributes to the big picture as it is implemented to increase job performance. The ultimate goal of training is to assist businesses in achieving their desired performance outcomes. At both the aggregate level of the national economy or industrial sector and at the level of individual firms, training activities have an impact on relative competitiveness and economic performance (Storey, 1999).

By encouraging to embrace training and development to increase competitiveness, it helps to establish how training has impacted the performance of employees in Rent 2

Own Co., Ltd and what improvements can be done to help equip the employees further as well-motivated them to work better for better performance.

There is a requirement for the development of skills, knowledge, and capability of employees' job performance in an organization. This need becomes very crucial for the accomplishment of the desired objectives of the organization and improvement of the performance deficiency of employees in the organization. It is also hoped that the findings are to yield empirical results that would be useful to the human resource analysts, Consultants who utilize the public sector human resources statistics to evaluate employee performance. Therefore, this study aims to analyze the training program, their effectiveness, and employee performance.

1.2 Objectives of the Study

The objectives of this study are:

- (1) To analyze the effect of the training program on its effectiveness at Rent 2 Own Co., Ltd.
- (2) To ensure the influence of the effectiveness of the training program on employee performance at Rent 2 Own Co., Ltd

1.3 Scope and Methods of the Study

This study focuses on the training content, training facility, trainers, training method, organization support, program effectiveness, and employee performance. This study applies both primary and secondary data. There is (500) staff in the company, including 50 managerial and 450 non-managerial. Among them, (156) respondents from non-managerial levels who attended the training were included in the sample of the study. 35% of total non-managerial level employees are selected as the sample respondents by using a simple random sampling method.

For primary data, the structured questionnaire is distributed to these sample respondents of Rent 2 Own Co., Ltd. The items of the questionnaire are measured with the Five Point Likert Scale. The secondary data are obtained from various sources, including previous publications, research papers, textbooks, statistical yearbooks, journals, magazines, newspapers, and relevant websites. For secondary data, the relevant books and internet websites are used. Descriptive statistics are used to explore the general information of the respondents (age, gender, educational level, work experience, and a number of training programs attended) and the perception of employees on the training program, its

effectiveness, and employee performance. We use the multiple regression analysis to analyze the effects of a training program on its effectiveness and employee performance. The data collection period was in March 2022.

1.4 Organization of the Study

This study is organized into five chapters. Chapter 1 is the introduction which includes the rationale of the study, objectives of the study, scope and methods of the study, and organization of the study. Chapter 2 is a theoretical background regarding training programs and their effectiveness and employee performance. Chapter 3 is the profile and the factors of training programs of Rent 2 Own. Chapter 4 describes the analysis of the effect of the training program on its effectiveness and employee performance of Rent 2 Own. Chapter 5 consists of the conclusion of the findings and discussions, suggestions and recommendations, and needs for future research.

CHAPTER II

THEORETICAL BACKGROUND

This chapter describes previous literature on training and development, training programs, and employee performance. It reviews the previous studies that help the researcher to understand and identify the problem being studied more appropriately. According to the literature review and previous studies, the conceptual framework of the study has been developed.

2.1 Training and Development

The process of deliberately building work-related knowledge and competence in people with the goal of enhancing performance is known as training and development (Richard, Elwood & Holton, 2008). Training is the process of developing skills, providing information, and nurturing traits in order to enable people who work in organizations to become more successful and efficient in their jobs. Training aids in the achievement of the organization's objectives and goals while also contributing to the overall development of employees. Training is required to assist workers to qualify for a job, perform the job, or advance, but it is also required to improve and transform the job so that it contributes value to the company. Learning is facilitated by training, but it is not limited to a formal activity developed and encouraged by properly trained trainers to produce specific performance improvements.

Training and development is a continuous activity for any organization. Education, development, and planned experience all contribute to training, which is the formal and systematic alteration of behavior through learning (Armstrong, 2001). The systematic development of an individual's knowledge, abilities, and attitudes required to execute a given task or employment satisfactorily is known as training (Armstrong, 2001). The phrase "training" refers to the process of increasing an employee's aptitudes, skills, and talents in order for them to do specified tasks (Aswathappa, 2000). Training aids in the development of new skills and the maintenance of old ones. To fulfill their duties efficiently, successful applicants placed on jobs require training. The primary goal of training is to ensure that the organization has access to skilled and willing staff (Kulkarni, 2013). There are also four other objectives: individual, organizational, functional, and

social. The training objectives inform the trainee about what is expected of him at the conclusion of the program (Karthik, 2012).

Employee development programs, according to Kulkarni (2013), are designed to achieve certain goals that benefit both employees and the firm. Reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs, evaluating their effectiveness, and measuring the impact of training on the participants' quality of work-life are just a few tasks involved. According to Mathis and Jackson (1997), there is a distinction to be made between training and development. Training is a learning process in which people gain skills and knowledge to help them achieve their objectives.

Employees receive training to gain specific knowledge and skills that they may use in their current employment. On the contrary, they described the development as having a broad scope and focusing on individuals acquiring new information and abilities that will be valuable in their current and future occupations. Non-managerial individuals develop technical knowledge and skills for a specific purpose through training, which is defined as a short-term process involving a systematic and organized approach (Samson & Timothy, 2014). In this sense, the term development refers to the kind and direction of change in personnel as a result of educational and training programs, and it is managerial in nature and career orientated.

Organizations that embrace training and development practices, according to Noe (2001), are better able to keep consumers, suppliers, employees, shareholders, and other stakeholders for a long time because they are seen as more trustworthy and better custodians of the various stakeholders' interests. As a result, the company's financial performance improves. According to Myles (2002), a firm that attempts to properly train and develop its people, as well as reward them for their efforts, has motivated employees who are more inclined to engage in their work, therefore boosting their performance and loyalty to the company.

2.2 Training Program

Different companies provide a training program to their employees for the improvement of their skills and abilities. A training program must be tailored to the specific needs of the athlete, taking into account a variety of elements such as gender, age, strengths, weaknesses, objectives, and training facilities. Training programs enable organizations not only to develop personnel but also to make the most use of their human

resources in order to obtain a competitive advantage. As a result, it appears that the company must arrange for such training programs for its personnel in order to improve their talents and competencies in the workplace (Jie & Roger, 2005). Training objectives, trainers, training courses, training delivery methods, training materials, and training schedules are all included in the design of a training and development program, according to Werner and Desimone (2012). This study focuses on training content, training facilities, trainers, training methods and organization support.

2.2.1 Training Content

Program objectives are necessary for pinpointing desired outcomes of a training program, but these statements alone are insufficient for determining the content of the training program and the training methods, techniques, and materials. The creation of a lesson plan is required to translate program objectives into an actionable training session.

A lesson plan is a trainer's manual for delivering training material. Creating a lesson plan requires the trainer to determine in advance what is to be covered and how much time to devote to each part of the session. A lesson plan specifies:

1. Content to be covered
2. Sequencing of activities
3. Selection or design of training media
4. Selection or development of experiential exercises (or both)
5. Timing and planning of each activity
6. Selection of the method of instruction to be used
7. Number and type of evaluation items to be used

Some organizations have program designers whose responsibilities include defining training objectives and developing lesson plans. Individuals with educational backgrounds in instructional design (especially from colleges of education) are often hired for such positions. The kind of assistance that program designers can provide is particularly important for subject matter experts who have limited training skills.

2.2.2 Trainers

Once an organization has made a decision to design its own training program or has purchased a program that is running, a trainer must be selected, provided the instructional format includes one. When a company has a big, multifaceted training workforce with the competencies and subject matter expertise to train in high-demand

areas, selecting a trainer can be very simple. The knowledge and skills required to design and implement a training program are referred to as training competency. Trainers must be able to properly express their expertise, employ a variety of instructional strategies, have good interpersonal skills, and be able to motivate people to learn in order to be effective.

Subject matter expertise refers to the mastery of subject matter. However, subject-matter expertise alone does not guarantee an individual will be an effective trainer—many experts (including some college professors) make poor trainers. Ideally, then, a subject matter expert must have the ability to train others. Individuals who lack the ability to design and implement effective training programs may rely too heavily on a single method of instruction that may be inappropriate for the subject matter (such as using merely a lecture format to train employees and other first-aid techniques), or they may lack the interpersonal skills to effectively interact with or motivate participants.

A trainer's job is to enhance an individual's competency and skill sets so that he or she may operate effectively and efficiently in the workplace. In a clear and professional manner, the trainer should communicate to the trainees what is expected of them as a result of the training.

From the beginning until the finish of the training, the trainer performs an important role, which involves the following:

- Training plan
 - Timing of different training sessions
 - Choosing the relevant training methods
 - Preparing the training materials and aids
 - Conducting training sessions and
 - Evaluating the post-training session
- www.careerride.com/td-role-of-a-trainer

2.2.3 Training Facilities

A training program is to prepare or purchase training materials, depending upon whether the program is purchased or designed by the organization. If a training program is purchased from an outside vendor, training materials such as books, handouts, and videos will usually be part of the package. Programs designed in-house require the preparation of materials. If the program is similar to past training programs, those materials

may simply need to be modified to fit the current program. Much information is now available through the Internet.

2.2.4 Training Methods

The next activity in the training program is to select the appropriate training methods. There has been considerable recent growth in web-based self-study programs and virtual (online) classrooms. The top areas for content coverage were: profession- or industry-specific content, managerial or supervisory, quality and product knowledge, IT and systems, and processes, procedures, and business practices. According to Weil and Woodall (2005), the need to consider skill and tasks characteristics in determining the most effective training delivery approaches have to be highlighted. Giving training delivery approaches may be more effective than others for a specific task or training content because all training delivery approaches are capable of communicating specific skills, knowledge, attitudinal, or task information to trainees, so different training delivery approaches can be selected to deliver different training contents.

Many businesses fail because their personnel is under-trained in the skills that are most important in the information era. People skills, on the other hand, are notoriously difficult to observe, quantify, and measure in the same way that they are needed in everyday life and at work because they are concerned with how people interact with one another: communicating, listening, engaging in dialogue, providing feedback, cooperating as a team member, solving problems, and resolving conflicts (Werner & DeSimon, 2012). It is a good idea to examine people skills prior to training programs by hiring leaders who can teach their supervisors and subordinates by providing frequent feedback, encouragement, and reinforcement. Therefore, organizations can achieve the desired return on considerable investment in people skills training.

Organizations recognize that their employees have access to the most up-to-date technical skills training, which is designed and offered by organizations to help employees update their existing skills and learn new technologies that best suit the organization's technical training needs, goals, and budgets. Employees must acquire certain abilities in order to evaluate a thorough new hiring training program and perform specific job activities. According to Dessler (2017), the most popular training and development method used by organizations can be classified as on-the-job training, coaching, job rotation, assignment, job instruction training, apprenticeship training, apprenticeship training, simulated training, and off-the-job training.

2.2.5 Organization Support

Organization support can be described as the extent to which an organization support and reinforce the use of newly learned knowledge and skills on the job (Holton et al., 2000). Although there is some contradictory evidence, the dominant literature suggests that when trainees perceive that their supervisors support the application of newly developed knowledge and skills, they are more likely to transfer these competencies back to the job (Tracey & Tews, 2005). Russ-Eft (2002) defined organization to support as a situation in which supervisors provide reinforcement for the use of learning on the job. The importance of organizational support was that trainees expect their supervisors to encourage them to attend the training, to learn and transfer the trained skills to the workplace (Cohen, 1990). They also believe that the skills and knowledge learned in training would help them to perform better on the job and to get a high salary. Because of these reasons, supervisors should direct their support to employees' expectancy, instrumentality, and perceptions.

Some researchers suggested that managers and supervisors need to focus their effort on the trainee's level of training motivation. In the study of Hawley and Barnard (2005), they concluded that the reinforcement of supervisors is important to move the training outcomes from the training environment to the work environment for performance improvement of both individuals and organizations.

2.3 Effective of Training Program

Understanding training effectiveness is meant to improve the process of training in order to accomplish objectives and goals (Homklin et al., 2013). The term training effectiveness consists of two basic concepts: training and its effectiveness on trainees (Borat et al., 2014). Effectiveness is defined as the achievement of the desired objective (Devi & Shaik, 2012). Training effectiveness enhances what trainees learn in training programs, which is eventually implemented in the work environment (Bates and Coyne, 2005). There are two elements involved in training effectiveness: first measuring individual performance improvement as the outcome of training, and second, the effectiveness of training processes in terms of measuring how training is delivered to trainees (Al Yahya & Mat, 2013).

Measuring effectiveness has two major factors: the training program and the evaluation of the training (Borate et al., 2014). Training evaluation is the best way to determine the effectiveness of training (Rafiq, 2015). With the information gathered

through the evaluation, the organization will be able to ascertain whether the training conducted was effective (Farjad, 2012). Therefore, an organization must first identify the outcomes or criteria of evaluation to determine the effectiveness of a training program (Noe, 2016). It does this by first considering Kirkpatrick's four levels model: reaction, learning, behavior, and results.

Although several models have proposed evaluating the effectiveness of training (Aziz, 2013), Kirkpatrick's four-level model is the most acceptable and recognized model among the different models used to measure training effectiveness (Xue, 2015). According to Noe (1986), training effectiveness is usually determined by assessing some combination of the criteria presented in Kirkpatrick's four-level model of training outcomes. Thus, both the participant's feedback regarding training, the acquisition of knowledge and skills, the application of learned skills and knowledge, and the effect of training on the organization indicate the effectiveness of training (Kirkpatrick, 1967; Tracey et al., 2001; Vasudevan, 2014). Training effectiveness provides a full picture of what the training was able to cover and what it was not able to cover (Manyika, 2014).

Kirkpatrick's model (1959) had been used to measure training effectiveness for over 50 years. Kirkpatrick's model sets out what can be considered to be the key evaluation criteria to measure the effectiveness and/or efficiency of a training program in order to identify weaknesses and improve future instruction programs (Saks & Burke, 2012). Similarly, Milne (2007) showed that Kirkpatrick's model is the most established framework for measuring evaluation criteria. Bates (2004) stressed that this model is a widely accepted approach in the field of training and development and by training specialists to evaluate the training program. This model is considered a popular model for attempting to assess training effectiveness.

Table (2.1) Krikpatrick’s Training Evaluation Model

Level	Description
Reaction	Measures participants’ satisfaction and interest in the training
Learning	Assesses the extent of skills and knowledge gained
Behavior	Measures trainees’ ability to apply learned knowledge and skills in the work place
Results	Measures the effect of training on the organization

Source: Devins & Smith (2013)

2.3.1 Reaction

The reaction can be defined by either a single dimension (i.e., the trainee's satisfaction with the training) (Diamantidis and Chatzoglou, 2012) or a multi-dimensional

construct such as enjoyment, utility, affection, and difficulty. Warr and Bunce (1995) suggested that reactions include enjoyment, utility, and difficulty dimensions. Furthermore, Alliger et al. (1997) propose that reaction includes utility perceptions and affective reactions.

Receiving feedback about a training program supports trainers to do their work better and demonstrate the effectiveness of their training program. The strength of measuring reaction lies in getting feedback from the trainee and judging the effectiveness of a training program so that the trainer can recognize what the trainee needs from the training program (Kirkpatrick & Kirkpatrick, 2006). Measuring reactions to training helps organizations improve future training programs by recognizing the weaknesses of the current training. Quantitative information provided by trainee reaction is useful to set the standards for the performance of future training programs.

2.3.2 Learning

Learning is defined as the extent to which the learners gain knowledge and skills (Kunche et al., 2011). Learning is one of the potential training outcomes investigated in training research. Saks and Burke (2012) stated that evaluating learning reveals whether the supervisor should adjust the training context or teaching techniques. In other words, this level seeks to identify the results of a training program. Hence, in order to evaluate learning, it is necessary to ensure that new knowledge, attitudes, or skills have been acquired (Kirkpatrick & Kirkpatrick, 2006).

Learning is a function of the content, methods, and processes used during a training program (Tannenbaum, 1993). On the other hand, several environmental and situational factors can affect trainee learning (Turner et al., 2017). Thus, trainers who are most knowledgeable about the training environment and trainees' reactions are responsible for how they administer and deliver the course objectives and whether or not trainees acquire the necessary amounts of knowledge during training (Adgate et al., 1999).

2.3.3 Behavior

Behavior is defined as the capability to perform the learned skills while on the job (Kunche et al., 2011). Transfer of knowledge is sometimes used in lieu of behavior (Olagunju, 2014). In other words, behavior is measured by determining if the trainees implemented their newly learned tasks in the workplace. Saks and Burke (2012) stated that

evaluating behavior can show if changes happened or if further training is required to enhance development.

Measuring behavior also provides a greater amount of qualitative information about the effectiveness of training compared to data collected at the results level which tends to be quantitative information and is measured by a supervisor's rating or other objective indicators of performance (Arthur et al., 2003). Management can measure changes or improvements in trainees' skills, competence, abilities, and relationships by distributing surveys, observing performance, giving performance reviews, and listening to comments from the employees' bosses and or colleagues (Rouse, 2011).

2.3.4 Results

Results are defined as the effect on the business or environment resulting from the improved performance of the trainee (Topno, 2012). Measuring results is necessary to determine the efficiency of training and development programs as well as to measure the impact of training on organizations and to measure training effectiveness through objective measures, such as sales per trainee (Phillips, 1991). This level defines the final results of a training program, such as increased production, upgraded quality, reduced costs, decreased frequency and/or severity of accidents, increased sales, condensed turnover, and higher profits (Kirkpatrick & Kirkpatrick, 2006). It also measures the monetary benefits of the training program, such as productivity and profits (Arthur et al., 2003).

2.4 Employee Performance

Staff productivity and production as a result of employee development are referred to as employee performance. Employee performance has a direct impact on the efficiency of an organization (Hameed & Waheed, 2011). Employee training is crucial because it improves an organization's efficiency and allows employees to improve their performance in a more effective manner. Employees must understand what they must accomplish in order to complete their tasks correctly. Individuals and groups are given performance expectations and goals to help them focus their efforts on accomplishing organizational goals. Employee participation in the planning process aids their understanding of the organization's goals, what needs to be done, why it has to be done, and how well it should be done (Terrington, 1995).

Performance expectations need to be understood and, where possible, involve the contribution from the employees, as Terrington (2005) puts it. Williams (2000) argued that

as individuals cannot always control their results, it is important to have behavioral targets as well as output targets. It is suggested that a personal development plan be created, which would support the achievement of goals.

According to Price (2005), the key to an efficient performance management system is managing employee performance on a daily basis. People work better when goals are set, expectations are explicit, and feedback is provided frequently. Managers and subordinates work together to define and clarify the goals of their employees. It has an impact on performance by influencing what people think and do by orienting their behavior in the direction of goals, energizing behavior, motivating people to work hard to achieve tough goals, and clarifying roles and responsibilities.

Employee participation persuades them that the objectives are attainable, which can boost motivation and performance (Cummings & Worley, 2005). Whether your goal is to build a project team, a departmental team, or a company-wide feeling of teamwork, clear performance expectations are key to teamwork success. To assist employees, build accountable, productive, meaningful, and participatory teamwork, and set clear performance expectations (Armstrong, 2003).

In performance management, measurement is a crucial topic. It's the foundation for giving and receiving feedback. It recognizes where things are going well in order to lay the groundwork for future success, as well as where things aren't doing so well in order to take remedial action. All jobs, according to Armstrong (2006), produce results, even if they are not quantifiable. As a result, it is frequently required to evaluate performance in terms of what outcomes were achieved vs. what outcomes were projected. The primary goal of measurements, according to Behn (2003), is to increase performance. Measures that aren't directly related to boosting performance (such as those aimed at better communicating with the public to create trust) are a means to that end.

There are numerous approaches for evaluating an individual's capacity to execute a job effectively and identifying the gap between effective and current performance that a training solution can help close (Muchelle, 2007). According to Price (2005), a human resources manager can either question employees about their jobs, issues, or perceived training and development needs or observe workflows. Internal records data can also be studied to find patterns and trends in an employee's performance.

The number of units produced, processed, or sold is a good sign of performance, but quality must not be compromised. Work quality can be measured in a variety of ways, such as the percentage of work that needs to be redone or rejected. The percentage of

inquiries that result in sales is a good indicator of salesmanship quality sales. Timeliness and how fast work is accomplished. The cost of work performance can be used as a measure of performance only if the employee has some degree of control over the cost (Price, 2005).

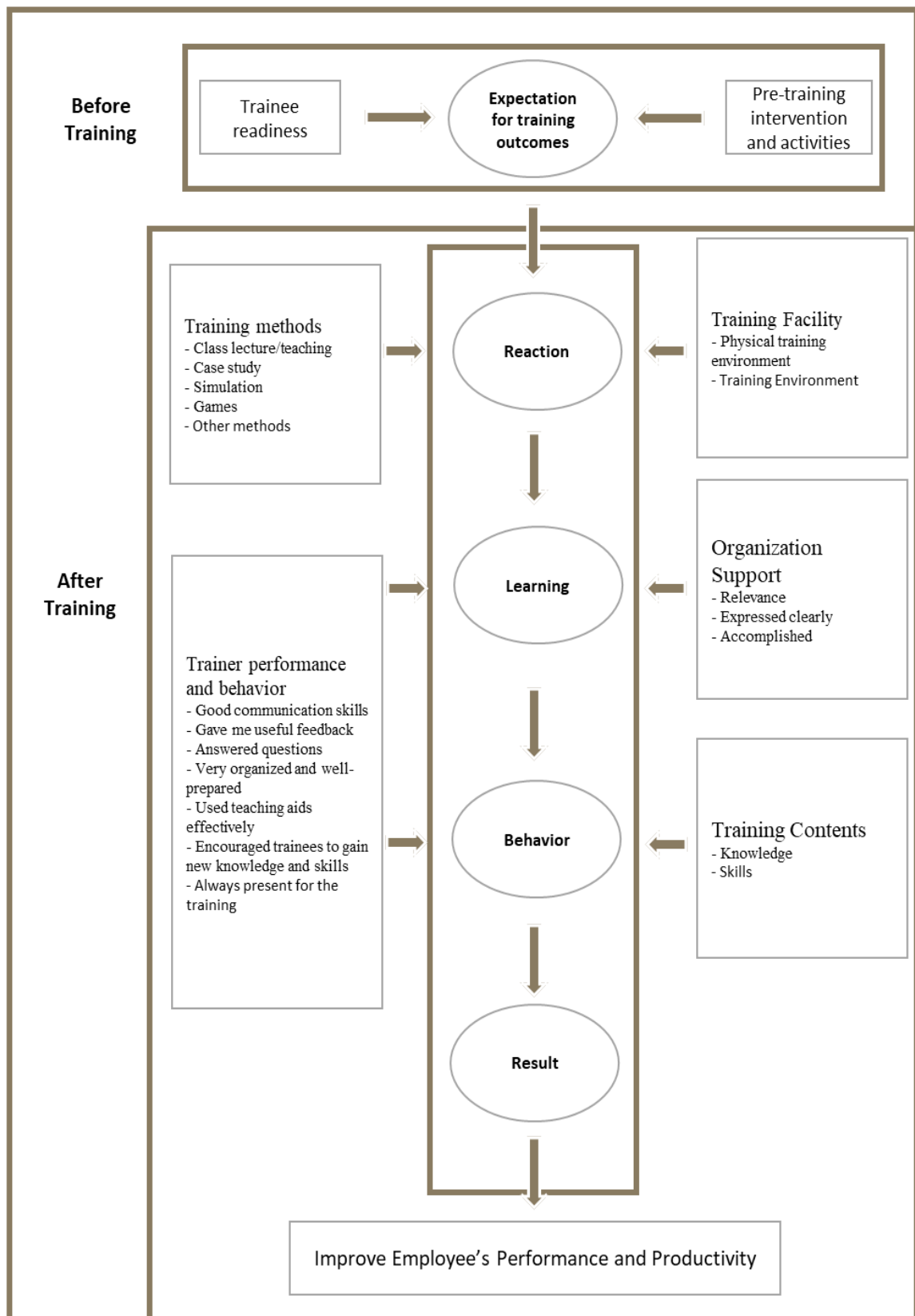
When an employee is absent or tardy, it is clear that he or she is not performing. This absenteeism may have an impact on the performance of other employees. Creativity can be difficult to quantify as a performance measure, but it is critical in many white-collar positions. Supervisors and employees should keep note of and strive to quantify creative work instances (Noe, 2001).

Employee performance is influenced by a variety of elements, including job satisfaction, knowledge, commitment, and management viewpoint, but training and development are essential components. Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior.

2.5 Previous Studies

There are many studies that have addressed training programs, each dimension of training effectiveness, and employee performance. According to Al-Mughairi (2018), employee performance is a dependent variable, and training and development is an independent variable. To this end, this study will be guided by the following conceptual framework, which is used to explain the interrelationship between the variables.

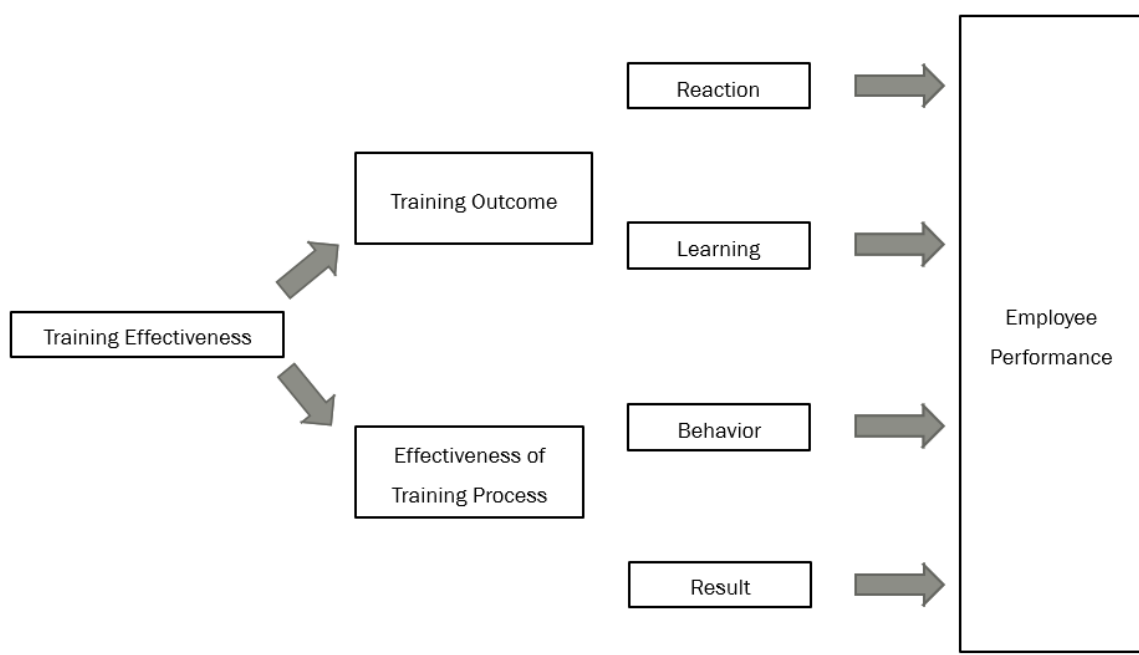
Figure (2.1) Conceptual Framework of Al-Mughairi



Source: Al-Mughairi (2018)

Only trainee readiness was shown to be favorably and significantly connected to expectations of the training environment and expectations of trainer performance and behavior, according to the findings of this study. Furthermore, the findings revealed that pre-training intervention and practices were related to the two training outcomes of reaction and learning in a positive and significant way. Learning was influenced by the training environment in a strong and beneficial way. The content and goals of training were found to be positively and significantly associated to behavior. The following conceptual framework was developed according to the researcher Aksh (2018).

Figure (2.2) Conceptual Framework of Aksh



Source: Aksh (2018)

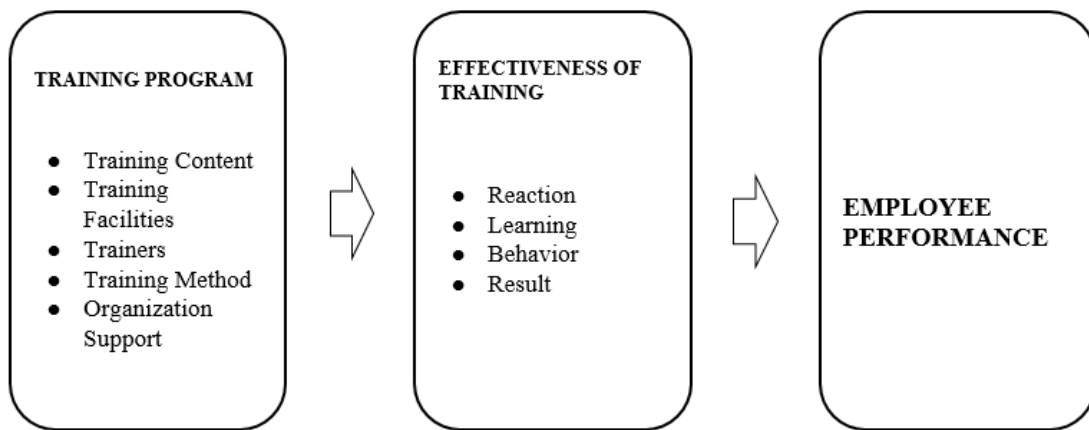
This research has empirically investigated the effects of training characteristics on the relationship between reaction, learning, intention to transfer learning, behavior, and results. This study found that trainee readiness was the most substantial factor contributing to expectations of the training outcomes. This study has added to the literature by demonstrating that trainer performance is important and behavior was the strongest factor contributing to reaction. Furthermore, the training environment was the most vital factor supporting learning. This study has further contributed to the empirical literature by showing that the impact of behavioral change on outcomes is significant. This study also

found that the most important element influencing behavior was training objectives (followed by training material). When it comes to establishing an effective training program, the findings of this study have substantial and practical consequences for instructors, training planners, managers, and supervisors.

2.6 Conceptual Framework of the Study

The present study proposed the following conceptual framework to analyze these relationships as shown in Figure (2.3)

Figure (2.3) Conceptual Framework



Source: Own Compilation (2022)

According to the proposed conceptual framework shown in Figure (2.3), training content, training module, training facilities, trainers, training method, and organization support are considered independent variables. The effectiveness of training is considered the dependent variable. The results are expected to benefit the organization by focusing on training content, training module, training facilities, trainers, instructional methods, and organization support. Additionally, the effectiveness of the training program will affect employee performance.

Rent 2 Own training programs based on training content, module, training facilities, trainers, training method, and organization support. These factors are considered independent variables. Rent 2 Own considers employee reaction, learning, behavior, and result as the dependent variable. Additionally, these four factors will affect employee performance at Rent 2 Own Company.

CHAPTER III

PROFILE AND TRAINING PROGRAM OF RENT 2 OWN CO., LTD

This chapter describes the profiles and the organization structure of Rent 2 Own Myanmar. Additionally, the training program implemented by the company is explored by collecting the required information from the responsible persons of the company.

3.1 Profile of Rent 2 Own

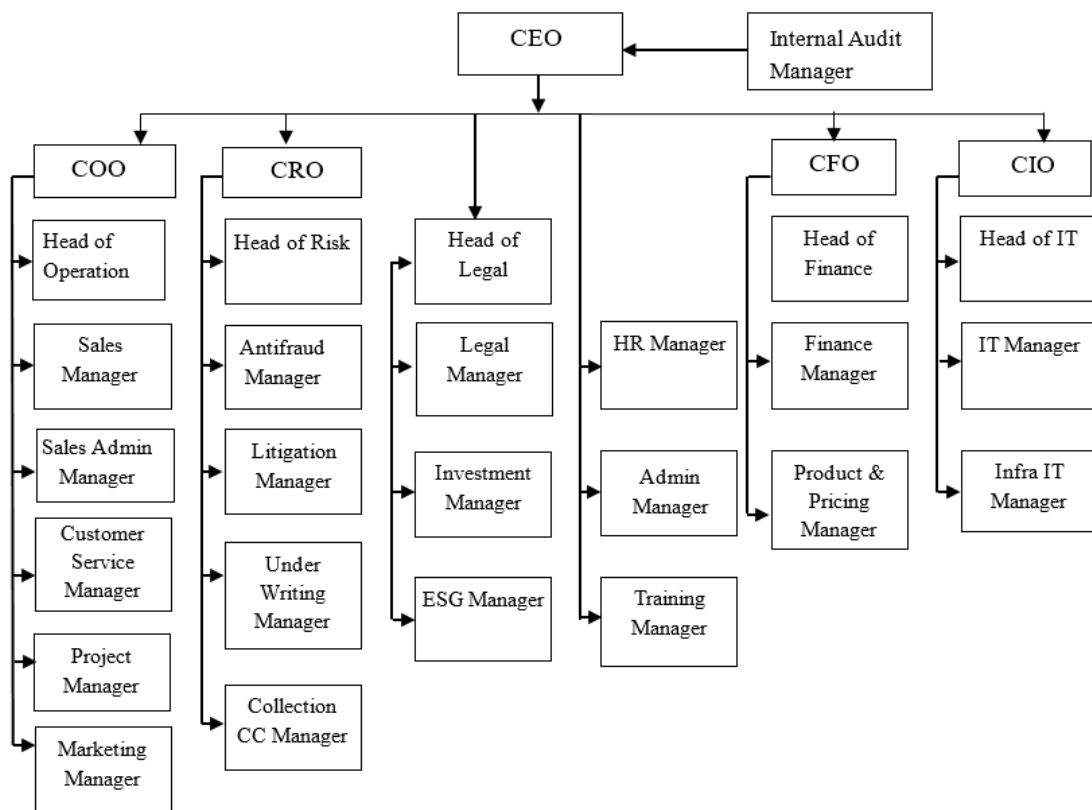
Rent 2 Own is situated in No. 155, Corner of Ahlone Rd & Irrawady St., Ahlone Tsp., Yangon, Myanmar. Rent 2 Own is Myanmar's first company to provide a flexible rental service to assist prospective purchasers in purchasing a vehicle or consumer durable. Providing personalized solutions to persons in need of transportation or equipment but who do not have the financial capacity to purchase everything at once. Rent 2 Own main focus is helping entrepreneurs to buy the equipment they need to generate income and grow their business.

The vision of Rent 2 Own is to reduce economic and social exclusion and ameliorate lives through quality financial solutions. Rent 2 Own's objective is to promote Myanmar as a country with enormous economic potential. Entrepreneurs, on the other hand, who do not have easy access to finance, have fewer options for expanding or modernizing their businesses. Rent 2 Own is a novel, adaptable approach for improving the quality of life in rural areas by assisting rural businesses in becoming self-reliant and increasing their revenue.

Rent 2 Own is a commercially licensed rental service corporation with its headquarters in Yangon. It has 50 branches in Thanlyin, Pyay, Magway, Monywa, Mawlamyine, Patheingyi, Taunggyi, Bago, Meiktila, Myittha, and Myeik, with regional headquarters in Thanlyin, Pyay, Magway, Monywa, Mawlamyine, Patheingyi, Taunggyi, Bago, Meiktila, Myittha, and Myeik. Rent 2 Own offers easy, simple and fast solutions for people who can't afford to invest in white goods or motorcycles out of pocket. Rent 2 Own provides consumers with rental contracts that allow them to own the product at the conclusion of the term, as well as cash and educational loans. The point of sale, whether it's a motorbike dealer or a retailer, is frequently the first point of contact with Rent 2 Own. But Rent 2 Own also provide our services directly, through regional Rent 2 Own offices and online shops.

Rent 2 Own is able to provide the service it does because it has brought USD 35 million in FDI into Myanmar since its registration in November 2015: USD 10 million in equity and USD \$25 million in funding raised both locally and internationally, with a significant portion of that being foreign loans approved by Myanmar's Central Bank. Three additional international shareholders joined the objective of delivering mobility to Myanmar's rural communities in November 2018. Rent 2 Own was funded by KWF DEG, a state-owned German development fund, agRIF, a Belgian private development fund run by Incofin, and DAIWA PI Partners, the private equity arm of Japan's largest merchant bank.

Figure (3.1) Organizational Structure of Rent 2 Own Co., Ltd



Source: Rent 2 Own (2022)

According to Figure (3.1), there are (13) operating departments in Rent 2 Own. They are the Human Resource (HR) department, Administration department, Finance department, IT department, Risk department, ESG department, Investment department, Internal Audit department, Underwriting department, Litigation department, Call Center department, Marketing department, and Sales Operation department. The staff of all

departments must attend the training programs to meet the requirements of each department to perform the tasks effectively and efficiently.

(1) Human Resource Department

The functions of human resource departments are recruitment, workplace safety, employee relations, compensation planning, labor law compliance. The function of the training department is to provide off-job training, on-the-job training, POS staff training for the merchant, coaching session, knowledge sharing sessions, monitoring & evaluation, and feedback.

(2) Administration Department

The function of the Administration department is to provide and make available humane, quality, facilitative administrative services to employees resulting to highly satisfied employees. And keep a workplace safe and healthy work environment for employees and provide excellent, timely, and cost effective to the department's necessary.

(3) Finance Department

The function of the Finance department is responsible for managing the finances of the business. This includes the preparation of balance sheets, cash flow reports, financial statements, record keeping and reporting. It also includes managing the payroll and accounts of the business. eg: merchant payment, client payment, and expenses for the network.

(4) IT Department

The function of the IT department is responsible for within a company that is charged with establishing, monitoring, and maintaining information technology systems and services. And also control company system opens/closes the system account. Provide service electronic IT materials and internet.

(5) Risk / Anti-Fraud Department

The process of discovering, assessing, and controlling threats to a company's capital and profits is known as risk management. Financial uncertainties, legal responsibilities, strategic management failures, accidents, and natural disasters are only some of the hazards, or risks, that could arise.

(6) Environmental, Social, and Governance Department (ESG)

Environmental, Social, and Corporate Governance (ESG) is a measurement of a company's collective social and environmental awareness. It's usually a score derived from data gathered around specific indicators relating to intangible assets inside the company.

(7) Legal / Investment Department

The legal department offers legal guidance and counseling, as well as reviewing rules, contracts, and agreements created by other departments. The legal department's responsibilities include producing resolutions, letters, and memos, as well as taking part in balanced administrative decision-making.

(8) Internal Audit Department

Internal audits evaluate the effectiveness of a company's internal controls, corporate governance, and accounting processes, as well as providing risk management. Internal audits provide added value to management and the board of directors by identifying process flaws.

(9) Underwriting Department

The function of the underwriting department is responsible for the front line of risk control. To follow up on the client applications. Checkup uploads documents of the client photos, NRC (Applicant, Reference), and Family Book. Make phone calls to client household members, references, and applicants.

(10) Litigation Department

The function of the Litigation department is litigation officer (LTO) can represent either defendants or plaintiffs and often spend time arguing cases in the courtroom. The process can include investigation, trials, settlements, appeals, and more. Not all LTOs will end up in court, but an LTO is well prepared to handle this legal process when necessary.

(11) Customer Services (Call Center) Department

There are two teams under of call center in Rent 2 Own. They are the Contact Center team and Call Center Collection team. There have two different units under the Contact Center team. Inbound and Telesales. The purpose of the contact center team is to deliver a good

customer experience by serving client inquiries, requests, and complaints. The Telesales team, they are here to make sales to clients thru phone calls. They are communicating with the clients thru phone calls only for the time being. The Call Center Collection team is responsible for collecting money from clients from Pre-due and Past-due. They are communicating with the clients thru SMS, Viber SMS, IVR, and phone calls. Ensure to educate the client since the beginning that calls from the collecting call center are not pushing clients for immediate payment as it's just reminding to avoid late payment.

(12) Marketing Department

A marketing department promotes your business and drives sales of its products or services. It provides the necessary research to identify target customers and other audiences. Provide POS visibility of marketing items for merchants.

(13) Sales Operation Department

The sales operation department consists of a set of business activities and processes that help a sales organization run effectively, efficiently, and in support of business strategies and objectives. The sales department generally includes the sales team, the sales admin team, and the project team. The sales team is responsible for sales targets, customer relationships, merchant relationships, and maintaining marketing material in the network. There have two different units under the sales admin team. They are sales admin (1) and sales admin (2) also known as back office. Sales admin (1) is responsible for the Network HR process, Calculation Target & Commission, recruiting for network staffs, Finance process, Monitor of Merchant Dealers Documents. Sales Admin (2) (Back Office) is responsible for Stamp Duty Process, Owner Book Process, Customer Service Process, Inventory Process (Second Hand Bike), Maintenance Process, Insurance Process. The project team is responsible for Deployment, Business Relationships, Office Sales, and Apps Development.

3.2 Training Program of Rent 2 Own

Rent 2 Own Co., Ltd. gives the services to the customer that are Wi-Fi free, water bottle, sweet, soft drink, coffee and comfortable seat and politely and warmly employee service.

Training has several definitions that are best appreciated by investigating the various objectives of the training. In this context, Ghuman (2010) and Armstrong (2013) categorise the different types of training as follows:

- Technical skills training develops skills, such as manual skills and information technology (IT) skills, that are needed to perform work duties, for example, during apprenticeships.
- Trainer training supports trainers in developing their skills in order to achieve training goals.
- Performance management helps workers upgrade their job performance by providing them with skills that reduce waste, improve the quality of work and so on.
- Personal training enables the person to manage his/her life and career, such as assertiveness, coaching, communication and time management.
- Problem solving/decision-making teaches individuals to solve difficulties by facing them in a systematic way.
- Management training helps managers improve their management skills by studying problems and find solutions.
- Mandatory training is determined to be essential by an organization because it is necessary to reduce organizational risks and comply with policies and government guidelines.
- Interpersonal skills support the development of leadership, coaching and communication skills, as well as interpersonal skills, such as team building, group dynamics programs.
- Business function training improves the knowledge and skills required for various business functions.
- Organizational procedures training informs and teaches employees about organizational practices, such as health and safety, performance management, equal opportunities, managing diversity policies and practices, induction programs and so on.

This study examines implementation of training program of Rent 2 Own Co., Ltd. To implement training program, Rent 2 Own Co., Ltd. always conducts training content, trainers, training facilities, training methods and organization support.

3.2.1 Training Content

The training content means what the trainees were actually taught during the program. Trainers determine what content is needed. When trainees believe the training program was developed and presented in such a way that enhances the trainee's ability to transfer the training to the job, they are more likely to transfer the content to the job (Holton, 1996).

The content of the training influences the training transfer (Nikandrou et al., 2009) because the task-related content directly affects the trainees' learning performance. Depending on the goal and desired outcome What content should be included in the training program is decided by the instructors. It is then planned, developed, and sent to the employees who require it. Training content is provided how to develop good work habits.

It is accepted that the closer at which the training content and environment prepare trainees for use of the learning outcomes on the job, the greater is the likelihood that transfer will occur (Noe, 2008). Vroom (1964) suggests that trainees that perceive training content accurately to reflect job requirements and to be useful in reaching desired goals. The work relatedness of a training program is evaluated by reviewing the content of the program, and using the evaluation results in redesigning the training program to be more aligned with actual work practices. Therefore, organizations could enhance trainee motivation levels to improve learning performance. To be successful, a training program should be accomplished (or administered) in a similar environment to actual work surroundings and conditions. The more common the factors between the training and work environments, the more enhanced the job performance becomes after training (Braney, 1991). When trainees recognize that the content was practical, they will apply the knowledge and skills from the training to their real work.

Training content includes the information presented with the aim of teaching the knowledge or skills to the trainees. It can take a variety of forms including notes, text, visual representation, online, mobile, activities, role plays or any other interactive elements. To provide the training based on knowing the trainees, training contents are written similar to real environment, put scenarios and short and simple sentences. Thus,

the staffs can apply the training outcomes and can improve their skills in an effective way.

Content creation involves:

- Finding the greatest stuff from a variety of sources, including your own knowledge base and external sources
- Filtering to ensure that only the most relevant content gets through.
- Sharing it with the appropriate viewers, at the right time, on the right platform.
- Commentary, context, or organization to add worth to that content

3.2.2 Training Facilities

A training facility for employees must have flexible and good learning environments that are safe, healthy, comfortable, aesthetically pleasing, and accessible. It must be able to accommodate the specific space and equipment needs of the training program and curriculum, support spaces geared toward employees' needs.

Type of facilities

(1) Classroom

- Auditoriums are large spaces used for lecture-style training and instruction.
- Conference Rooms: Medium-sized education rooms that can be used for a variety of purposes. The rooms may allow lecture-style education or stimulate engagement through roundtable discussions and teleconferences, depending on the seating design.
- Seminar Rooms are multi-purpose, small-size training rooms that are typically intended to accommodate a small group of individuals in close proximity.
- Rooms with Audio/Visual and Internet-Based Training: Rooms with audio/visual and Internet-based instruction.
- Computer Training Rooms: Each student has access to a computer workstation and the Internet in these rooms.
- Trainee Storage Areas: Lockers, coat closets, or cubbies for trainees to store their belongings temporarily.
- Study cubicles at a library or a quiet reading area.
- Business Stations: A space containing computers with Internet connection, phones, and fax machines for trainees to communicate with their organizations swiftly.
- Common Space: Informal, multi-purpose recreation and social gathering space

- Cafeteria or Dining Hall
- Infirmary: On-site health care facility with a private office for health care provider
- Restrooms

(3) Administrative Support Spaces

- Administrative offices may be acoustically and/or visually private or semi-private.
- Trainer Offices: Shared space and equipment, such as computers, phones, fax machines, desks, libraries, and supplies, may be available.

(4) Technological Connectives

For business, industry, and education, technology has become a vital tool. Many training courses are tailored to improve a trainee's ability to use new software and hardware. Distance learning, which uses telecommunication technologies such as cable television, the Internet, satellites, and videotapes, is popular because it allows students from all over the country to participate in classes from a distance.

(5) Indoor environmental quality

To improve learning and productivity, all educational facilities, including training facilities, must have high-quality indoor settings.

Quality acoustics: Trainees and instructors should be able to hear each other clearly. Using a combination of space planning, sound absorption, and sound transmission reduction strategies, provide low ambient background noise and acceptable acoustics in classrooms and support spaces. Make provisions for trainees who are deaf or hard of hearing.

Lighting that is appropriate: For a learning environment, a high-quality, energy-efficient lighting system that incorporates both natural and electric sources as well as lighting controls is ideal. Make sure the lighting is suitable for the task at hand.

Allow users to alter seating, computer equipment placement, light levels, table or desk heights, classroom arrangement, and ventilation for comfort and aesthetics.

Thermal Comfort and Ventilation: Ensure proper airflow rates and fresh air intake. High-efficiency heating, ventilation, and air-conditioning equipment should be specified.

(7) Signage

Signage and other wayfinding measures, especially for trainees who are new to the training facility, serve to create a welcoming and efficient training environment. Posting directories for easy navigation, activity calendars, and clear delineation of classes and support spaces

should all be included in the signage. Make sure there is accessible signage for those with impairments.

(8) Security and Occupant Safety

First time visitors, unfamiliar with their surroundings, may have trouble navigating the safest exit route from the building. Consider using increased signage and/or providing safety information and a building directory in welcome brochures. Also, review and evaluate safety plans on a regular basis. See WBDG Secure/Safe —Fire Protection and Secure/Safe—Occupant Safety and Health.(by the National Institute of Building Sciences and Subcommittee) 2017

Training facilities of Rent 2 Own for employee are flexible and technologically-advanced learning environments that are safe, healthy, comfortable, aesthetically-pleasing, and accessible. It is able to accommodate the specific space and equipment needs of the training program and curriculum.

3.2.3 Trainers

The role of a trainer is to develop a competency and skill sets in an individual to perform his/her effectively and efficiently in the work place. The trainers are communicating to the trainees about what is expected out of training in a simple and professional way. Rent 2 Own chooses the trainers who teaches skills to people well, deliver training courses effectively and identify training needs by evaluating strengths and weaknesses. Each of the qualities of a good trainer can make a huge difference in the success of the program and the engagement of learners. Trainers who invest their time in developing these qualities, and put them into practice too, are bound to see their course evaluations and learner results improve.

3.2.4 Training Method

Employee training programs help improve the knowledge and skills of employees to match the various changes in the industry. These improvements will positively affect the productivity of workers, which can increase the profits and efficiency of an organization. Selection and use of training methods is dependent upon the participants, time, the desired outcome of a training activity. Most used training methods in Rent 2 Own are lecture, group discussion, small group discussion individual exercise, brainstorming, role play and

game. Training methods is the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job.

Table (3.2) Training Methods for Non-Managerial Level Employees

Sr. No.	Training program(s)	Training Methods	Facilities
1	Orientation Training	Lecture, group discussion, Job Instruction	Computer, slide projector, video file, documents, papers and stationeries for each trainee.
2	System and Apps Training	Lecture, individual exercise and gives the assignments	Computer, slide projector, video file, documents, papers and stationeries for each trainee.
3	Road Safety Training	Information about a road safety guideline, situation	Computer, slide projector, video file, documents, papers and safety equipment.
4	Sales Training	Lecture, group discussion, small group discussion individual exercise, brainstorming, role play and game.	Computer, slide projector, video file, documents, papers and stationeries for each trainee.
5	Customer Service Training	Lecture, group discussion, small group discussion individual exercise, brainstorming, role play and game.	Computer, slide projector, video file, documents, papers and stationeries for each trainee.
6	Personal Development Training	Lecture, group discussion, small group discussion individual exercise, brainstorming, role play and game.	Computer, slide projector, video file, documents, papers and stationeries for each trainee.

Source: Rent 2 Own Co. Ltd. (2022).

3.2.5 Organization Support

Organization Support means trainees need support from their supervisor or department. Organization provides the requirement and feedback of their employees when the employees applied their trained skills. The organization regularly evaluate the performance of employees. supervisors always admit to discussing the disadvantages or

problems in the work environment. Organizations consider the employee's point of view, new and innovative thinking, and suggestions to upgrade the performance of the company.

CHAPTER IV

ANALYSIS ON THE EFFECT OF TRAINING PROGRAM ON ITS EFFECTIVENESS AND EMPLOYEE PERFORMANCE

This chapter analyze to explore the effects of training program on its effectiveness and the effect of training program effectiveness on employee performance. The demographic profile of the respondents, descriptive statistics and multiple regression analysis are presented in this chapter. The primary data are collected from employees in Rent 2 Own. Required data are also obtained through in-depth interview with the responsible managers of Rent 2 Own.

4.1 Demographic Profile of Respondents

In this section, the demographic characteristics of the respondents; gender, age, marital status, education level and departments are explored. They are categorized by gender, material status, age, education background and frequency of training program.

Table (4.1) Profile of Respondents

Sr. No.	Particular	No. of Respondents	Percentage (%)
	Total	156	100.0
1.	Gender		
	Male	95	60.9
	Female	61	39.1
2	Marital status		
	Single	85	55.5
	Married	71	45.5
3.	Age (Years)		
	18-25	83	53.2
	26-35	48	30.8
	36-45	25	16.0

4.	Education		
	Undergraduate	77	49.4
	Bachelor	79	50.6
5.	Years of Service (Years)		
	Less than 1 year	47	30.1
	1-3	74	47.4
	3-5	35	22.5
6.	No of Training Program(s)		
	Attended	47	30.1
	1-2 times	74	47.4
	3-4 times	35	22.5
	5-6 times		

Source: Survey Data (March, 2022)

According Table (4.1), out of 156, 92 are male respondents and 61 are female respondents. The sample consists of 69.9 percent of male respondents and 39.1 percent of female respondents. According to the gender result, there are more male respondents than female respondents. Therefore, male employees are more than female in Rent 2 Own Co., Ltd. The 156 respondents describing 55.5 percent are single and 71 respondents describing 45.5 percent are married. Therefore, majority of respondents in Rent 2 Own Co.Ltd. is single.

The maximum age group of respondents is 18-25 years. This group has 83 respondents (53.2 percent). The second maximum age group is between 26-35 years, this group has 48 respondents (30.8 percent). The third maximum age group is between 36-45 years, this group has 25 respondents (16.0 percent). According to the age result, most of the respondents in Rent 2 Own Co., Ltd. are 18-25 years. The 77 respondents describing 49.4 percent are undergraduate level and 79 respondents describing 50.6 percent are bachelor level. According to education level result, most of the employees in Rent 2 Own Co., Ltd. are working at bachelor level. They are working while they are attending at Distance University.

The respondents of less than 1 year experience are 47 respondents describing 30.1 percent, 1-3 years experienced respondents are 74 respondents describing 47.4 percent, 3-5 years experienced respondents are 35 respondents describing 22.5 percent. Therefore, most of the employees are 1-3 years working experience.

The 47 respondents describing 30.1 percent are received attended training 1-2 times, 74 respondents describing 47.4. percent are attended training 3-4 times and 35 respondents describing 22.5 percent are attended training 5-6 times. According to training program attended, most of the employees in Rent 2 Own Co., Ltd. attend training regularly.

4.2 Training Program, its Effectiveness of Employee Performance of Rent 2 Own

This section presents the training program of Rent 2 Own Co. Ltd. Training program (training content, trainers, training facilities, training methods, organization support) is regarded as the independent variables and effectiveness of training program (reaction, learning, behavior, result) is dependent variable. While effectiveness of training program is independent variable and employee performance variable is regarded as the dependent variable of the study. The structured questionnaire includes different number of items which are measured with five-point Likert scale (5 is strongly agreed, 4 is agreed, 3 is neural, 2 is disagreed and 1 is strongly disagreed).

According to the Best (1977), the mean values of Five Point Likert scale items are interpreted as follows:

The score among 1.00-1.80 means strongly disagree.

The score among 1.81-2.60 means disagree.

The score among 2.61-3.40 means neither agree nor disagree.

The score among 3.41-4.20 means agree.

The score among 4.21-5.00 means strongly agree.

4.2.1 Training Program of Rent 2 Own

Descriptive Statistics (Mean value and Standard Deviation) of training program are calculated as follows.

(1) Training Content

Training Content is measured with five statements. The mean value, standard deviation and overall mean value are described in Table (4.2).

Table (4.2) Training Content

Sr. No.	Description	Mean	Std. Deviation
1.	Usefulness and applicability in the actual workplace	4.44	0.614
2.	Being enough variety in terms of course unit types	4.06	0.536
3.	Being enough to be in-depth of the course	3.90	0.603
4.	Being easy to follow the training course	4.37	0.779
5.	Being easy to understand the language in the course	4.51	0.657
Overall Mean		4.26	

Source: Survey Data (2022)

According to the Table (4.2), it is found that overall mean score of the training content is 4.26 which shows the agreed level of employees. It can be said that employees agree with the training content based on their needs. The training content is easy to understand and gets the maximum mean value of 4.51 which shows the agreed level of employees. It can be concluded that employees understand the training course's title and description easily. Training contents are able to provide the necessary knowledge to the targeted employees has the minimum mean value of 3.90 which shows agreed level of employees. Therefore, employees accepted that training contents are carefully set by making observations of a training program.

(2) Training Facilities

Training facility is measured with five statements. The mean value, standard deviation and overall mean value are described in Table (4.3)

Table (4.3) Training Facilities

Sr. No.	Description	Mean	Std. Deviation
1.	Being comfortable for trainees by training accommodations	4.26	0.752
2.	Being comfortable for the trainees by the training classroom	3.87	0.545
3.	Being accessible to all trainees by training equipment and learning materials	4.38	0.822
4.	Using many visual aids as possible they can	4.40	0.734
5.	Providing necessary documents, papers and stationeries for each trainee in training program	4.55	0.730
Overall Mean		4.29	

Source: Survey Data (2022)

According to the Table (4.3), it is found that the overall mean score of the training facility is 4.29 which shows the agreed level of employees. It can be said that employees agree with the training facility based on their needs. Training provides necessary documents, papers and stationeries for each trainee and gets the maximum mean value of 4.55 which shows the agreed level of employees. It can be concluded that employees are satisfied with the training facilities used in the training. The training room and facilities were conducive to learning with the minimum mean value of 3.87 which showed an agreed level of employees. Therefore, employees accepted that training facilities are carefully set by making observations of a training program.

(3) Trainer

Trainer performance is measured with five statements. The mean value, standard deviation and overall mean value are described in Table (4.4).

Table (4.4) Trainer

Sr. No.	Description	Mean	Std. Deviation
1.	Being skillful and experienced trainers in their relative subjects	4.23	0.834
2.	Explaining with the relevant examples by the trainers	4.06	0.571
3.	Being instruct clear and easy to understand	4.26	0.599
4.	Having enough time to discuss and ask questions	4.09	0.666
5.	Having willingness to respond/explain what trainees ask by the trainers	4.33	0.694
Overall Mean		4.19	

Source: Survey Data (2022)

According to the Table (4.4), it is found that the overall mean score of the trainer performance is 4.19 which shows the agreed level of employees. Trainers are able to encourage participation during the training and get the maximum mean value of 4.33 showing the agree level of the employees. It can be concluded that the employees value the trainers who have encourage and participate during the training. Moreover, trainers can know their trainee and good handling skill on the delivering training session. Trainers are well-prepared for the training to achieve an optimal output with the minimum mean value of 4.06 which shows the agreed level of the employees. It shows that trainers can prepare for the training relevant information and messages related to the course during the training.

(4) Training Method

Training method is measured with five statements. The mean value, standard deviation and overall mean value are described in Table (4.5).

Table (4.5) Training Method

Sr. No.	Description	Mean	Std. Deviation
1.	Being appropriate for the daily job activities of trainees	4.51	0.667
2.	A proper understanding of the lessons.	3.93	0.633
3.	The development of leadership skills and teamwork among trainees	4.44	0.702
4.	Being carefully chosen to suit the skill levels of trainees.	4.09	0.646
5.	Being memorized the training lessons for the long term.	3.83	0.634
Overall Mean		4.16	

Source: Survey Data (March, 2022)

According to the Table (4.5), it is found that the overall mean score of the training method is 4.16 which shows the agreed level of employees. Training methods are appropriate for the daily job activities of trainees and get the maximum mean value of 4.51 showing the agree level of the employees. It is seen that training methods support the employees to be apply in their daily tasks. Training methods help the employees to memorize the training lessons for the long term with the minimum mean value of 3.83 which shows the agreed level of the employees. It is approved that giving training methods match with learns and topic.

(5) Organization Support

Organization Support is measured with five statements. The mean value, standard deviation and overall mean value are described in Table (4.6).

Table (4.6) Organization Support

Sr. No.	Description	Mean	Std. Deviation
1.	Being supported the training sessions and executed them well	4.41	0.735
2.	Receiving suggestions to revise or improve learning	3.96	0.726
3.	Helping to apply new knowledge, skill, and attitude	3.62	1.037
4.	Helping to correctly perform my tasks after training	4.19	0.944
5.	Helping to set goals for applying new knowledge, skills and attitude.	4.08	0.736
Overall Mean		4.05	

Source: Survey Data (2022)

According to the Table (4.6), it is found that the overall mean score of the organization support is 4.05 which shows the agreed level of employees. My organization or supervisor has supported the training sessions and executed them well and got the maximum mean value of 4.41 showing the agree level of the employees. It can be said that the employees perceive the organization or supervisor makes useful support for their training. My organization or supervisor helps me to apply new knowledge, skill and attitude with the minimum mean value of 3.62 which shows the agreed level of the employees. It showed that organization or supervisor helps employee to apply new knowledge, skill and attitude in their reality work.

4.2.2 Effectiveness of Training Program at Rent 2 Own

Descriptive Statistics (Mean value and Standard Deviation) of Effectiveness of Training Program are calculates as follows.

(1) Reaction

Reaction is measured with five statements. The mean value, standard deviation and overall mean value are described in Table (4.7).

Table (4.7) Reaction

Sr. No.	Description	Mean	Std. Deviation
1	Feeling highly effective training	4.34	0.704
2	Being relevant the tasks and exercises of the training session	4.16	0.461
3	Challenging to follow this course	4.40	0.576
4	Having new knowledge of and good skills in from this course	4.26	0.728
5	Being excited to going to work every day	4.42	0.632
Overall Mean		4.32	

Source: Survey Data (2022)

According to the Table (4.7), it is found that the overall mean score of the employee reaction is 4.32 which shows the agreed level of employees. Staff trainings has made me get excited about going to work every day get the maximum mean value of 4.42 showing the agreed level of the employees. It can be said that the employees accept the training courses are interesting and new challenges. The tasks and exercises of the training session were relevant to my work tasks with the minimum mean value of 4.16 which shows the agreed level of the employees. It showed that training supports their work task. The task of exercises for the training are relevant with their reality work task.

(2) Learning

Learning is measured with five statements. The mean value, standard deviation and overall mean value are described in Table (4.8).

Table (4.8) Learning

Sr. No.	Description	Mean	Std. Deviation
1	Learning a lot from this course	4.46	0.703
2	Being remembered most of learned from this training program	4.55	0.615
3	Remembering mostly learned in this training program	4.43	0.580
4	Giving the necessary skills to work in tasks from start to the end	4.24	0.602
5	Allowing employees to proactively identify future challenges and opportunities	4.12	0.459
Overall Mean		4.36	

Source: Survey Data (2022)

According to the Table (4.8), it is found that the overall mean score of the employee learning is 4.36 which shows the agreed level of employees. Employees have remembered most of what learned from this training program to get the maximum mean value of 4.55 showing the agreed level of the employees. It showed that the training course are support to employee learning. Staff trainings allows employees to proactively identify future challenges and opportunities with the minimum mean value of 4.12 which shows the agreed level of the employees. It can be said that the employees accept they can receive the necessary skill from the training program.

(3) Behavior

Behavior is measured with five statements. The mean value, standard deviation and overall mean value are described in Table (4.9).

Table (4.9) Behavior

Sr. No.	Description	Mean	Std. Deviation
1	Doing things differently after this training.	4.40	0.564
2	Applying in the workplace.	4.57	0.603
3	Remembering most learned things in this training program	4.56	0.645
4	More interesting and passionate after being trained	4.06	0.586
5	Being more inspired to meet the goals at work due to staff training	4.53	0.573
Overall Mean		4.42	

Source: Survey Data (2022)

According to the Table (4.9), it is found that the overall mean score of the employee behavior is 4.42 which shows the agreed level of employees. Employee feel that they can apply what they learned in the workplace get the maximum mean value of 4.57 showing the agreed level of the employees. It showed that the training program is effective and efficiency for them. Moreover, the employees accept they can apply their new skill and knowledge in their reality work. Employees find their work more interesting and passionate after being trained with the minimum mean value of 4.06 which shows the agreed level of the employees. It can be said that the employees accept they are willing to learn from the training program.

(4) Results

Results is measured with five statements. The mean value, standard deviation and overall mean value are described in Table (4.10).

Table (4.10) Results

Sr. No.	Description	Mean	Std. Deviation
1	Being favorable for applying KSA learnt from training program	4.14	0.526
2	Being relevant with the work	4.14	0.682
3	Doing job or any part of it better than before	4.22	0.667
4	Working on important tasks after undergoing staff training	4.17	0.817
5	Improving the willingness to accept change	4.13	0.734
Overall Mean		4.16	

Source: Survey Data (2022)

According to the Table (4.10), it is found that the overall mean score of the employee desire result is 4.16 which shows the agreed level of employees. Training helps doing job or any part of it better than before to get the maximum mean value of 4.22 showing the agreed level of the employees. It showed that the training program helps their job better and after the training they can work important task. Staff trainings has improved my willingness to accept change with the minimum mean value of 4.13 which shows the agreed level of the employees. It can be said that the employees who accept staff training can change them.

4.2.3 Employee Performance

The respondent perception on employee performance is asked with nine statements. The mean value and standard deviation of each statement are presented in Table (4.11).

Table (4.11) Employee Performance

Sr. No.	Description	Mean	Std. Deviation
1	Having improved quality of work output and achieved organizational goals after attending the training	4.61	0.563
2	Being increased company profit after attending training	4.35	0.541
3	Being able to carry out their activities efficiently.	4.56	0.582
4	Being at the desired level productivity	4.59	0.600
5	Building good relationships with customers by supporting better service quality after the training	4.39	0.574
6	Becoming more committed to their jobs after receiving training.	4.63	0.547
7	Having improved quality of work output and achieved organizational goals	4.55	0.615
8	Increasing employee confidence when performing work-related tasks after receiving training	4.4	0.577
9	Receiving help to enhance the quality of work performance and productivity	3.76	0.999
Overall Mean		4.43	

Source: Survey Data (2022)

According to Table (4.11), the overall mean score of employee performance is 4.43 which means that the employees in Rent 2 Own Co., Ltd. believe they improve performance due to the training and development program. Employees become more committed toward their jobs after receiving trainings has the maximum mean value of 4.63 which shows the agree level of employees. The employees accepted that they improved in their job better by supporting better quality of work after the training and development program. Therefore, employees feel that training programs promote their performance in

this company and they get job satisfaction. Employees become more responsible after receiving trainings get the minimum mean value of 3.76 showing the agree level of the employees. The employees accepted that quality of their work output has improved and achieved organizational goals after attending the training.

4.3 Analysis of the Effect of Training Program on its Effectiveness

This section analysis the effect of training program on its effectiveness at Rent 2 Own Co., Ltd.

(1) Analysis on the Effect of Training Program on Reaction

In order to analyze the effectiveness of the Training Program on reaction, this study is applied the multiple regression analysis.

Table (4.12) Analysis on the Effect of Training Program on Reaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.287	0.29		7.9	0.000		
Training Content	0.058	0.088	0.064	0.657	0.512	0.435	2.299
Training Facilities	0.175**	0.082	0.245	2.134	0.034	0.318	3.147
Trainers	0.032	0.089	0.037	0.364	0.717	0.406	2.466
Training Method	0.029	0.082	0.033	0.351	0.726	0.48	2.084
Organization Support	0.192***	0.07	0.301	2.752	0.007	0.349	2.865
R	.610a						
R Square	0.372						
Adjusted R Square	0.351						
F Value	17.802***						

Source: Survey Data (2022)

a. Predictors: (Constant), Support, Method, Content, Trainer, Facility

b. Dependent Variable: Reaction

***, **, * significant at 1%, 5%, 10%

According to Table (4.12), the specified model can explain 35.1 percent about the variance of the independent variable and dependent variable because Adjusted R Square is 0.351. The value of F test, the overall significance of the model, is highly significant at 1 percent level. This specified model can be said to be valid.

As it can see from Table (4.12), training facility has the positive sign and significant coefficient value at 5% confidence level. The positive effect indicates that the increase in training facility leads to more improved reaction of Rent 2 Own training program.

Organization Support has positive sign and significant value at 1% confidence level. The positive effect indicates that the increase in organization support leads to more improved reactions. According to the survey result of organization support, management team encourages the training program and employee reaction. These activities lead to improve reaction of training program.

To sum up, it indicates the training program such as training facility and organization support, which in turn leads to enhanced employee reaction on training programs. So that the company increase to support good training facility leads to more improved reaction of Rent 2 Own training program. And also employee can get fully organization support from management team and encourages them to attend the training program. If training facility and organization support not enough support employee will not attend the training and their performance level will be going down.

(2) Analysis on the Effect of Training Program on Learning

In order to analyze the effectiveness of Training Program on learning, this study is applied the multiple regression analysis.

Table (4.13) Analysis on the Effect of Training Program on Learning

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.267	0.265		8.56	0.000		
Training Content	-0.11	0.08	-0.122	-1.371	0.172	0.435	2.299
Training Facilities	-0.048	0.075	-0.066	-0.641	0.522	0.318	3.147
Trainers	0.144*	0.081	0.163	1.774	0.078	0.406	2.466
Training Method	0.148*	0.075	0.166	1.961	0.052	0.48	2.084
Organization Support	0.382***	0.064	0.592	5.981	0.000	0.349	2.865
R	.698 ^a						
R Square	.487						
Adjusted R Square	.470						
F Value	28.484***						

Source: Survey Data (2022)

a. Predictors: (Constant), Support, Method, Content, Trainer, Facility

b. Dependent Variable: Learning

***, **, * significant at 1%, 5%, 10%

According to Table (4.13), the specified model can explain 47.0 percent about the variance of the independent variable and dependent variable because Adjusted R Square is 0.470. The value of F test, the overall significance of the model, is highly significant at 1 percent level. This specified model can be said valid.

Trainer has the positive sign and significant coefficient value at 10% confidence level. The positive effect indicates that the increase in trainers leads to a more improved learning of Rent 2 Own training program. This means that continuous direct impacts to the learning of training program.

Training Method has the positive sign and significant coefficient value at 10% confidence level. The positive effect indicates that the increase in training method leads to a more improved learning of Rent 2 Own training program. The use of training methods

at training programs can increase reaction by .148 units. This means that continuous direct impacts to the learning of training program.

Organization Support has positive sign and significant value at 1% confidence level. The positive effect indicates that the increase in organization support leads to more improved learning. According to the survey result of organization support, management team encourages the training program and employee learning. These activities lead to improved learning of training programs.

On the other hand, training content and training facility is not significant at any significant level. It means that training content and training facilities doesn't have impact on learning. Learning will not increase or decrease due to content and facility of training. Normally, training content and training facility delivers and supports necessary resources to staff for the conductive training to employee involvement in training program.

To sum up, it indicates the training program such as trainer performance, training method and organization support, which in turn leads to enhanced employee learning on training programs.

According to the survey result of organization support, management team encourages the training program and employee learning. These activities lead to improved learning of training programs. The use of training methods and trainers are important for training programs from Rent 2 Own is effect on employee want to attend the training and organization support is also very important to encourage to attend the training programs.

(3) Analysis on the Effect of Training Program on Behavior

In order to analyze the effectiveness of Training Program on behavior, this study is applied the multiple regression analysis.

Table (4.14) Analysis on the Effect of Training Program on Behavior

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.103	0.29		7.241	0		
Training Content	0.177**	0.088	0.2	2.014	0.046	0.435	2.299
Training Facilities	0.128	0.082	0.181	1.556	0.122	0.318	3.147

Trainers	0.025	0.089	0.029	0.279	0.781	0.406	2.466
Training Method	0.148*	0.083	0.17	1.796	0.075	0.48	2.084
Organization Support	0.073	0.07	0.115	1.038	0.301	0.349	2.865
R	.598						
R Square	0.357						
Adjusted R Square	0.336						
F Value	16.682***						

Source: Survey Data (2022)

a. Predictors: (Constant), Support, Method, Content, Trainer, Facility

b. Dependent Variable: Behavior

***, **, * significant at 1%, 5%, 10%

According to Table (4.14), the specified model can explain 33.6 percent about the variance of the independent variable and dependent variable because Adjusted R Square is 0.336. The value of F test, the overall significance of the model, is highly significant at 1 percent level. This specified model can be said valid.

As it can see from Table (12), training content has positive sign and significant value at 5% confidence level. The positive effect indicates that the increase in training content leads to more improved behavior. According to the surveys result of training content, encourages the training program and employee behavior. These activities lead to improved behavior of training program.

Training method has the positive sign and significant coefficient value at 10% confidence level. The positive effect indicates that the increase in training method leads to a more improved behavior of the Rent 2 Own training program. This means that continuous direct impacts to the behavior of training programs.

To sum up, it indicates the training program such as training method and training content, which in turn leads to enhanced employee behavior on training programs. If the training method and training content are not good enough, employee will not attend to training and their performance will go down. So Rent 2 Own management need to emphasized to prepared training method and training content.

(4) Analysis on the Effect of Training Program on Result

In order to analyze the effectiveness of Training Program on result, this study is applied the multiple regression analysis.

Table (4.15) Analysis on the Effect of Training Program on Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	3.081	0.287		10.727	0.000		
Training Content	-0.027	0.087	-0.036	-0.316	0.752	0.435	2.299
Training Facilities	-0.056	0.081	-0.092	-0.69	0.492	0.318	3.147
Trainers	0.03	0.088	0.04	0.341	0.733	0.406	2.466
Training Method	0.143*	0.082	0.19	1.755	0.081	0.48	2.084
Organization Support	0.176**	0.069	0.322	2.541	0.012	0.349	2.865
R	.396						
R Square	0.157						
Adjusted R Square	0.129						
F Value	5.589***						

Source: Survey Data (March, 2022)

a. Predictors: (Constant), Support, Method, Content, Trainer, Facility

b. Dependent Variable: Result

***, **, * significant at 1%, 5%, 10%

According to Table (4.15), the specified model can explain 12.9 percent about the variance of the independent variable and dependent variable because Adjusted R Square is 0.129. The value of the F test, the overall significance of the model, is highly significant at 1 percent level. This specified model can be said valid.

As it can see from Table (4.15), the training method has the positive sign and significant coefficient value at 10% confidence level. The positive effect indicates that the increase in training method leads to a more improved result of Rent 2 Own training program. The use of training methods at training programs can increase reaction by .143 units. This means that continuous direct impacts to the result of training programs.

Organization Support has positive sign and significant value at a 5% confidence level. The positive effect indicates that the increase in organization support leads to more improved result. The organization support at training programs can increase the result by .176. According to the surveys result of organization support, the management team encourages the result of the training program. These activities lead to improved result of training programs.

On the other hand, training content and training facility are not significant at any significant level. It means that training content and training facility doesn't have an impact on result. Result will not increase or decrease due to content and facility of training. Normally, training content and training facility delivers and supports necessary resources to staff for the conductive training to employee involvement in training program.

To sum up, it indicates the training program such as training method and organization support, which in turn leads to enhanced employee results on training program. . The use of training methods are important for training programs from Rent 2 Own is effect on employee want to attend the training and organization support is also very important to encourage to attend the training programs.

4.4 Analysis on the Effects of Effectiveness of Training Program on Employee Performance

After finding out effects of the training program effectiveness (reaction, learning, behavior, and result), the effect of employee performance is analyzed. Table (4.16) shows the results of the analysis on the effect of reaction, learning, behavior, and result on employee performance.

Table (4.16) Analysis on the Effects of Effectiveness of Training Program on Employee Performance

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Collinearity Statistics
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	B	Std. Error	Beta			Tolerance	VIF
(Constant)	0.665	0.265		2.508	0.013		
Reaction	0.103*	0.062	0.114	1.665	0.098	0.541	1.849
Learning	0.232***	0.067	0.26	3.447	0.001	0.446	2.243
Behavior	0.418***	0.06	0.46	7.004	0.000	0.59	1.694
Result	0.11*	0.062	0.104	1.764	0.08	0.727	1.376
R	.785a						
R Square	0.616						
Adjusted R Square	0.606						
F Value	60.564***						

Source: Survey Data (2022)

a. Predictors: (Constant), Result, Reaction, Behavior, Learning

b. Dependent Variable: Performance

***, **, * significant at 1%, 5%, 10%

According to Table (4.16), the specified model can explain 60.6 percent about the variance of the independent variable and dependent variable because Adjusted R Square is 0.606. The value of the F test, the overall significance of the model, is highly significant at 1 percent level. This specified model can be said valid.

Reaction has the positive sign and significant value at 10% percent level.

A positive effect indicates that the more reaction, the more improved employee performance of Rent 2 Own company. To be summarized, reaction has a significant and positive effect on employee performance.

Result has the positive sign and significant value at the 10% percent level.

A positive effect indicates that the more result, the more improved employee performance of Rent 2 Own company. To be summarized, result has a significant and positive effect on employee performance.

Learning has the positive sign and significant value at 1% percent level. A positive effect indicates that the more learning, the more improved employee performance of Rent 2 Own company. To be summarized, learning has a significant and positive effect on employee performance.

Behavior has the positive sign and significant value at 1% percent level. A positive effect indicates that the more behavior, the more improved employee performance of Rent 2 Own company. To be summarized, behavior has a significant and positive effect on employee performance.

In analyzing the employee performance on the relationship between the effects of effectiveness of training program reaction, learning, behavior and result. The learning and behavior on the training program has both a positive effect on employee performance and directly affect the training program. Moreover, employee performance has a positive effect on training programs. Therefore, reaction and results of the training program is effect on the employee performance.

CHAPTER 5

CONCLUSION

This chapter consists of analysis of the results and their discussion, suggestions and recommendations of findings from analysis on effect of training program on employee performance, limitation and needs for further research.

5.1 Findings and Discussions

This study aims to explore the training program of Rent 2 Own company and then to find out the effect of the training program towards employee performance of rent 2 Own company. The data were collected with five-point Likert-scale structured questionnaires by distributing to a randomly selected sample of 156 non-managerial employees who are working at various level and various departments within the company.

The findings indicate that most of the respondents of Rent 2 Own company are male since in the microfinance industry, for related positions, the ratio of male higher than the ratio of female. Hence, male occupy a much larger proportion than females in Rent 2 Own company. For that reason, participation of male was higher than the participation of female in the survey. Regarding the respondents age, mainly young people, most of the respondents are bachelor degree holders. With the relation to year of services in the firm, it was shown that the majority of the respondents have working experience between 1 to 3 years. Regarding the working experience employee are satisfy their job and stay in company. According to respondents of training program attended most of the employee are attend the training program and Rent 2 Own provide good training program to employee.

It found that the highest mean is task significance which indicated that employees satisfy with the training facility based on their needs. Rent 2 Own training team provides necessary documents, papers. stationeries and prepared good environment for each trainee. The lowest value of mean is organization support so that employee required to get more support form their manager or management to attend training. And it showed that organization or supervisor helps employee to apply new knowledge, skill and attitude in their reality work.

According to survey result, the employee behavior got the highest score. Employee feel that they can apply what they learned in the workplace and that the training program

is effective and efficiency for them. Rent 2 Own arrange training program and the employees accept they are willing to learn from the training program. The lowest mean value is employee desire result .which shows training helps doing job or any part of it better than before but employees think that Rent 2 Own need to provide more training and more time so the training program helps their job

According to multiple regression of training program on reaction, the Rent 2 Own training program towards training facilities and organization support have the positive significance on reaction. They play active role in supporting training material and facility for achieving superior quality in the organization. Moreover, they can be delivering focused information that applies directly to their employees training needs. Employees have the opportunity to improve their skill, as well as contribute to the platform, meaning there's potential for continual sharing and value enhancement.

According to multiple regression of training program on reaction, the Rent 2 Own training program towards trainers, training method and organization support have the positive significance on learning. Employee have some control over the learning they consume, they are likely to be more interested.

According to multiple regression of training program on behavior, the Rent 2 Own company training program training content and training method have the positive significance on behavior. it is found out that training program develop and uses ways to measure, keep track of and maintain high levels of employees' satisfaction.

According to multiple regression of training program on result, training methods and organization support have the positive significance on result. Regarding the organization support the Rent 2 Own employee feel that organization have fully accountability, responsibilities and authority at all levels to make decisions for their works. Moreover, the effects of the training program promote employee efforts toward attainment of institutional objectives. The employees have reaction, learning, behavior and results on employee training and development plan of the staff based on objective criteria.

Finally, the result shows that the effectiveness of training program affect employee performance. As shown in the survey results, reaction significant and positively related with employee performance. Reaction on training improves efficiency and productivity of employees. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained.

5.2 Suggestions and Recommendations

The suggestions and recommendations of this study are aimed to advantages of Rent 2 Own company. This finding implies that improving employee performance depends on how well provide training program is provided by the organization and which factors effect on employee performance. It is suggested that training and development program plays a vital role to create improved employee performance.

In implementing the training program of Rent 2 Own company, organization support is the most influencing factor for employee's reaction, learning, result on training program. This means that Rent 2 Own is properly setting for its training support. Therefore, the organization needs to provide and maintain its objectives of training to improve employee's skill and knowledge which can increase their performance.

Trainers are the significant factor that positively affect employee learning on training program. Trainers play a significant role in improving employee learning. Therefore, company should select qualified trainers to improve skill and knowledge of employees and to conduct necessary training program for employees. Better trainers of this organization have many advantages on its effect of training and development on employee performances. Therefore, organization should make better selecting and hiring trainers by considering trainer teaching or working experiences, knowledge and skills and personality to give much information and messages related on their topic to all employees.

According to the results of this study, training facility positively affect the employee reaction on the training program. Therefore, the company provide a suitable training facility to employees by supporting all training materials. For some piratical training, this company should provide modem and adequate training facilities (machine tools and spare part) to meet piratical objective and to make the employees get familiar with technology, machinery, equipment, devices, materials, and so forth. Therefore, Rent 2 Own company provides more technical and financial support in training facilities. In the future training and development activities to gain more employee performance in the future.

Training methods of training have been a significant factor that positively influence on employee reaction, behavior and results on the training program. Therefore, the company should maintain on its current methods of training for each specific training courses. If company provides additional training contents, company should consider and apply other training methods (e.g. management game, audio-visual and computer-based)

to gain more addition learning and teaching experiences for employees and internal trainers.

Reaction, learning, behavior and results of the training program have been a significant factor that positively influence on employee performance. Therefore, the organization continually emphasized on all training and development program to improve employee performance. The organization can achieve and meet its goal and objective by implementing systematic training and development activities. Moreover, the training and development are essential for Rent 2 Own company.

5.3 Limitation and Needs for Further Research

This study is mainly analyzed on the effects of training and development program on employee performance in Rent 2 Own company at Myanmar, according to the available data. The data are collected from employees of Rent 2 Own company totally 156 non-managerial employees by using random sampling methods.

This study is carried out in a small number of respondents in Rent 2 Own company. Respondents include Rent 2 Own staff with different possessions which lead to different view on variables. Thus, it is suggested that the survey should be done in a specific type of respondent on training program to get more effective employee performance. Since survey questions for training program and employee performance were randomly collected from only 156 staffs from different divisions among a total 450 staff, further research is needed to collect data from a larger population in order to increase the reliability of survey result.

Further research should emphasize the limitation of this study to focus additional factors that are not considered in this study to analyze the effects of training and development program on employee performance. In the further, if time, effort and data available are not limited, the larger research should be conducted by considering the limitation of the study, alternative training and development theory and employee performance theory should be applied. Besides, the further research should be studied the effects of training and development programs on employee satisfaction, organizational performance in non-bank financial institutions(NBFIs) company or other industries such as leasing company and financial services company and business enterprises.

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APPENDIX

QUESTIONNAIRE

Questionnaire survey on “THE EFFECT OF TRAINING PROGRAM ON EMPLOYEE PERFORMANCE”

Part (A)

Demographic Data

Section one: General information (Personal Data)

1. Gender

- Male
- Female

2. Marital status

- Single
- Married

3. Age (Years)

- 18-25
- 26-35
- 36-45
- 46- 55
- 56 and Above

4. Education Background

- High School
- Undergraduate
- Bachelor
- Master
- PhD
- Others

5. Organization age (How long have you worked for Rent 2 Own)

- Less than 1 year
- 1 – 3 years
- 3 – 5 years
- More than 5 years

6. No of Training Program(s) Attended

- 1-2 times
- 3-4 times
- 5-6 times
- 7 times and more

Part (B)

Training Program

Please describe your perception of the relevant place. Please tick under the number represented for your perception.

Scales (1: Strongly disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree)

No.	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
	Training Content	1	2	3	4	5
1	Training contents are useful and applicable in the actual workplace.					
2	Training content includes various kinds of exercises are designed to improve trainees' knowledge and skills.					
3	Training contents are able to provide the necessary knowledge to the targeted employees.					
4	Training contents are able to stimulate trainees' willingness to learn.					

5	The course's content is easy to understand.					
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No.	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
	Training Facility	1	2	3	4	5
1	The venue is appropriate for the training.					
2	The training room and facilities are conducive to learning.					
3	Training facilities and equipment are adequate and worked well during the training sessions.					
4	Training equipment and learning materials are accessible to all trainees.					
5	Training provides necessary documents, papers and stationeries for each trainee.					

No.	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
	Trainer	1	2	3	4	5
1	Trainers have good knowledge about the training subject.					
2	Trainers are well-prepared for the training to achieve an optimal output.					
3	Trainers' instructions are clear and easy to understand					
4	Each trainee session has enough time to discuss and ask questions					

5	Trainers are able to encourage participation during the training					
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No.	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
	Training Method	1	2	3	4	5
1	Training methods are appropriate for the daily job activities of trainees.					
2	Training methods can support a proper understanding of the lessons.					
3	Training methods can support the development of leadership skills and teamwork among trainees					
4	Training methods are carefully chosen to suit the skill levels of trainees.					
5	Training methods help the employees to memorize the training lessons for the long term.					

No.	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
	Organization support	1	2	3	4	5
1	My organization or supervisor has supported the training sessions and executed them well.					
2	My organization or supervisor makes suggestions to revise or improve my learning which I gained during training.					
3	My organization or supervisor helps me to apply new knowledge, skill and attitude.					
4	My organization or supervisor helps me to correctively perform my tasks after training.					
5	My organization or supervisor helps me set goals for applying new knowledge, skills and attitude.					

Part (C)

Effectiveness of Training Program

Please describe your perception of the relevant place. Please tick under the number represented for your perception.

Scales (1: Strongly disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree)

No.	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
	Reaction	1	2	3	4	5
1	I feel that this training was highly effective.					
2	The tasks and exercises of the training session were relevant to my work tasks.					
3	I found it is challenging to follow this course.					

4	I acquired new knowledge of and good skills in health and safety from this course.					
5	Staff trainings has made me get excited about going to work everyday					

No.	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
	Learning	1	2	3	4	5
1	I learned a lot from this course.					
2	I have remembered most of what I learned from this training program.					
3	I remember most I learned in this training program.					
4	My training within the organization now gives me the necessary skills to work in tasks from start to the end.					
5	Staff trainings allow employees to proactively identify future challenges and opportunities					

No.	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
	Behavior	1	2	3	4	5
1	I think I will do things differently when I go back to work after this training.					
2	I feel that I can apply what I learned in the workplace.					
3	I remember most I learned in this training programme.					
4	I now find my work more interesting and passionate after being trained					
5	I am now more inspired to meet my goals at work due to staff trainings					

No.	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
	Results	1	2	3	4	5
1	It is favorable for applying KSA learnt from training program.					
2	Training content is relevant at my work.					
3	Training helps doing job or any part of it better than before.					
4	After undergoing staff training, I now can work on important tasks					
5	Staff trainings has improved my willingness to accept change.					

Part (D)

Employee Performance

Please describe your perception of the relevant place. Please tick under the number represented for your perception.

Scales (1: Strongly disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree)

No.	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
	Employee's Performance	1	2	3	4	5
1	The employees of the company are able to execute their tasks to achieve desired objectives of the company.					
2	Employees are able to make the company profitable.					
3	Employees of the company are able to carry out their activities efficiently.					
4	Productivity of the employee is at desired level.					
5	Customers are satisfied with the company products and services.					
6	Employees become more committed toward their jobs after receiving trainings.					
7	Employees' job satisfaction is increased through trainings.					
8	Trainings increase employee confidence when performing work related task after receiving trainings.					
9	Employees become more responsible after receiving trainings.					

Thank you very much.

APPENDIX B STATISTICAL OUTPUT

Multiple Regression Analysis Result for effect of Training Program on Reaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.610 ^a	.372	.351	.33233	1.633

a. Predictors: (Constant), Support, Method, Content, Trainer, Facility

b. Dependent Variable: Reaction

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.831	5	1.966	17.802	.000 ^b
	Residual	16.566	150	.110		
	Total	26.397	155			

a. Dependent Variable: Reaction

b. Predictors: (Constant), Support, Method, Content, Trainer, Facility

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.287	.290		7.900	.000		
	Content	.058	.088	.064	.657	.512	.435	2.299
	Facility	.175	.082	.245	2.134	.034	.318	3.147
	Trainer	.032	.089	.037	.364	.717	.406	2.466
	Method	.029	.082	.033	.351	.726	.480	2.084
	Support	.192	.070	.301	2.752	.007	.349	2.865

a. Dependent Variable: Reaction

Multiple Regression Analysis Result for Effects of Training Program on Learning

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.698 ^a	.487	.470	.30396	1.505

a. Predictors: (Constant), Support, Method, Content, Trainer, Facility

b. Dependent Variable: Learning

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.158	5	2.632	28.484	.000 ^b
	Residual	13.859	150	.092		
	Total	27.017	155			

a. Dependent Variable: Learning

b. Predictors: (Constant), Support, Method, Content, Trainer, Facility

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.267	.265		8.560	.000		
	Content	-.110	.080	-.122	-1.371	.172	.435	2.299
	Facility	-.048	.075	-.066	-.641	.522	.318	3.147
	Trainer	.144	.081	.163	1.774	.078	.406	2.466
	Method	.148	.075	.166	1.961	.052	.480	2.084
	Support	.382	.064	.592	5.981	.000	.349	2.865

a. Dependent Variable: Learning

Multiple Regression Analysis Result for Effect of Training Program on Behavior

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.598 ^a	.357	.336	.33337	1.825

a. Predictors: (Constant), Support, Method, Content, Trainer, Facility

b. Dependent Variable: Behavior

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.270	5	1.854	16.682	.000 ^b
	Residual	16.670	150	.111		
	Total	25.940	155			

a. Dependent Variable: Behavior

b. Predictors: (Constant), Support, Method, Content, Trainer, Facility

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.103	.290		7.241	.000		
	Content	.177	.088	.200	2.014	.046	.435	2.299
	Facility	.128	.082	.181	1.556	.122	.318	3.147
	Trainer	.025	.089	.029	.279	.781	.406	2.466
	Method	.148	.083	.170	1.796	.075	.480	2.084
	Support	.073	.070	.115	1.038	.301	.349	2.865

a. Dependent Variable: Behavior

Multiple Regression Analysis Result for Effect of Training Program on Behavior

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.396 ^a	.157	.129	.32965	1.181

a. Predictors: (Constant), Support, Method, Content, Trainer, Facility

b. Dependent Variable: Result

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.037	5	.607	5.589	.000 ^b
	Residual	16.301	150	.109		
	Total	19.337	155			

a. Dependent Variable: Result

b. Predictors: (Constant), Support, Method, Content, Trainer, Facility

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.081	.287		10.727	.000		
	Content	-.027	.087	-.036	-.316	.752	.435	2.299
	Facility	-.056	.081	-.092	-.690	.492	.318	3.147
	Trainer	.030	.088	.040	.341	.733	.406	2.466
	Method	.143	.082	.190	1.755	.081	.480	2.084
	Support	.176	.069	.322	2.541	.012	.349	2.865

a. Dependent Variable: Result

Multiple Regression Analysis Result for Effect of Effectiveness of Training Program on Employee Performance

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Durbin-Watson
1	.785 ^a	.616	.606	.23356	1.843

a. Predictors: (Constant), Result, Reaction, Behavior, Learning

b. Dependent Variable: Performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.215	4	3.304	60.564	.000 ^b
	Residual	8.237	151	.055		
	Total	21.453	155			

a. Dependent Variable: Performance

b. Predictors: (Constant), Result, Reaction, Behavior, Learning

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.665	.265		2.508	.013		
	Reaction	.103	.062	.114	1.665	.098	.541	1.849
	Learning	.232	.067	.260	3.447	.001	.446	2.243
	Behavior	.418	.060	.460	7.004	.000	.590	1.694
	Result	.110	.062	.104	1.764	.080	.727	1.376

a. Dependent Variable: Performance