



EFFECT OF ON-THE-JOB TRAINING, OFF-THE-JOB TRAINING AND SUPERVISOR SUPPORT ON EMPLOYEE PERFORMANCE IN SELECTED PRIVATE BANKS IN MYANMAR

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Abstract: Employees play a crucial role in an organization's success. Most organizations provide employees with learning opportunities by conducting on-the-job and off-the-job training. It can help individuals increase their skills for daily tasks as well as their skills for future responsibility. Most private banks in Myanmar have conducted limited investigations into the impact of training on employee performance. Therefore, this study investigates the influence of on-the-job training, off-the-job training, and supervisor support on employee performance in selected private banks in Myanmar. On-the-job training, off-the-job training, and supervisor support were used as independent variables, and employee performance as the dependent variable in this research. Since the quantitative research approach was adopted, a 5-point Likert Scale questionnaire, such as 5 -strongly agree to 1 - strongly disagree, was used. Data were collected via a social media platform where most of the bankers are using this platform to connect each other so that data can be collected nationwide easily. 150 respondents voluntarily answered the survey questions. The study utilized Descriptive, correlation, and regression analyses to examine the data using SPSS software. The results show that on-the-job training and supervisor support positively affect employee performance. However, this finding indicates no significant relationship between off-the-job training and employee performance. Therefore, the study recommended that training needs analysis be performed before training, and training programs should be adequately evaluated. Moreover, organizations need to arrange off-the-job training flexibly by using Learning Management System or by providing training after banking operations hours.

Keywords: On-the-job Training; Off-the-job Training; Supervisor Support; Employee Performance

I. Introduction

Background of the study

In today's competitive world, human resources are essential assets for organizations. Every organization realizes that human resources are very critical, expensive resources, and the success and growth of the organization depends on employees. There are also changes in the value of employees (Job Tukunimulongo, 2016). Organizations need to invest in their human resources (employees) by providing financial benefits so that they can be royal in the organization (Armstrong, 2006). According to Heathfield (2012) and Zewditu Gebre (2020), an organization's success depends on employees who have sufficient knowledge, skills, and experience.

All organizations have other resources such as machinery, materials, and money, but they cannot be successful if they do not have highly skilled and experienced employees. Only human resources can be utilized for an organization's competitiveness. Nevertheless, employees' skills need to be upgraded, while the external environment is always changing and challenging (Sitzman 2008, Zewditu Gebre 2020).

In reality, most employees do not have sufficient skills to perform a job properly because of the formal educational system. Formal educational systems do not provide the essential knowledge and skills to perform specific job skills for a position. Training needs to intervene to upgrade employees' knowledge, skills, and attitudes so that employees can acquire the required knowledge and experience (Job Tukunimulongo, 2016). Training interventions can help employees acquire specific skills for their position (Barron & Hagerty 2001, Irene Ferguson Laing, 2021).

Training is an important motivator for employees because it can increase employees' high morale by increasing their confidence in their job. Training can also help organizations reduce the cost of production, as it can avoid waste due to mistakes. Employees also feel confident and secure at the workplace, which can lower the employee turnover rate. Moreover, the external environment is constantly changing, and only training can manage and adjust to these changes (Cole 2002, Job Tukunimulongo, 2016). Therefore, training is important for employees to do their jobs skillfully, and skillful employees are also important for the organization, as only employees are the key to the organization's success.

Moreover, there was a significant relationship between training and performance improvement in task completion. Employees who had received training well were able to perform different types of tasks (Zheng, 2009). According to Armstrong (2000), training can modify employee behavior through learning. Training must be effective in providing practical implications. This can be costly, but if the training program is effective, it can save money (Ginsberg, 1997).

According to Thomas (1997), training can help employees to become more efficient and productive. New employees can become familiar with the roles and responsibilities of their daily tasks and company policies through training. Thus, most organizations provide continuous training that focuses on skills to improve efficiency. In return, employees who receive a lot of training can have higher motivation and morale because they feel that the organization supports and invests in their development. The final result is that employees will be loyal to the organization and have lower turnover rates. Therefore, both the organization and its employees can benefit from training.

In the Myanmar financial sector, private banks restarted to emerge in 1992 by liberalizing the Financial Institutions of Myanmar Law. The Central Bank of Myanmar Law has empowered a certain degree of authority over monetary policy. Private banks play an important role in the transformation of a market economy. Banking Licenses were received by the new private sector banks after 1988, so that old and new private sector banks became alive. These sectors have been growing faster and bigger over the past two decades using up-to-date technology, innovations, monetary tools, and techniques. In 2018, 19 private banks played a leading role in the modernization of the banking sector by using marketing campaigns and technological innovation (GIZ, 2018). The development of the banking sector needed to grow so that they could provide the required training to their employees in order to improve the performance of the banking sector. Therefore, this study focused on the effects of job training, off-the-job training, and supervisor support on employee performance.

Problem Statement

The banking industry is one of the pillars of a country's economy, and it plays an essential role in the transformation of market economies. However, the underlying barrier in the Myanmar banking sector is the lack of experienced and skilled professionals in the banking industry in line with the growth of the banking sector (Foerch et al., 2016).

Banks must follow the standards defined by the Central Bank of Myanmar concerning industry norms and capital adequacy requirements, and must meet international and local criteria. Highly trained and empowered employees are required to implement bank strategies. In the banking sector, the qualified pool of people is too small, so training is essential to develop private banks in the Myanmar banking sector.

There are a lot of research papers on the banking sector but there was no study regarding the effect of on job training, off the job training and supervisor support on employee performance of private banks in Myanmar.

Significance of the Study

Job and off-the-job training are essential for the development of an organization, as they can enhance employee performance by increasing productivity. It can also upgrade the organization to the best position while competing. An organization committed to investing in on-the-job training and off-the-job training can generate more profits and provide best quality services to its customers because its employees have customized skills and knowledge via on-the-job and off-the-job training (Wendewosen Ajeme, 2017).

Support is the most important factor in training transfer in the work environment (Lau & McLean, 2013). Mostly, there is support from the organization and supervisors that play key roles in creating a learning culture (Lau and McLean, 2013). In particular, supervisors' support plays a crucial role, as they have the authority to control their subordinates concerning training program participation (Ismail et al., 2010).

This study focuses on how job training, off-the-job training, and supervisor support influence employee performance and how to improve the implementation of effective training programs for employee performance development. Hopefully, this study will contribute useful information to the respective individuals for the implementation of training. It is expected that this study will help find effective ways of developing and implementing job training and off-the-job training.

Objectives of the Study

General Objective:

The main objective of this study was to examine the impact of on-the-job training, off-the-job training and supervisor support on employee job performance in selected private banks in Myanmar.

Specific Objectives:

- To assess the relationship between on-the-job training and employee performance in private banks in Myanmar.
- To evaluate the relationship between off-the-job training and employee performance in private banks in Myanmar.
- To examine the relationship between supervisor support and employee performance in private banks in Myanmar.
- To identify the key factors within on-the-job training, off-the-job training, and supervisor support significantly affect employee performance in private banks in Myanmar.

Research Questions

- How does on-the-job training affect the performance of employees in private banks in Myanmar?
- What is the influence of off-the-job training on employees' performance in private banks in Myanmar?
- What is the relationship between supervisor support and employee performance in Myanmar's private banks?
- Which specific factors within on-the-job training, off-the-job training, and supervisor support significantly affect employee performance in private banks in Myanmar?

II. Literature Review

Importance of Training

Training and development are important for the organization, as well as for individual employees, because it is beneficial for them. This leads to an increase in the profit of the organization, producing more positive attitudes and improving job knowledge, skills, and the morale of the workforce in line with organizational goals (Sims, 2002).

Training will help individual employees make better decisions, solve problems effectively, and encourage and achieve self-development and self-confidence. It can also help employees handle stress, tension, frustration, and conflict to increase their job satisfaction and recognition. Thus, employees can move toward their personal goals and improve their interaction skills (Sims, R. S., 2006).

In recent years, organizations have been competitive, and only those that emphasize investment in employee development have been successful (McDowall and Saunders, 2010). Thus, all organizations recognize that training has become an important role, and employers realize that organizational success relies on the skills and abilities of their employees because of technological developments, mechanization, changing environments, and organizational changes, and consider investing in training and development. (Khan, R.A.G., Khan, F.A., and Khan, M.A. (2011) & Braga, C.A.P., 1996)

Most senior management team members realize the increased importance of training and development programs because of the growth in the quality movement. However, training programs will need to be carefully planned by emphasizing employee development. (Beardwell, N. and Holden, B., 1993).

If training can be executed effectively, it can increase the know-how skills and sensations needed for the employee. Similarly, it can enhance the capabilities of employees by transforming them into well-organized and well-mannered employees. So, the performance of the organization can be improved (Saleem, Q., Shahid, M. & Naseem, A. 2011).

Training is the key component to improve superior skills, knowledge, capabilities that can get good results in employee performance as well as organization performance (Laing, I. F. 2009).

Training has a positive impact on employees and organizations because it can improve the quality and quantity of an organization's output, management of the organization, and profitability. Moreover, training can minimize risks, costs, and expenses (Barzegar, N. & Shahroz, F. 2011).

If the employee has been trained effectively, the employee becomes more proficient, has more chances of promotion, and fewer chances of committing accidents. (Onyango & Wanyoike, 2014).

Employee Performance

According to Kenney et al. (1992), employee performance is a performance standard set by an organization to measure productivity, efficiency, effectiveness, quality, and profitability. Ahuju (1992) also explained that "In the real world, organizational growth and development are affected by several factors. In light of the present research on the development of organizations, employee training plays a vital role in improving performance and increasing productivity. This, in turn, leads to placing organizations in better positions to face competition and stay at the top. This implies the existence of a significant difference between organizations that train their employees and those that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance."

Training fills the performance gaps of employees in the place of skill deficits and implements the relevant training intervention to develop the particular skills and abilities of employees. (2005).

Every employee has well-planned and predefined goals and objectives that must be accomplished to achieve these goals and objectives (Safitri & Lathifah, 2019). Employee performance management involves setting individual and team goals in alignment with the strategic goals of the organization for performance improvement and planning to achieve the goals, review and assess progress, and develop the knowledge, skills, and abilities of the employee (Armstrong, 2020).

Training has a positive relationship with employee performance, since it is an essential tool for capacity building for employee and organizational performance (Landa, 2018) (Sasidaran, 2018). According to Afroz (2018), T&D is a strategic instrument to equip employees with new skills and knowledge to meet their goals and objectives. Training is also the main pillar of enhancing employees' capabilities, capacities, and competencies (Kenny & Nnamdi, 2019).

A previous study showed an interrelationship between employee performance and training. According to Luo et al. (2021), training and supervisor mentoring have a positive relationship with employees' job performance. According to Elnaga, 2013, employees are the most important assets for the company because the value of employees can bring about the success of the company. Employees' performance results support the company's success by fulfilling specific tasks, and employees who can achieve the assigned tasks have better performance (Sultana et al., 2012).

The company should monitor the quality of the employees and make small-performing people complete their tasks (Said et al., 2016). Training is an intervention to improve employee capacity, so top management must invest in employee training (Khan et al., 2011).

The relationship on the job training and employee job performance

On-the-job training can help companies obtain the best position in their respective industries by developing organizations, enhancing employee and organizational performance, and increasing productivity. The company invested in job training can customize employees' skills and knowledge as well as generate profits by providing high-quality service to customers.

There are many benefits to job training, such as increasing confidence and motivation, reducing waste in daily tasks, and lowering turnover and absenteeism rates. Moreover, job training plays an important role in change management by upgrading employees' involvement in the change process by providing the skills and abilities required for new situations (Cole, 2001).

In addition to job rotations and transfers, coaching and mentoring are methods of job training that can meet the organization's vision and mission for the long term. Job rotation and transfers help employees obtain a higher rank position in the organization by facilitating employees to gain the required skills and improve their performance (McCourt & Eldridge 2003).

There are two methods of training that every organization can choose to develop employee abilities. The first one is on-the-job training that is provided at the work venues, such as job rotations and transfers, and the other one is off-the-job training that is away from the work environment to get the employees' full concentration on the training, such as conferences and role play.

The company chose the best training methods in terms of vision and mission. If job training methods have been chosen, the cost of training and time will be small amount of money. According to Abdullahi et al. (2018), job training can boost employees' overall performance if they have low academic qualifications and if they have to work in a situation of manpower shortage.

An important aspect of job training is that the organization should support employees in obtaining detailed knowledge and skills (Alipour et al., 2009). To improve organizational performance, employees need to develop new skills by providing training. Experienced managers use coaching methods to improve employee performance According to Raheja, 2015, coaching can help the employee to find out the weak point in a short time by doing one to one learning so that it can affect the employee's performance positively. Moreover, coaching can boost productivity, optimize advantages, and reduce costs (Shem and Ngussa 2015).

Therefore, hypothesis 1 is formulated as follows:

H1: There is a positive relationship between on-the-job training and employee performance in private banks in Myanmar.

The relationship off the job training and employee job performance

Job training can improve employees' abilities by providing training outside the workplace at a specialist training center or the company's own premises (Boon et al., 2009; Bell et al., 2003). Most of the methods of "off-the-job training" are lecturing or instructor-led courses, simulations, role-plays, and case studies.

Employees can develop transferable skills by using off-the-job training methods, and most businesses use this method. This method is used when employees need to use new equipment, new methods, and up-to-date changes, but the learning principles need to be strong to use. The trainer needs to have strong knowledge in order to use these learning principles, such as feedback, learning transfer, and motivation to apply to the workplace. Feedback can improve an individual trainee's ability to learn faster, so that the trainee can develop. Special courses and lectures are the most popular methods used by most organizations. These methods are designed by companies or third-party schools. Most organizations use these methods for specific information, rules, procedures, and methods and for sharing a large number of trainees.

The next method in off-the-job training is attending conferences and seminars, since all the participants who attend the conferences or seminars are from different fields and sectors so that the attendee can see the problem from different angles. The role-play method can be used when the situation needs to be understood by placing the foot in each other's shoes. Although it is a created situation, the interaction should be a realistic behavior in unreal situations, such as a salesman making a presentation to a customer.

Job training is provided away from the workplace and is used for new employees without any knowledge and skills for the current job. The classroom lecture method is used for theoretical training for a large number of trainees at a low cost. Expert trainers create training programs for knowledge transfer to be effective by systematic organization. These trainings are provided on weekends or after working hours, so that the working schedules are not affected.

In off-the-job training, learning is more focused than performance, and freedom of expression is accepted. Conference is one of the methods in which speakers have in-depth knowledge of the content and present a wide audience. In the role-play method, trainees discuss problems and ideas that occur in real-life situations. The trainee's stress level should be minimal to be effective with this method.

Based on these studies, Hypothesis 2 is proposed as follows:

H2: Off-the-job training has a positive impact on employee performance in Myanmar's private banks.

The relationship supervisor support and employee job performance

According to Blanchard and Thackers (2007), supervisors play an important role because they have the power to influence subordinates' decisions regarding their participation in training programs. According to Lau and McLean (2013), support is a significant and reliable predictor of training transfer in the workplace. In particular, supervisors and organizational support play a crucial role in fostering an organizational climate that promotes effective training transfer, as noted by Hawley and Barnard (2005), Kirwan and Birchall (2006), and Lau and McLean (2013).

Supervisors have the power to oversee particular individuals for training management, so that they are an important person within an organization. They provide two main types of support as supervisors by making people feel valued, cherished, and supported, called moral support, and by providing accessible training facilities, feedback on training applications, and allocating budgets for training programs called material support (Issah, 2018; Karp, 2020). Supervisor support is often offered before, during, and after training programs to greatly improve employees' acquisition of technical and interpersonal skills, foster innovative problem-solving strategies, and address existing training demands. may be useful for locating problems (NI Mohamad, 2019, EC Fein, 2021). Administrative assistance is a crucial contextual aspect that significantly affects employees' willingness to use newly acquired knowledge and abilities, according to several studies on training management (Guterres, 2020; Govaerts, 2018). From the perspective of on-the-job training, employees' desire to gain new knowledge, current skills, improved emotional and cognitive capacities, a good attitude, and current competencies through particular training and learning experiences serve as the motivation for promotion. They are connected to needs, drives, and desires. By successfully implementing their newly gained skills when they return to the company, employees add value to their training (Issah, 2018; Dirani, 2017).

Additionally, current data from studies on effective training management in the twenty-first century points to links between supervisors' support and motivation to put newly acquired skills to use, which in turn improves out-of-role involvement (J Salamon · 2021).

According to Holton et al. (2000), supervisor support is the extent to which managers or supervisors encourage and reinforce the use of newly learned information and abilities in the workplace. Assisting trainees in defining

goals for putting their learning into practice, offering direction, and serving as role models for employing the gained abilities on the job are all ways supervisors fulfill this function (Russ-Eft, 2002). To improve employee performance, supervisors must restructure performance expectations, create practical strategies for using newly acquired abilities in the workplace, and assign new assignments that incorporate the training material (Garavaglia, 1993). According to Clark et al. (1993), organizations can anticipate greater job usefulness and motivation if employees receive more support from their managers. The authors also stressed that managers should actively encourage transfer behaviors among staff members after expensive training programs if they think training has the ability to improve trainees' actual work performance.

Elangovan and Karakowsky (1999) assert that supervisors are highly motivated to encourage students to put their newly learned abilities into use following the training program. Clarke's empirical study highlights the necessity for administrative support to facilitate the implementation of recently acquired abilities in the workplace is highlighted by Clarke's empirical study from 2002. According to a study by Wickramasinghe (2006), trainees were happy with their supervisors' assistance in applying the skills they had learned to their jobs. Similarly, Saks and Belcourt (2006) and Blume et al. (2010) emphasize that supervisor assistance is one of the strongest predictors of training transfer, indicating that employees are motivated to offer support and learn. Managers should give employees the opportunity to use the new skills learned during training in their workplace because they can help employees experience positive changes (Zumrah et al., 2012). In addition, Pham et al. (2013). Therefore, supervisor support has a significant effect on training transfer to the workplace. However, several studies (e.g., Velada et al., 2007; Chiaburu & Marinova, 2005; Devos et al., 2007) indicate an insignificant relationship between supervisor support and training transfer. resulted in unforeseen outcomes. These studies imply that workers are less dependent on their managers to put the abilities they have acquired at work into practice. The following hypotheses were developed to investigate the effects of supervisor support on both training transfer and organizational performance in light of the conflicting findings of other studies: Within the well-known learning transfer system inventory (LTSI) model created by Holton et al., 2000, supervisor support is a social support variable. To promote the use of recently gained information and abilities in the workplace, managers and superiors must provide a certain amount of support (Holton et al., 2000). This assistance involves encouraging trainees to use their newly acquired abilities, assisting them in identifying instances in which to employ these skills, coaching them in the proper application of training, and offering feedback. They also actively support new applications and enhancements. One of these supports encouraging training transitions (Elangovan & Karakowsky, 1999). Accessing new knowledge, discussing supervisor engagement and training proficiency, and providing encouraging feedback are other forms of support that significantly affect transfers (Lim and Johnson, 2002; quoted by Nijman et al., 2006). Therefore, Hypothesis 3 is as follows.

H3: Supervisor support is positively associated with employee performance in Myanmar's private banks.

Conceptual Framework

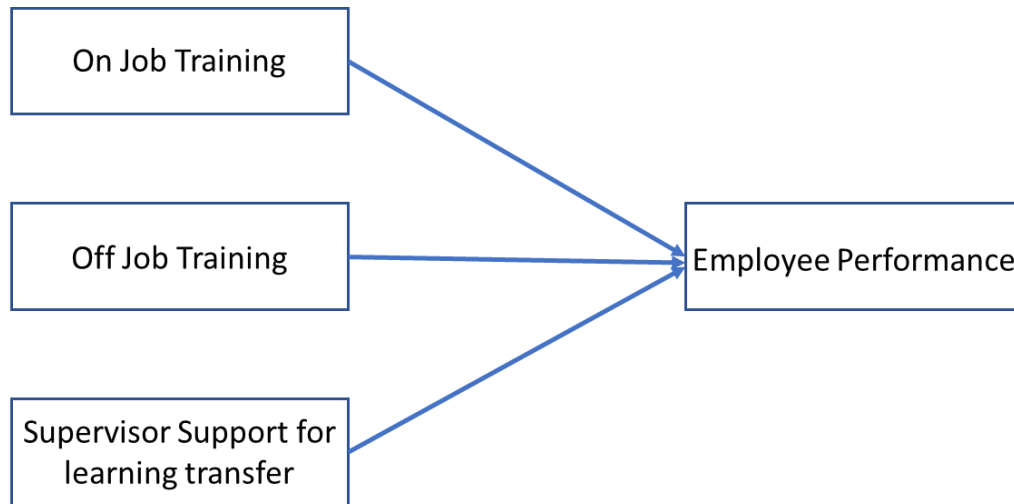


Figure 1 Conceptual Framework

Hypotheses for the study are as below:

H1: There is a positive relationship between on-the-job training and employee performance in private banks in Myanmar.

H2: Off-the-job training has a positive impact on employee performance in private banks in Myanmar.

H3: Supervisor support is positively associated with employee performance in private banks in Myanmar.

III. Methodology

Research Design

The methodology used in this study was a research study design that facilitated the exploration of participants' perspectives using a structured, closed-ended questionnaire. This approach enables the use of descriptive statistics to investigate the relationships between different variables. This study aimed to investigate how on-the-job training, off-the-job training, and supervisor support affect employee performance.

Sources and Methods of Data Collection

The study employed voluntary sampling as the recruitment technique and used a standardized survey questionnaire distributed through social media sites. The study used closed-ended questions and a modified five-point Likert rating scale for data gathering. Participants were asked to score their responses on a scale from "strongly agree" (5) to "strongly disagree" (1) participants were asked to score their responses.

Validity and Reliability

Validity refers to the extent to which the instruments measure exactly what they are intended to measure. A pilot study was conducted with 30 participants to improve the study's quality. Ensuring that questions are answered accurately and data entry proceeds smoothly helps in the refinement of the study (Saunders, Lewis, & Thornhill, 2016). In addition, any questions regarded as excessively long were rewritten and simpler vocabulary was used to ensure that the questions were easily understood by the participants (Saunders, Lewis, & Thornhill, 2016).

Accuracy and precision are the main goals of reliability. This explains the extent to which the instrument will be assessed consistently each time it is utilized in circumstances related to the same subject. A valid survey tool requires all the respondents to produce the same outcomes. Simply stated, it has to do with how repeatable the measurements are. In this study, the degree to which a set of test items can be viewed as a single latent variable measure and the reliability of the research tool were tested using Cronbach's alpha (Bujang et al., 2018). The suggested value of 0.85. A composite version of the Kuder-Richardson (K-R) formula, known as Cronbach's alpha, was used to evaluate an instrument's internal consistency based on the accuracy of split data from all significant instrument halves. Thus, the time needed to determine dependability factors using alternative methodologies is considerably reduced (Taber, 2018).

Method of Data Analysis

Data analysis was carried out using the Social Science Statistical Package (SPSS), and statistical analysis was performed in MS Excel. The data was collected via social media platform by using voluntary sampling method and a total of 160 people answered the questionnaires, of which 150 were analyzed for this study.

Data analysis was divided into two stages: inference analysis and descriptive statistics. The first stage of the descriptive statistics analysis was calculated using the distribution tables of the mean, percentage, and standard deviation. This type of analysis provides insight into the mode of responses of the participants as it relates to the variables of the study. The results of the second round of analysis provided insight into participants' opinions on training programs, supervisor support, and employee performance. The research hypotheses were examined using linear regression and correlations. ANOVA and the 26th version of the Statistical Package for Social Sciences (SPSS) were also used.

IV. Findings and Discussion

The first part of the questionnaire collected respondents' demographic data. The respondents' general information is important to demonstrate that the research is reliable and comprehensive. Moreover, these questions provided an overview of the study to the respondents. Table 1 describes the general information of the respondents, and a total of 150 people participated. Of these, 26% were male and 74% were female. The largest age group among the respondents was between the ages of 26 and 30, accounting for 97.3% of the total, 1.3% of the total were between the ages of 21 and 25 years, and 0.7% of participants were 31 – 35 years and above 40 years of age. The majority of participants held bachelor's degrees, accounting for 81.3%, and 18.7% of the participants were in the master's degree group. Of the participants, 46.7% were in junior positions, 28% were in manager positions, 10.7% were in supervisor positions, and 14.7% were in senior staff positions. Of the respondents, 35.3% had less than one year of work experience, 26% had 1-3 years of work experience, 18% had 4-6 years of experience, 6.7% had 7-9 years of experience, 8% had 9-11 years of experience, and 6% had more than 11 years of experience.

Variables	Category	Number	Percentage (%)
Participants (n)		150	100
Gender	Male	39	26
	Female	111	74
Age	21 - 25 years	2	1.3
	26 - 30 years	146	97.3
	31 - 35 years	1	0.7
	Above 40 years	1	0.7
Educational Background	Graduate	122	81.3
	Master's degree	28	18.7
Job Role	Manager	42	28
	Supervisor	16	10.7
	Senior Staff	22	14.7
	Junior Staff	70	46.7
Year of services	Below 1 year	53	35.3
	1 - 3 year	39	26
	4 - 6 year	27	18
	7 - 9 year	10	6.7
	9 - 11 year	12	8
	Above 11 years	9	6

Table 1 Demographic Data

Validity and Reliability

A reliability assessment involves conducting a measurement test to evaluate the robustness and uniformity of a research investigation. Cronbach's alpha was employed to gauge the reliability of internal coherence, which was quantified on a scale of 0 to 1. A higher value of the Cronbach's Alpha Coefficient, approaching 1.0, signifies stronger coherence among the elements. The guidelines for interpreting Cronbach's alpha are presented in Table 2.

Reliability Analysis Result

Variable	Number of Items Measured	Reliability Result
On-Job Training (IV)	8	0.908
Off-Job Training (IV)	8	0.928
Supervisor Support (IV)	8	0.942
Employee Performance (DV)	8	0.916

Table 2 Reliability Analysis Result

Table 2 displays the results of the reliability assessment of the research instruments. As all the computed alpha coefficient values exceeded 0.70, this substantiates the feasibility of advancing with additional analysis. The on-the-job training section, comprised of 8 items, attained a reliability score of 0.908, reflecting exceptional stability. Similarly, the off-the-job training segment with eight items achieved a reliability score of 0.928, indicating excellent stability. The supervisor support segment also included eight items and attained a reliability score of 0.942, indicating strong stability. Furthermore, the employee performance dimension, encompassing eight items, had a reliability score of 0.916, signifying outstanding stability.

Reliability Analysis Result for all variables

Cronbach's Alpha	Number of Items Measured
0.958	32

Table 3 Reliability Analysis Result for all variables

The results of the reliability examination for all variables are presented in Table 3. The reliability test yielded a score of 0.958, indicating high reliability. With a cumulative item count of 32, each individual variable was deemed dependable.

The relationship between on-the-job training and employee performance

Table 4 examines the relationship between employee performance and on-the-job training using Pearson's correlation coefficient. The Pearson correlation value for on-the-job training was 0.659, indicating a good association between on-the-job training and employee performance. This shows that providing on-the-job training improves employee performance. These findings demonstrate a significant link between better employee performance and on-the-job training.

Correlations between On-the-Job training and employee performance

		On-the-Job Training	Employee Performance
	Pearson Correlation	1	.659**
On-the-Job Training	Sig (2 Tailed)		0.000
	N	150	150
	Pearson Correlation	.659**	1
Employee Performance	Sig (2 Tailed)	0.000	
	N	150	150

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

Table 4 Correlations between On-the-Job training and employee performance

The relationship between off-the-job training and employee performance

The Pearson correlation coefficient is used in Table 5 to evaluate the relationship between off-the-job training and employee performance. The result of 0.467 indicates a moderate connection between employee performance and off-the-job training.

Correlations between Off-the-Job training and employee performance

		Off-the-Job Training	Employee Performance
	Pearson Correlation	1	.467**
Off-the-Job Training	Sig (2 Tailed)		0.000
	N	150	150
	Pearson Correlation	.467**	1
Employee Performance	Sig (2 Tailed)	0.000	
	N	150	150

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

Table 5 Correlations between Off-the-Job training and employee performance

The relationship between supervisor support and employee performance

In Table 6, the relationship between employee performance and supervisor support was assessed using Pearson's correlation coefficient. The recorded value is 0.631, indicating a strong correlation between supervisor support and employee performance. As supervisor support increases, employee performance also improves.

Correlations between supervisor support and employee performance

		Supervisor Support	Employee Performance
	Pearson Correlation	1	.631**
Supervisor Support	Sig (2 Tailed)		0.000
	N	150	150
	Pearson Correlation	.631**	1
Employee Performance	Sig (2 Tailed)	0.000	
	N	150	150

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

Table 6 Correlations between supervisor support and employee performance

Regression Analysis

In Tables 7 and 8, the dependent variable, employee performance, was regressed on the predicting variables of on-the-job training, off-the-job training, and employee support. The independent variables significantly predicted life satisfaction, $F(3, 146) = 60.968$, $p < .001$, indicating that the three factors under study have a significant impact on employee performance. Moreover, $R^2 = .547$ indicated that the model explained 54.7% of the variance in employee performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746 ^a	0.556	0.547	3.48776

a. Predictors: (Constant), SS, OFT, OJT

Table 7 Regression Model Summary

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2224.943	3	741.648	60.968	.000 _b
	Residual	1776.017	146	12.165		
	Total	4000.96	149			

a. Dependent Variable: EP

b. Predictors: (Constant), SS, OFT, OJT

Table 8. Regression ANOVA

According to the data in Table 9, the beta coefficient value for the on-the-job training variable is 0.466, and the significance value is 0.000. Therefore, the on-the-job training variable has a significant effect on employee performance. However, the off-the-job training beta coefficient value is -.016, and the significance value is 0.828, which is higher than 0.05. Therefore, the relationship between off-the-job training and employee performance was insignificant. The next variable, supervisor support value, was 0.406, and the significant value was 0.000. Thus, supervisor support has a significantly positive effect on employee performance.

Coefficients ^a

Model		Unstandardize d B	Coefficients Error Std.	Standardized Coefficients Beta	t	Sig
1	(Constant)	4.553	1.97		2.311	0.022
	OJT	0.498	0.077	0.466	6.453	0.000
	OFT	-0.016	0.072	-0.016	-0.218	0.828
	SS	0.350	0.057	0.406	6.124	0.000

a. Dependent Variable: EP

Table 9 Regression coefficients

Discussion

The Effect of on-the-job training on employee performance

The Pearson Correlation value for on-the-job training is 0.659 that is greater than 0.05 and it shows that there is a strong relationship between on-the-job training and employee performance. The significance value for the t-test was 0.000. Therefore, we conclude that H1 is acceptable.

These findings are consistent with those of Bafaneli (2015), Pastore (2019), and Shafiq (2017), who discovered that on-the-job training has a positive impact on employee performance.

The Effect of off-the-job training on employee performance

A Pearson's correlation analysis was also performed. The result was 0.467, which is less than 0.05. This indicates that there is only a moderate correlation between off-the-job training and employee performance. Moreover, the significance value of off-the-job training is 0.828, which is greater than 0.05, in terms of the t-statistical test results. This indicates an insignificant relationship between off-the-job training and employee performance; therefore, H2 is rejected. The findings of this study contradict those of Juita (2023), Pastore (2019), and PD Ab Rashid (2020). This shows that banks' off-the-job training does not ensure an improvement in employee performance. This ineffectiveness is a result of off-the-job training carried out during working hours. The majority of training occurs during bank business hours, which gives some employees the impression that they must leave for training and then compensate for the burden the following day. Additionally, in an effort to meet their performance targets, some salespeople may need to reschedule customer appointments on training days. Employees may assume that off-the-job training has no effect on their performance because of these causes.

The Effect of supervisor support on employee performance

The Pearson Correlation coefficient for supervisor support was 0.631, surpassing the threshold of 0.05, indicating a robust correlation between supervisor support and employee performance. Furthermore, the significance value for the t-statistical test was an impressive 0.000, affirming the acceptability of H3.

V. Conclusion

The results show that on-the-job training and supervisor support positively influence employee performance. Therefore, if banks systematically arrange on-the-job training, employee performance improves. In addition, if supervisors support their employees in transferring what they have learned into their tasks, the employee will be motivated to learn and attend the training. However, the results indicate that off-the-job training has no significant effect on employee performance. Based on this result, it can be concluded that employees need to clearly understand the objectives of training and the outcomes after training. The training content should also be relevant to employees' needs, and training time should be flexible.

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