

Creating Employee Working Skills and Performance through Organizational Training: A Case Study of Tire Manufacturing Company in Pathum Thani Province

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Abstract — The research aimed at studying the effects of organizational training on creating employee working skills and employee performance in the tire manufacturing company located in Pathum Thani Province by using 400 employees as the samples of this research. The questionnaires were used for data collection with the purposive sampling method. Data analysis consisted of descriptive statistics including frequency, percentage, mean, and standard deviation and inferential statistics used was Structural Equation Model (SEM). The results showed that the majority of the respondents were male, aged between 21-30 years old and between 41 – 50 years old, had educational background lower than a Bachelor's degree, worked as operational staff, had 6 – 10 years of working experience, and earned between 25,001 - 35,000 Baht per month. The employees had opinions related to organizational training, working skills, and employee performance at high levels. The results from hypothesis testing revealed that organizational training had direct effects on working skills and employee performance with standardized coefficient as of 0.110 and 0.407, respectively. In addition, the employee working skills had a direct effect on employee performance with standardized coefficient as of 0.858 at the significance level as of 0.001.

Keywords – *Employee Working Skills, Employee Work Performance, Organizational Training, Tire Manufacturing Company*

I. INTRODUCTION

Recently, competitiveness is essential for all organizations to compete with global competitors and rapid increase of intense competitions. The survival of any organization depends on its capabilities on enhancing employees' performance through human resource development and training to become creative, innovative, and inventive to eventually establish competitive advantage for the organization [1,2,3,4]. As stated earlier, training and human resource development is a vital role for

organizations in building employees' skills, knowledge, and competence to perform tasks efficiently and effectively [1,5,6].

Information technology and globalization have increasing changed business environments for both domestically and internationally. Organizations encountered more complexity in doing business, such as less hierarchies in the organization structure, shorter product life-cycle, deconstructed value chains or new entrants from all over the world into global marketplaces [7]. In current competitive and dynamic business world, employees need to possess both soft skills and hard skills. Therefore, to boost effective performance, organizations shall have a process for organizational training and development for its employees to increase working skills and to improve employee performance and organizational success [8]. From the abovementioned, the researchers were interested in studying employees' organizational training affecting working skills and performance of the tire manufacturing company. As of July 2021, the value of automobile tires exported from Thailand amounted to approximately 3.74 billion U.S. dollars, so the result of this research could help the organization to create organizational training and working skills for their employees in order to gain more competitive advantages [9].

II. OBJECTIVES

The research aimed to investigate the effects of organizational training on creating employee working skills and employee performance in the tire manufacturing company located in Pathum Thani province.

III. CONCEPTUAL FRAMEWORK

The conceptual framework had been drawn as follows:

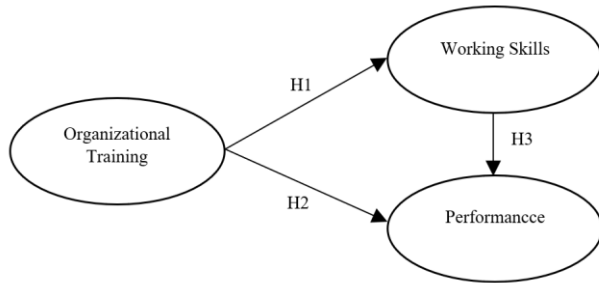


Figure 1. Conceptual Model

IV. HYPOTHESES

The hypotheses (H) had been written as follows:

H1: Organizational training had a positive effect on employee working skills.

H2: Organizational training had a positive effect on employee performance.

H3: Employee working skills had positive effects on employee performance.

V. LITERATURE REVIEWS

A. Organizational training

Organizational training appears to be an educational process where employees can actually learn and reinforce existing knowledge and skills [10]. Chiaburu and Teklab [11] defined training as the planned intervention that is designed to enhance the determinants of individual job performance, and it is related to an employee's skills obtained which help improve the probability of achieving the organization's overall goals and objectives [12]. The role of organizational training is a driver for improving employee performance by focusing on the planning of training based on what employees need to do with respect to the organizational goals [13].

The study of Cheng and Ho [14] indicated that having adequate training could result in improvements of employee communication and proficiency of performances whereas extending retention time. Furthermore, training has been shown to have such a significant positive effect on job involvement, job satisfaction as well as organizational commitment [15]. In addition, organizational training is seen to be very important in forming employees' positive attitudes leading to job proficiency. On the other hand, not receiving adequate organizational training is associated with a feeling of reduced competency. Therefore, it seems to reasonably predict that poor organizational training could result in employees' poor attitudes toward performance, which could lead to poor performance as a result [12].

B. Employee working skills

The meaning of working skills is to perform various tasks on an individual's own by concentrating on the regular practices of working methods. Work skills could be composed of: (1) job analysis, which can be done by conducting an overview of the work; (2) planning which focused on the work goal setting; (3) work operation

regarding the plan and performance evaluation. Moreover, working skills also require the understanding of the problem resolution process skills helping employees within the organization to observe, analyze, and make choices as well as assess their work performance [16].

Organizations sometime want employees to work together as a team so this requires teamwork skills. Teamwork skills refer to the ability to learn how to perform tasks such as being capable of briefly and clearly communicating, and these skills generally include a physical component developed through practice and feedback [17]. Thus, employees also need to have teamwork skills comprising speaking and expressing skills, discussion skill, report preparation skill, and presentation skill.

Employees need to have knowledge-seeking skills so that they could operate and develop their work either alone or with their colleagues. These knowledge-seeking skills are, for example, skill of determining the problems, knowledge searching skill, planning skill for searching information, and targeting skill regarding where to search for knowledge and information [18]. The literature reviews mentioned that the study done by Mendes and Machado [19] found that the employees' skills can lead to manufacturing flexibility and company performance in the automotive industry.

C. Employees' Performance

Employee performance is an employee's ability to achieve a set task, measured by standards of accuracy, integrity, cost, and speed [20,21]. Training is widely recognized by many researchers for contributing to the overall performance of both individuals and organizations [22,23]. Prior studies revealed that training had significant and positive relationship to employee performance [22,24,25,26] and productivity [27,28,29,30,31]. In contrast, there were also supporting studies that training did not have a direct effect on performance, but an indirect effect by improving employee performance and other organizational outcomes [27,30,32,33]. Hence, to determine the direct or indirect effect of organizational training on working skills and performance is under consideration. Nevertheless, arguments on mediating effects from other variables cause indirect effect of training on employee performance is not well established [22,23].

VI. RESEARCH METHODOLOGY

Population in this research was composed of 5,000 employees. The samples were calculated by Yamane [34] and selected as of 400 employees at the confidence level of 95%. Researchers used close-ended survey questionnaires which were divided into 4 parts. The first part consisted of check-list questions asking about the personal factors including gender, age, education level, position, working experience, and monthly income. The second, third, and fourth parts consisted of rating scale questions (1-5 Likert scale) asking about organizational training, employee

working skills, and employee performance. The score “1” refers to “Not at all agreeable”, “2” refers to “Slightly agreeable”, “3” refers to “Moderately agreeable”, “4” refers to “Highly agreeable” and “5” refers to “Extremely agreeable” on the statement in the questionnaires. For data collection, the researchers employed purposive and convenience sampling methods to distribute the questionnaires. After the questionnaires were returned, the researchers inspected the completion and correctness.

For validity check, the researchers had experts in related fields inspect the accuracy and consistency of the contents and questions, and recommend the improvement and revision. For reliability check, the researchers used the Cronbach’s alpha coefficient. The below table showed the values of related variables.

TABLE I. CRONBACH’S ALPHA COEFFICIENT OF RELATED VARIABLES

Variables	Cronbach’s alpha coefficient
Organizational Training	0.841
Employee Working Skills	
Working Skill	0.701
Leading Skill	0.731
Managing Skill	0.744
Employee Performance	
Individual Level	0.759
Organizational Level	0.771

From the above table, the values were higher than 0.70, meaning that the data derived from this survey questionnaire could be proceeded to have further study [35].

The research measurement consisted of organizational training with 6 items, employee working skills with 15 items which were categorized into 3 dimensions, and employee performance with 10 items which were categorized into 2 dimensions.

Researchers analyzed the data derived from the samples by using descriptive statistics including frequency, percentage, mean, and standard deviation while inferential statistics used included structural equation modeling (SEM). All basic requirements before using the SEM, including skew, kurtosis, multiple correlation, were required and tested. The model-fit indices were employed to oversee the fitness of the model [36,37,38,39]. The modification indices were considered when the model was not fit.

VII. RESULTS

A. Respondents’ Profiles and Studied Variables

- Respondents’ profiles

The research results showed that most of the respondents were male (366 persons or 91.5%), aged between 21-30 years old (120 persons or 30.0%) and between 41 – 50 years old (120 person or 30%), graduated from lower than a Bachelor’s degree (288 persons or 72.0%), worked as operational staff (330 persons or 82.5%), worked for 6 – 10 years (138 persons or 34.5%), and earned

between 25,001 - 35,000 baht per month (138 persons or 34.5%), respectively.

- Organizational Training, Employee Working Skills, and Employee Performance

TABLE II. MEAN, STANDARD DEVIATION, AND INTERPRETATION OF RELATED VARIABLES

Variables	Mean	S.D.	Agreement
Organizational Training			
OrT1:	3.71	0.98	Highly agreeable
OrT2:	3.79	0.82	Highly agreeable
OrT3:	3.82	0.90	Highly agreeable
OrT4:	3.64	1.01	Highly agreeable
OrT5:	3.74	0.89	Highly agreeable
OrT6:	3.81	0.95	Highly agreeable
Overall	3.75	0.69	Highly agreeable
Employee Working Skills			
Working Skill			
WrK1:	4.15	0.80	Highly agreeable
WrK2:	4.05	0.83	Highly agreeable
WrK3:	3.94	0.81	Highly agreeable
WrK4:	4.03	0.82	Highly agreeable
WrK5:	3.88	0.94	Highly agreeable
Overall	4.01	0.57	Highly agreeable
Leading Skill			
LeD1:	4.14	0.73	Highly agreeable
LeD2:	4.04	0.79	Highly agreeable
LeD3:	4.12	0.79	Highly agreeable
LeD4:	3.91	0.80	Highly agreeable
LeD5:	3.93	0.80	Highly agreeable
Overall	4.02	0.54	Highly agreeable
Managing Skill			
MaG1:	4.01	0.78	Highly agreeable
MaG2:	4.06	0.80	Highly agreeable
MaG3:	3.96	0.78	Highly agreeable
MaG4:	3.97	0.80	Highly agreeable
MaG5:	4.34	0.76	Extremely agreeable
Overall	4.07	0.55	Highly agreeable
Employee Performance			
Individual Level			
InD1:	4.20	0.78	Highly agreeable
InD2:	4.00	0.81	Highly agreeable
InD3:	4.21	0.77	Extremely agreeable
InD4:	4.02	0.81	Highly agreeable
InD5:	3.94	0.83	Highly agreeable
Overall	4.07	0.57	Highly agreeable
Organizational Level			
OrG1:	4.03	0.80	Highly agreeable
OrG2:	3.93	0.81	Highly agreeable
OrG3:	4.08	0.87	Highly agreeable
OrG4:	4.11	0.77	Highly agreeable

Variables	Mean	S.D.	Agreement
OrG5:	4.14	0.82	Highly agreeable
Overall	4.06	0.59	Highly agreeable

The research results indicated that organizational training, employee working skills including working skill, leading skill, and managing skill, and employee performance in terms of individual level and organizational level obtained overall mean scores at “highly agreeable” level.

B. Final Model

- Model

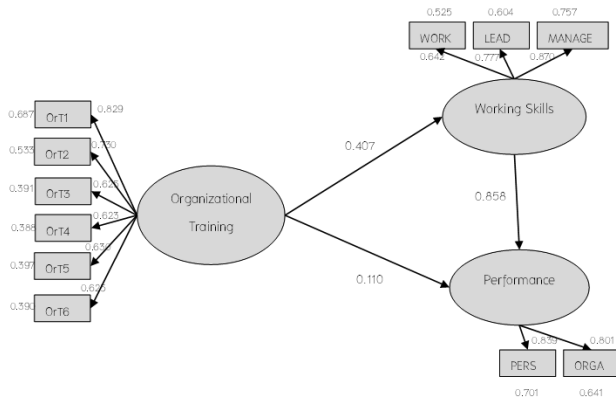


Figure 2. Adjusted Model

Note: OrT1-6 refers to the items for organizational training, WORK refers to working skill, LEAD refers to leading skill, MANAGE refers to managing skill, PERS refers to individual level, and ORGA refers to organizational level.

- Good-fit model analysis and modification

The model-fit indices showed the values which were adjusted according to the acceptability of good-fit model. The adjustment was made based on considering the modification indices. The results revealed that Cmin/df was of 1.293. DF was of 32. P-value was of 0.124. GFI was of 0.981. AGFI was of 0.961. RMR was of 0.014. RMRSEA was of 0.027. TLI was of 0.992. CFI was of 0.995. Finally, NFI was of 0.981.

- Variables with factor loadings and normal distribution

TABLE III. FACTOR LOADINGS AND NORMAL DISTRIBUTION

Variables	Organizational Training	Working Skills	Employee Performance	Skewness	Kurtosis
OrT1	0.829			-0.601	0.017
OrT2	0.730			-0.300	-0.381
OrT3	0.625			-0.510	-0.023

Variables	Organizational Training	Working Skills	Employee Performance	Skewness	Kurtosis
OrT4	0.623			-0.678	0.141
OrT5	0.630			-0.533	0.210
OrT6	0.625			-0.647	0.156
WORK		0.642		-0.888	1.996
LEAD		0.777		-0.847	2.493
MANAGE		0.870		-0.974	3.344
PERS			0.839	-0.712	2.210
ORGA			0.801	-1.025	3.616

Note: OrT1-6 refers to the items for organizational training, WORK refers to working skill, LEAD refers to leading skill, MANAGE refers to managing skill, PERS refers to individual level, and ORGA refers to organizational level.

In addition, the research also revealed that the skewness values were in good number which were higher than average. Besides, the kurtosis values fell lower than 7.0, as recommended by Curran et al. [21], meaning that all data were distributed normally and appropriate for using for constructing the structure. Before employed SEM, the researchers tested the correlation of the variables to avoid the multicollinearity. The result showed that the variables had coefficient (r) within the acceptable values (not higher than 0.90).

- Reliability, convergent validity, and discrimination validity

TABLE IV. RELIABILITY, CONVERGENT VALIDITY AND DISCRIMINATION VALIDITY

Variables	CR	AVE	Organizational Training	Working Skills	Employee Performance
Organizational Training	0.837	0.464	0.681		
Working Skills	0.825	0.629	0.407	0.793	
Employee Performance	0.804	0.673	0.460	0.903	0.820

Note: C.R. refers to composite reliability (C.R.), and AVE refers to average variance extracted

The research revealed that composite reliability (C.R.), average variance extracted (AVE) as well as the square root of AVE were favorable, after being tested in order to investigate composite reliability, convergent validity, and discrimination validity.

- Summary of standardized estimate, standard error, and critical value

TABLE V. MEAN, STANDARD DEVIATION AND INTERPRETATION OF RELATED VARIABLES

Variables			β	S.E.	C.R.	P-value
Organizational Training	→	Employee Working Skills	0.110	0.053	6.195	***
Organizational Training	→	Employee Performance	0.407	0.040	2.252	0.024
Employee Working Skills	→	Employee Performance	0.858	0.058	14.880	***

Note: β refers to standardized estimate, S.E. refers to standard error, and C.R. refers to critical value.

The research results revealed that the standardized estimate, standard error, and critical value (t) were favorable at the statistically significance level of 0.001 and 0.05.

C. Hypothesis Testing

- *H1: Organizational training had a positive effect on employee working skills.*

From the research, it was found that organizational training had a positive effect on employee working skills at the statistical significance level of 0.001 due to the p-value was lower than 0.001. In addition, the research revealed that standardized estimate was as of 0.110, standard error was as of 0.053, and critical value (t-value) was as of 6.195.

- *H2: Organizational training had a positive effect on employee performance.*

From the research, it was found that organizational training had a positive effect on employee performance at the statistical significance level of 0.05 due to the p-value was 0.024, lower than 0.05. In addition, the research revealed that standardized estimate was as of 0.407, standard error was as of 0.040, and critical value (t-value) was as of 2.252.

- *H3: Employee working skills had positive effects on employee performance.*

From the research, it was found that employee working skills had positive effects on employee performance at the statistical significance level of 0.001 due to the p-value was lower than 0.001. In addition, the research revealed that standardized estimate was as of 0.858, standard error was as of 0.058, and critical value (t-value) was as of 14.880.

D. Total Effect, Direct Effect and Indirect Effect

The research revealed that organizational training had a positive direct effect on employee working skills and employee performance with standardized estimates as of 0.110 and 0.407, respectively. Moreover, employee working skills had positive direct effects on employee performance with standardized estimates as of 0.858. Finally, organizational training had a positive indirect effect on employee performance with standardized estimates as of 0.281.

VIII. DISCUSSION, LIMITATION AND RECOMMENDATION

A. Discussion of the Study

From the research, it was found that the organizational training affected employee working skills and performance. Working skills of the employees can be achieved from organizational supports such as planning of organizational training based on what employees need to do with respect to the organizational goals. Working skills is important to perform various tasks on individually. Thus, the results of this study supported [16] that skills helped employees within the organization to observe, analyze, and make choices as well as assess their work performance. The result was congruence with the study done by Mendes and Machado [19] which revealed that the employees' skills could lead to manufacturing flexibility and company performance in the automotive industry.

The result of this research supported Cheng and Ho [14] which indicated that having adequate training could result in improvements of employee communication and proficiency of performances whereas extending retention time. It also supported prior studies that organizational training had significant and positive relationship to employee performance [22,24,25,26]. The reason that organizational training has positive effects on employees' working skills and performance is because all training programs could be used as the strategic tools to enhance competitiveness for both individual and organizational levels. The more organizational training on specific tasks, such as skills assessment and supportive factors, such as budget, facility provision, and time allocation, the more employees would spend their time in learning process.

As abovementioned, training was shown to have such a significant positive effect on job involvement, job satisfaction, and organizational commitment [15]. Therefore, organizational training not only provides better working skills and performance but also increases employees' engagement, commitment which establish employees' satisfaction and loyalty to the organizational eventually. Furthermore, the research supported that training had an indirect effect by improving employee performance and other organizational outcomes through mediating variables [27,30,32,33]. The research results indicated that organizational training had an indirect effect on performance through working skills.

B. Limitation of the Study

This research was limited to the quantitative research by using questionnaire as a data collection instrument, and the scope and area of the research only focused on the tire manufacturing company located in Pathum Thani Province, Thailand. Besides, the variables used for this research were organizational training, employee's working skills and performance excluding all other variables.

C. Recommendation of the Study

- *For Practitioners*

The organization could be assuring the importance of organizational training and development on its employees that it can generate better working skills and performance for both employees and organization. Many organizations today are striving to gain competitive edge, and it is difficult to achieve without enhancing employees' competencies, capabilities, and skills through adequate training support. The research results would help the management to identify the areas where improvements through training shall be concentrated and also help the management in planning for the development and implementation of effective and efficient training.

In order to create the long-term performance, the organizations should provide organizational supports in training and the employees' development to improve employees' skills. This is very essential for all organizations working under changes and uncertainty from disruptions in business landscapes. The organizations should also provide such good training programs related to working skills, such as information technology, knowledge, and ability as well as facilities and time allocations to achieve the long-term performance.

- *For Future Studies*

The further study can use qualitative research techniques to interview management and employees regarding other variables related to export performance of tire automobile industry, and the effects from business environments domestically and internationally. In addition, strategy formulation, strategy implementation, and entry modes of strategy competing in global marketplaces shall be considered. The further study can also extend to other industries in order to obtain the different attitudes toward organizational training affecting employee's working skills and performance. Finally, longitudinal study on the samples comparing before and after organizational trainings may enhance understanding in success or failure on performance, and thus helping human resource department to design training programs effectively.

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