

THE ROLE OF MARKETING ACTIVITIES TOWARD TRAINING ON INCREASING EMPLOYEE PERFORMANCE

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Abstract

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The purpose of this study is to analyze the impact of on-the-job and off-the-job training on improving employee skills and performance growth. It is important to research how training has been studied by different disciplines at different times, what function it is thought to have according to different approaches, as well as how researchers of different times and currents have tried to evaluate it. An employee's performance is a function of ability, motivation, and opportunity to participate, and it can also create a favorable social climate that encourages employees to act in accordance with the firm's objectives (Imani, Foroudi, Seyyedamiri, & Deghani, 2020). The data used primarily provided by self-administered questionnaires were used with a sample of 100 respondents with a deliberate sample including employees in the private sector, and those who have been part of on-the-job or off-the-job training. This data from the questionnaires were processed with the IBM SPSS program where the frequencies, cross-constructions, and correlations between the variables were described. Respondents also request to be included in the Training Plan: for "soft skills". Among other things, the findings result in a positive but weak correlation between the selection of the training method and the performance of the employees.

Keywords: Training, Performance, Private Sectors, Employees, Relevance

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1. INTRODUCTION

Training plays an important role in employee commitment. Companies can be rewarded when they manage to provide effective training for their employees because those employees then help to increase the productivity and profits of that company, so with a proper investment in employee training, it is possible for the company to have a better workforce (Shaw, 2019).

In recent years, business organizations are characterized by the turbulence of organizational change, fierce competition, market globalization, and rapid financial innovations resulting from rapid

technological advancement. Training and development give the company as a whole and employees individually so many benefits that employees will gain in-depth knowledge of which they develop.

That trainings can bring some benefits that help the company and employees to have better performance is also said by Brown (2021) who states that some of the benefits from training in a performance management lens are: including lower turnover of employees, higher employee productivity, higher customer satisfaction and higher profits. While the training itself is studied through "shallow" and quantitative variables such as

the percentage or number of trained employees, training days or hours, costs or expenses on training, etc. Research on training has been further enriched in areas such as extending the effects of training beyond the classical levels (Kirkpatrick & Kirkpatrick, 1995), measuring the effectiveness of training more than raising assumptions on a theoretical basis, identifying the importance of expectations before and after training, the role of technology, the review of theories of learning, motivation and performance (Salas & Cannon-Bowers, 2001) focusing more on the building elements of the training process and less on how elements of the work environment affect the transfer of training (Holton, Bates, & Ruona, 2000). Conceptual models of well-known authors or experienced practitioners provide an opportunity to identify a "list" of elements of the training system from which the evaluation process can begin, and to judge the effectiveness of either the individual elements, their variants, or the combinations that can be created. Numerous evidence is obtained from empirical studies which have proved the consistent effectiveness of variants or different combinations of elements of the training system, as well as coordination of all of them in a consistent evaluation system.

The purpose of this paper is to analyze the impact of training on increasing employee performance in private sector companies in the municipality of Prizren, Kosovo. This research will reflect, among other things, how employee training brings benefits to companies including the advantages of proper and necessary training.

This study presupposes the following objectives to be fulfilled:

1. To analyze employee performance from on-the-job training.
2. To analyze the performance of employees from on-the-job training.
3. To analyze the impact of the training method on improving employee skills.

Therefore, the following research questions are formulated:

RQ1: Are employees willing to attend on-the-job training to improve their performance?

RQ2: Are private sector employees rewarded after attending training?

RQ3: How much does the training increase the performance of employees in private sector companies in the case of the municipality of Prizren?

The structure of this paper is as follows. Section 2 reviews the relevant literature. Section 3 analyses the methodology and methods that have been used to conduct empirical research. Section 4 presents the interpretation of results and discussion of findings. And, finally, Section 6 presents the conclusion and recommendations from this study.

2. LITERATURE REVIEW

According to Somasundaram and Egan (2004), training is now recognized not only as a major contributor to company productivity and profitability, but also as critical to an organization's survival in the global marketplace. In the pursuit of sustainable competitive advantage, companies have finally

achieved an understanding that what supports is the knowledge that is in the people in the organization which can be processed as skills and experience as performance.

However, training has not always been considered an activity that can help organizations create value. Likewise, human resources have not always had the attributes of the basis for competitive advantage. Therefore, to better understand the role of training today, is important.

According to Ampadu, Varga, and Bruder (2022), the success and failure of any organization to achieve its objectives depend heavily on the training of its workforce. Therefore, senior management within organizations must understand the importance of investing in training employees for the sake of improving their performance and at the same time the organization.

Managers need to think about the number of employees in the company which depends not only on its size but also on its structure, growth plans, and employee flow.

In their study, Bharthvajan and Kavitha (2019) concluded that employee performance has been enhanced with the help of training and a clear methodology on how to add value to the company through a special training program.

In order to achieve certain objectives for training and formation, it is important to define the goals and objectives of the training, to determine if they are the acquisition of knowledge, which means job knowledge, and to start the process of job orientation, then to the rules of that work are set. In addition to knowledge, skills for teamwork, communication, negotiation, etc., are important. While development, on the other hand, aims at tasks and responsibilities in future functions or tasks. According to Goldstein and Ford (2002), training refers to a systematic approach to learning and development in order to improve individual, group and organizational effectiveness, while development aims to acquire new knowledge and skills for personal growth.

Through proper training, the organization creates and improves the nature of current employees (Halawi & Haydar, 2018). Training will affect employee behavior and their job skills resulting in improved performance and further productive changes that serve to build employee performance. Training also plays an important role in the performance of employees by instilling in them the important skills needed to perform various tasks in the organization. This plays a very important role for the organization to have good performance in the market that operates and we can achieve this with the right and qualified employees in their work.

John and Dickson (2022) divide into several points some of the benefits of employee development as follows:

- Staff development increases the ability and capacity of an employee to perform additional tasks and take an important position in the organization hierarchy.

- It reduces the level of boredom, dissatisfaction, frustration, and alienation associated with performing routine tasks by subordinates in an organization. In other words, employee

development increases employee self-esteem, which has a pervasive effect on productivity and long-term performance.

- Employee development has been observed to have the capacity to increase employee morale and motivation in the long run.

- It also increases the efficiency of processes and the capacity of employees in adopting new technologies and methods.

- Increases job satisfaction of subordinate employees in an organization by engaging them with additional duties or responsibilities that for the most part often come with additional power, reward, promotion, and recognition, among others.

- Lack of delegation of authority makes an executive necessary. On the contrary, the art of delegation which enhances the additional knowledge and experience of the subordinate reduces the notion of the necessity of the subordinate clerk or executive.

- Improves interpersonal relationships between subordinate officers and supervisory officers, on the one hand, and the relationship that exists between the organization and its client or members of the public, on the other.

- Employee development helps employees improve their strengths and enhance their skills and better equip them for their roles. This adds more value to the work they do and directly benefits the organization.

- Perhaps most influential is the value that employees and jobseekers give the opportunity to develop when considering bids. Consequently, putting learning and development at the center of your organizational culture helps improve employee engagement, increase retention, and attract elite candidates, among others.

- It has also been noted that employee development plays a key role in organizational performance in general.

- It also brings higher productivity in terms of efficient and effective service delivery as well as the realization of the mission and vision statements of the organization.

And many other factors that prove these benefits of employee development.

Performance appraisal and training proved to affect employee retention and intention program (Jeffrey & Prasetya, 2018). Based on the above result, the following suggestions can be submitted: companies need to be more serious in engaging the active participation of heads in supporting employee retention programs. Heads in each work unit guide on working procedures before conducting service activities; conduct a review of the employee performance appraisal process so that it can be more precise and improve employee motivation in work.

The hypotheses raised in this study are:

H1: Training has a positive effect on increasing employee performance.

H2: There is a positive correlation between the training method and the improvement of employees' skills.

H3: On-the-job training has a positive impact on increasing performance and improving skills.

Based on the hypotheses set out in this research, we are in line with studies by other

authors. According to Nassazi (2013), off-the-job training is more effective because workers are away from work and they can focus entirely on training. Next, Kanwal (2015) agrees that on-the-job training has a positive impact on employee performance and productivity. Ngari (2015) also agrees that on-the-job training has a strong relationship with employee performance.

This topic has its importance given the fact that in our financial sector, the training is not very developed and attended, although this should be a key point of any company which aims to follow the trends and be in step with economic developments. By elaborating on this topic, the importance, role, and impact that training has on employees will be understood. Because with their regular attendance, new knowledge will be advanced which is never superfluous, as their implementation will find a place in various applications. Employees are trained to manage difficult client situations and feel positive and convey it to clients, gain trust and kindness from the client. Meeting competitive challenges, training, and development fit the company to remain competitive in a high-speed business environment. In training and development budgets, the current times of economic decline require that in order to help employees strengthen or improve their skills, the organization must implement effective training, and this can be done by increasing the organization's production capabilities, that is, by producing new products, new ideas or providing quality services in the organization. Furthermore, to help employees strengthen or enhance their skills, the organization must implement effective training, so the company must increase its skills by producing new products, creating new ideas, and providing qualitative services in the organization.

3. RESEARCH METHODOLOGY

This scientific research is based on the international academic and scientific literature on the importance of employee training in performance enhancement. Based on scientific findings and references of the above authors we have adapted the method of data collection in order to achieve the purpose of this research. The analysis in this study is mainly based on primary data meaning first-hand data collected by the researchers themselves. In this study, the primary data were provided through a questionnaire which is an instrument for collecting first-hand data. During the compilation of the questionnaire, we paid special attention to the design of the questions both in the presentation and in the structure for the sake of the possibility of collecting enough data necessary to answer the research questions, and objectives and test the hypotheses presented in the study.

The questionnaire was designed with structured questions (closed — with "yes" or "no"), with categorization using the Likert scale, and an open-ended question in order to obtain respondents' opinions on the importance of training in their professional development. The total number of questions asked in the questionnaire is 16, divided into two sections that included demographic questions and questions related to the scope of

the study topic. This questionnaire was distributed to 500 employees who work in the private sector in the municipality of Prizren, who have attended training in the country (their place of work) or abroad (their place of work), but we have reached only 100 valid participants in this questionnaire.

The research uses descriptive analysis, frequencies, Pearson correlation analysis, and cross-tabulations. The data collected from this research were analyzed using the IBM SPSS program.

3.1. Reason for using the questionnaire for primary data collection

Research is a systematic, controlled, empirical and critical investigation against one or several hypotheses raised (asserted). The quality of research is determined by: groundedness and reliability, reliability and validity, and generality (Sokoli, 2009).

Saunders et al. (2007) state that questionnaires should be used primarily when questions are closed. Robson (2002) emphasizes that questionnaires best serve the purpose when questions are structured from where we can be sure that questions are interpreted the same by all respondents. Given these reasons, it was decided to use the questionnaire for data collection. Another reason why the questionnaire was used is the ease of managing the data by providing easier opportunities to collect it. The questionnaire was designed with closed questions, the reason for the questionnaire with closed questions is that these questionnaires are accepted more easily to be completed as the participants select only the submitted alternatives.

In using the results obtained by the survey, each researcher should be interested in the methodology of data collection, but also in the survey questionnaire as a direct form of communication between respondents and interviewers. Therefore, the compilation of the survey questionnaire in terms of content and research problem requires a special approach.

3.2. Procedure for data collection

Data collection in this paper was carried out through self-administered questionnaires. The questionnaires were distributed directly to about 100 respondents and answering them took a short time of about 15-20 minutes.

The purpose of using the face-to-face survey questionnaire is to provide communication between the applicant and the respondent.

3.3. Research participants

In order to have a clearer picture of this research, as a sample, we have taken employees of the private sector who have participated in on-the-job or off-the-job training.

Of 100 questionnaires distributed directly, all of them turned out to be valid and from these, the data that were presented in different structures both in the form of tables and in the form of graphs were extracted. The data were encoded and inserted after coding in the IBM SPSS program.

3.4. Structure of the questionnaire

Creating a questionnaire that provides a means of good communication is hard work because it requires structured and systematic treatment.

The construction of the questionnaire was done based on the literature review, the collected data of the questionnaire will be presented in the next section in tabular form. The questionnaire includes a total of 16 questions related to the importance of training in the private sector in the Municipality of Prizren.

Level I provides general demographic information on gender, age, level of education, and job position.

Level II includes training and development in companies where 6 open-ended questions with several answers are included and 4 general questions ("yes" or "no" answers).

Finally, the opinion of each participant in the questionnaire was given on how the training has influenced the increase in work performance.

3.5. Data processing and statistical methods for their realization

The data provided by the questionnaire were processed using Microsoft Excel and SPSS software. To achieve the goals, the program requires the coding of each data, therefore, this coding is mainly important for the development of the statistical analysis of the paper. The data recorded in the questionnaire are separated and processed in graphic and tabular form. The data from the surveys are also interpreted textually.

4. RESULTS AND DISCUSSION OF FINDINGS

In this section, the results of the questionnaire, which we conducted with private sector employees on the topic of the impact of training on performance enhancement, are processed and presented. The case study was private businesses in the Municipality of Prizren. We will present an analysis with all the results of the 100 questionnaires that were distributed to different employees. This section aims to analyze and calculate in percentage the impact of training on performance enhancement and skills improvement among other employee rewards.

Employees who answered the questions are those who are closely confronted with the impact of training in the private sector in the Municipality of Prizren.

4.1. Data realized from the questionnaire

Table 1 presents the information about the respondents based on gender where a total of 100 participants are deliberately selected as the sample was intended for persons who are employed; 39 of them are female (39%) while 61 are male (61%).

Table 1. Gender of respondents in the research

Gender	Frequency	Percent
Woman	39	39%
Man	61	61%
Total	100	100%

Source: The data presented are primary data provided by the questionnaire and calculated by the authors.

Table 2. Age of the respondents

Age	Male		Female		In total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
18-25 years	22	36.07%	14	35.90%	36	36%
26-35 years	14	22.96%	10	25.64%	24	24%
36-45 years	12	19.67%	7	17.95%	19	19%
46-55 years	8	13.11%	5	12.82%	13	13%
56-65 years	5	8.19%	3	7.69%	8	8%
Total	61	100%	39	100%	100	100%

Source: The data presented are primary data provided by the questionnaire and calculated by the authors.

In Table 2, we have presented the age of respondents who are 100 in total. A total of 36 (36%) are of age 18-25 years: respectively, 22 men (36.07%) and 14 women (35.90%). A total of 24 (24%) are aged 26-35 years, of which 14 were male (22.96%) and 10 were female (25.64%). A total of 19 (19%) are aged 36-45 years, of which 12 were male (19.67%) and 7 were female (17.95%). A total of 13 (13%) are aged 46-55 years, of which 8 males (13.11%) and 5 females (12.82%). Finally, a total of 8 (8%) are aged 56-65 years, of which 5 males (8.19%) and 3 females (7.69%). As can be seen from the data presented in the table, the largest percentage belongs to the age of 18-25 years.

Some of the respondents' opinions include:

- that training influences an employee to be more accurate and responsible;
- gaining new knowledge about work processes;
- better presentation about products and things that the client does not notice at first glance;
- adaptation to the new spirit of technology which is becoming more and more important and primary;
- in some cases, proper training also helps to increase the position of employees;
- training is a very good driver in learning and applying them in practice, facilitating and advancing the work always in focus and best performance.

Table 3. Data cross-constructs, gender variable, and on-the-job and off-the-job training

		Training in the place of work		Total
		Yes in the workplace	On-the-job training	
Gender	Female	31	8	39
	Male	51	10	61
Total		82	18	100

Source: Primary data calculated in the IBM SPSS program.

Table 3 shows the training held in the workplace and outside the workplace. From these data, we see that women who are trained in the workplace are 31 and outside the workplace 8, so more women are

trained in the country. While men who are trained in the workplace are 51 and outside the workplace are 10. From these data, we understand that most respondents are trained in the workplace.

Table 4. Estatement of education level variables and period of employment

		Period of employment		Total
		1-15 years	16-25 years	
Level of schooling	High school	19	0	19
	University education	37	0	37
	Master's degree	23	21	44
Total		79	21	100

Source: Primary data calculated in the IBM SPSS program.

Table 4 presents data on the level of education and period of employment. In the period of 1-15 years with secondary education, it is seen that there are 19 respondents; with university education

37 and with a master's degree 23. While in the period of 16-25 years we have only 21 respondents with a master's degree.

Table 5. Cross tabulations of variables on the basis of training selection and job position

		<i>Basics for selection training</i>				<i>Total</i>
		<i>At the request of the company</i>	<i>On the recommendation of the supervisor</i>	<i>Mandatory for all employees</i>	<i>Performance appraisal</i>	
Job position	Treasurer	28	0	0	0	28
	Customer service	0	23	0	0	23
	Computer operator	0	7	3	0	10
	Seller	0	5	17	3	25
	Accountant	0	0	4	5	9
	Other position	0	0	0	5	5
Total		28	35	24	13	100

Source: Primary data calculated in IBM SPSS program.

The data of the variables from the crosstabulations presented in the table above show the correlation of the job positions on the basis of which they were selected. From these data, we see that at the request of the company a total of

28 employees belonging to the cashier position were selected. On the recommendation of the supervisor, are 23 customer service, 7 computer operators, and 5 sellers. Mandatory for all employees is for 3 computer operators, 17 sellers, and 4 accountants.

Table 6. Cross-variables of training impact variables in improving performance and type of reward after training

		<i>Type of reimbursement after training increases performance</i>			<i>Total</i>
		<i>Increase in position</i>	<i>Increase in salary</i>	<i>Bonus</i>	
Has training affected in improving performances?	Yes	24	30	39	93
	No	0	0	7	7
Total		24	30	46	100

Source: Primary data calculated in IBM SPSS program.

From the data in Table 6, it can be seen that from the total number of respondents a total of 93 have chosen that the training has affected the increase of performance; 24 of them have had an increase in position; 30 of them salary increase; 39 – bonus. Those who do not see the training as useful in increasing performance are only 7 out of a total of 100 respondents who have received a bonus.

4.2. Variability correlations (Pearson correlation)

Basic correlation assumptions:

- Correlations evaluate the strength of the linear relationship between two (and only two) variables.
- The correlation coefficients range from -1.0 (a perfect negative correlation) to 1.0 (a perfect positive correlation).
- Narrow correlation coefficients take values from -1.0 to 1.0. The closer to 1.0, the stronger the correlation. The closer a correlation coefficient gets to zero, the weaker the relationship between the two variables. SPSS Statistics allows the calculation of many correlations at a time and presents the results in a correlation matrix.
- The Pearson moment product-correlation coefficient (Pearson correlation) is a measure of the strength and direction of association that exists between two variables measured at least one interval.

Based on the importance of the Pearson correlation and the concretely defined conditions of the two variables in order to have a strong and positive correlation, the coefficient should take values up to +1.0; if the Pearson correlation coefficient takes values close to zero, the correlation between the variables is weaker and if the coefficient takes negative values then the variables turn out to be negatively correlated.

Based on the matrix results, we consider the strength of the relationships between the variables

as strong and positive. Starting with the coefficient of 0.915, which proves a strong and positive connection between the training schedule and the training method.

The variable that represents the impact of training on improving the skills of employees is positively correlated with the training method and training schedule as the correlation coefficients are 0.506 and 0.567.

The quality of the training program with the training method is positively correlated with a coefficient of 0.862, also the quality of the training program is positively correlated with the training schedule where the Pearson coefficient takes a value of 0.922, which corresponds to a strong and positive relationship. What is worth noting is that the quality of the training program, although it results in positive correlations with the impact on improving the skills of employees, the coefficient is 0.581 lower than the coefficient of quality correlations of the training program with the training method and training program. It is also worth noting that this is due to the fact that the method selected for training is not planned in advance on the basis of employee performance or their job position improving skills with a coefficient of 0.581.

The variable “Type of reward as training has increased employee performance” is positively correlated with the training method with a positive coefficient of 0.867, also a positive correlation is expressed in relation to the training schedule where the coefficient is 0.784. Important and very significant correlation between the variable of reward type as training has increased performance with the impact of training on improving skills takes positive value but results in weak correlation as the coefficient takes 0.304. A weak positive port correlation is also seen between the variable of importance that training has versus job tasks where the coefficient is worth 0.265.

The variable of the importance of off-the-job training is positively correlated with all variables where Pearson coefficients are positive and strongly correlated.

The variable of training in the workplace is positively correlated with the variable of the training method where the coefficient is 0.644, with the training schedule with a coefficient of 0.807, with the impact of training on improving skills with a coefficient of 0.671; with the quality of the training program with a coefficient of 0.866; with the importance of training against tasks in the workplace with a coefficient of 0.586. What is very important is that correlation with the type of reward as the training has increased performance, it is a positive coefficient but proves more weak 0.453. There is a strong and positive correlation between on-the-job training and the importance of off-the-job training with a coefficient of 0.897.

The variable "Impact of training on performance improvement" is positively correlated but with a weak correlation with the training method where the coefficient takes the value of 0.463. This, among other things, points out that the training method is not selected by background analysis but is a generalized method for all employees regardless of their level of education or job position. Variable "Impact of training on performance enhancement" is strongly related and positive with the variable of the impact of training on skills improvement with coefficient 0.872; in positive relation easy port with the quality of the training program with a coefficient of 0.507; positively related to the importance of training versus on-the-job tasks with a coefficient of 0.693; a positive correlation but the relationship training-performance is expressed by the variable with the type of reward as training has increased performance 0.265; with the variable need for on-the-job training with a coefficient of 0.653 and also positively correlated with on-the-job training.

4.3. Hypothesis testing

The first hypothesis (H1) testing: Based on the positive correlation coefficients between the impact of training on performance enhancement we accept the research hypothesis *H1* that training enhances employee performance.

The variable impact of training on performance improvement is positively correlated but with a weak correlation with the training method where the coefficient takes the value of 0.463. This, among other things, points out that the training method is not selected by background analysis but is a generalized method for all employees regardless of their level of education or job position. Variable "Impact of training on performance enhancement" is strongly related and positive with the variable of the impact of training on skills improvement with a coefficient of 0.872; in positive but easy relation with the quality of the training program with a coefficient of 0.507; positively related to the importance of training versus on-the-job tasks with a coefficient of 0.693; a positive correlation but the relationship training-performance is expressed by the variable with the type of reward as training has increased performance (0.265); with the variable of the need for on-the-job training with a coefficient

of 0.653 and also positively correlated with on-the-job training.

The second hypothesis (H2) testing: There is a positive correlation between the training method and the improvement of employees' skills.

We accept the research hypothesis *H2* since the variable that represents the impact of training on improving the skills of employees is positively correlated with the training method and training schedule since the correlation coefficient takes values of 0.506 and 0.567.

The third hypothesis (H3) testing: On-the-job training has a positive impact on increasing performance and improving skills.

Therefore, we accept hypothesis *H3* that off-the-job training has a positive effect on performance enhancement and skills improvement since the Pearson correlation coefficient is a positive value that proves a strong correlation with a coefficient of 0.749.

5. CONCLUSION

In this section, we have summarized the findings of the work and the recommendations so that with these findings we can claim that the training takes place in more frequent periods in order for the employees to increase their performance.

From this study, we concluded that on-the-job training helps to increase the skills and performance of employees, based on a survey conducted with private sector workers in the Municipality of Prizren, where all respondents assessed that training is very important. Also, the same appreciate assessing that the training serves the current tasks and general training. The opportunities provided for training remain at a satisfactory level. It is very important that many of the respondents expressed the request to include in the Training Plan knowledge on skills generally known as "soft skills". This is very important as it is obvious that individuals already felt aware of a constant need to develop general skills (such as writing, speaking, communicating, etc.).

It is good to pursue investment policies in vocational training and modernization of labor market institutions, having clear and measurable objectives, financial incentives for the expansion of small and medium-sized firms, and the transition of businesses from the informal to the formal economy. In addition to the need for professional skills and mastery, the need to master both of these elements in their professional profile is already well understood. Ultimately training, reward, involvement, and motivation increase not only the efficiency of the employee but also the company. It is clearly stated that employee development is the key to the sustainable development of the company. Companies must have employees who have the skills to adapt to changes in the market. They need to invest continuously in employee training and development in order for both employees and the company to be successful.

The 21st century will be more constructive towards these companies, which are able to learn quickly and adapt to change before the competition. Training improves the initiative and quality of work, thus helping them to be more committed to achieving the objectives and goals of the company in order to increase the effectiveness of employees

within the institution. After reviewing the theoretical and empirical literature and analyzing the results with the IBM SPSS statistical program and discussing, the following are the recommendations:

- Reviewing employees' requests to qualify or to be trained is a specific task for management, which must constantly deal with the requirements that employees have to qualify or to be trained.
- Apply different training methods, which will increase the desire of employees to be part of this training.
- It is recommended to distribute training based on equality, merit, and compliance with the duties/functions and needs of each employee. The distribution of training should be done in the fairest way so that no employee expresses feelings of dissatisfaction.

- A lot of work should be done in providing training and promotion opportunities so that all employees are satisfied with the opportunities offered to you to be trained and advanced on the job.

- Attention should be paid to space and working conditions so that employees are willing to help the organization meet its objectives.

- Management is recommended to create better promotion/training opportunities so that employees do not change jobs even if offered another job opportunity, and contribute to meeting the employer's objectives.

The limitation of this paper is the small sample, and in the analysis it is necessary to increase the number of observations for future studies.

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APPENDIX. QUESTIONNAIRE

In the framework of the master's thesis at AAB College entitled: "The Impact of Training on Increasing Employee Performance". The case of the private sector in the Municipality of Prizren will be used in this questionnaire which aims to collect research, scientific and statistical data. Your participation in this scientific research is very important for us to conclude our research. The data is confidential and will be used for academic and scientific purposes.

Thank you very much for your time and contribution!

Level I: Demographic questions

1. Specify gender:
 - a) Woman
 - b) Man
2. How old are you?
 - a) 18-25 years
 - b) 26-35 years
 - c) 36-45 years
 - d) 46-55 years
 - e) 56-65 years
3. Specify the level of education:
 - a) Primary education
 - b) High school
 - c) University education (3-year bachelor's degree)
 - d) Master's degree
 - e) Ph.D.
4. Specify your job position:
 - a) Paymaster
 - b) Customer service
 - c) Computer operator
 - d) Seller
 - e) Accountant
 - f) Engineer
 - g) Specify another position _____

Level II: Training and development in the company

5. Period of employment in the company:
 - a) 1-15 years
 - b) 16-25 years
 - c) 26-36 years
 - d) Over 37 years
6. Have you attended on-the-job training?
 - a) Yes
 - b) No
7. Specify on the basis of what you have been selected for training:
 - a) To join the company
 - b) With recommendation from the supervisor
 - c) Mandatory for all employees
 - d) At the request of employees
 - e) Performance appraisal
 - f) I do not know
8. Training schedule:
 - a) Every 3 months
 - b) Every 6 months
 - c) Once a year
 - d) Every two years
 - e) There is no specific schedule
9. Specify the training method:
 - a) Speech
 - b) Demonstration
 - c) Discussion
 - d) Presentation
 - e) Seminar

10. Has the training affected the improvement of your skills?
a) Yes
b) No
11. How would you rate the quality of the training program?
a) Excellent
b) Very good
c) Neutral
d) Good
e) Not at all good
12. Has training been relevant to the tasks required of you in the workplace?
a) Yes
b) No
13. Has the training had an impact on improving your performance?
a) Yes
b) No
14. If your performance has increased through training, how have you been rewarded by the company?
a) Increase in position
b) Salary increase
c) Bonus
d) Paid leave
e) Specify another _____
15. Do you find it necessary for the company to organize more frequent training outside the workplace?
a) Yes
b) No
16. Give your opinion on how the training have generally influenced the increase of performance at work?

