The Influence of Applying Human Resource Training Needs Analysis on Employee's Performance

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Abstract

Purpose: This study investigates the influence of applying Training needs analysis (TNA) on employee performance. The research is developed to explain the influence of the factors of TNA on the final employees' job performance.

Methodology: A correlational research design of mixed method qualitative and quantitative has been done that comprehensive review of relevant academic and empirical literature was conducted to start the research. Subsequently, an online survey was administered to employees of two prominent private banks in the UAE. These combined approaches aimed to provide a solid study base and collect perspectives from a wide range of participants in the banking industry in the United Arab Emirates. Through an online survey with 21 questions, participants rated their perspectives on HR practices, training, and demographic details. The survey, distributed via email and QR code scanning, obtained responses from 184 out of 5773 employees (3.18% response rate). Data underwent rigorous checks and cleaning for accuracy and validity. The analysis, performed using XLSTAT, aims to assess the effectiveness of TNA in shaping employee attitudes and performance outcomes.

Findings: The results suggest that TNA practices such as identifying training impact, training type, and training impacts significantly affect employees' performance. The findings expand the understanding of how the factors of TNA practices reinforce employees' job performance. The results have practical implications for human resource managers, which will help support and develop employee job performance and ultimately support business growth.

Unique Contribution to Theory, Practice and Policy: This study uniquely contributes to theory, practice, and policy in training and development by addressing a critical gap in existing literature. It explores and tests the Training Needs Analysis (TNA) process, focusing on three key factors: training type, goal, and impact. The study develops a holistic framework that integrates these dimensions, offering a more comprehensive understanding than previous studies examining isolated TNA elements. Practical implications include a roadmap for HR managers to use the TNA system effectively, aligning training programs with employee needs for optimal results. From a policy perspective, the study advocates for strategic emphasis on TNA dimensions in organizational training policies, highlighting the importance of leadership in fostering a culture of continuous learning. While affirming the positive link between TNA practices and employee satisfaction, the study acknowledges limitations. It suggests avenues for future research, paving the way for more nuanced investigations into TNA dynamics and their impact on employee performance.

Keywords: *Training Needs Analysis (TNA), Human Resources, Employee Performance, Training, Human Resource Management (HRM), Performance Management, Labor Force and Employment, Size, Structure.*

INTRODUCTION

The technology has become more depth where companies use it to manage their internal tasks. The most effective department is human resources. According to (Johnson & Gueutal, 2019), today the face of HR is often a portal, rather than a person. Almost all firms now provide universal access to HR services through technology and web-based applications, dramatically changing the practice of human resource management. HR manages several functions such as analyzing and designing the work, HR planning, recruitment, selection, training and development, compensation, performance management, and employee relations. Recent studies indicate that companies that adopt advanced HR technologies tools outperform those that do not.

Companies compete more effectively for global talent. Each company aims to have the best team to achieve its objective and goals successfully and profitably. According to (Sung & Choi, 2013), increased instances of globalization and the search for high returns and competitiveness have pushed organizations to seek a means of attracting and retaining a skilled, committed, and motivated workforce. Companies focus on investing in the training and development of employees to achieve desired goals. According to (Saram et al., 2023), training refers to a planned effort by an institution or organization to facilitate the learning process of its leaders and employees so as to gain competences that would result in an improvement of their performance at an individual level and at overall organizational level. One of the biggest challenges for organizations is encouraging and motivating employees to fully use and rely on their data needs in the system. It means most companies have complete tools ready to support the employees in all perspectives and improve their skills and abilities to match efficiently with the job task requirements. One of those tools is Training needs analysis(TNA).

TNA is a structured process that identifies employees' training and development needs to do their job effectively and efficiently. It aims to improve employee job performance such as training and development activities, increase productivity at an individual level, and serve as a motivation method to improve performance (Sung & Choi, 2013). According to (Koech & Cheboi, 2017), training is essential to improve performance at the individual or organizational level, particularly in companies with a fall in performance levels. It includes skills training, development programs, and career development but not all employees fully use those features on their side to improve performance.

Employee performance evaluation is significant for both HR and employees because:

1. It gives the managers a clear picture of employee work to know if the employee is ready for more tasks and assignments
2. It helps find out training needs
3. It is critical to set the company's future goals and determine work weaknesses that depend on employee performance

High employee performance depends on the level of cooperation and teamwork at work and the ability to achieve the goals and objectives (Omolo, 2015). Performance is measured in two ways. The first way is in financial terms, where it is the return of assets, total investments, the market size of the business, and profitability. The other way is a non-financial term such as employee attendance and motivation in work, team works, and customer satisfaction.

The success rate of any business depends on several factors. One of the factors is employee performance. The company should support employees by providing enough training and

development programs to gain good employee performance. The training needs analysis does this process and may influence employee performance depending on how the employee interacts with training implementation.

Several studies have investigated the relationship between training and development programs and employee performance. Two hundred thirty-nine studies revealed a consistently positive and significant impact of training programs on employee performance (Rothwell et al., 2020). Similarly, Michael Armstrong's book chapter "The Role of Training and Development in Improving Employee Performance" (2014) explores the multifaceted ways in which training and development initiatives enhance performance by augmenting knowledge, skills, and motivation. Another study, conducted by Taris & Schreurs in 2009, identified a positive impact of training programs, particularly noting more significant effects for complex tasks and among employees with lower levels of education.

Additionally, studies have examined various factors influencing employee performance. Karen A. Jehn's research, "The Impact of Teamwork on Employee Performance" (1995), found that while teamwork can positively influence performance, its effects are contingent on team composition, goals, and processes. The study "The Relationship Between Employee Motivation and Customer Satisfaction" (1994) by James L. Heskett, W. Earl Sasser, and Leonard A. Schlesinger demonstrated a positive correlation between employee motivation and customer satisfaction. Furthermore, Michael C. Bush and Jennifer A. Hammer's study in 2009, "The Importance of Employee Well-being for Organizational Success," uncovered associations between employee well-being and positive organizational outcomes, including enhanced performance, productivity, and customer satisfaction. These studies contribute valuable insights into the interplay between training, teamwork, motivation, and employee performance.

Given the importance, the main aim of this paper is to examine the influence of training need analysis (TNA) on employee performance. Intending to answer the question of how effective training needs analysis is in identifying training needs, defining the training program's goals, implementing a training program, and its evaluation. The study attempts to extend further and investigate the effect of TNA on performance from the employee's perspective. The study seeks to:

- Understand training needs analysis in depth
- Demonstrate training needs analysis relationship with identifying training needs, defining the goals of training programs, assigning training to the desired employee, process of implementation of training, training evaluation, and employee performance evaluation
- Determine the effect of training need analysis on the performance of the employees
- Follow-up on the effectiveness of training needs analysis in employee job tasks
- Understand how an employee can fully benefit from training to need analysis

LITERATURE REVIEW

TNA is a process to determine the employee's need for training to fill their performance gap. According to Tacho & Singh (2018), organizations conduct several steps using training needs analysis (TNA) to reduce the employee performance gap as follows:

1. Identify problem needs by identifying organizational policies, goals, roles, and responsibilities. Then conduct a gap analysis and set the desired objective.
2. Determine the design of needs analysis by identifying the target groups

3. Collect data by observing people at work, conducting interviews, preparing and managing questionnaires and surveys, and reviewing existing training documents.
4. Analyze collected data by performing qualitative and quantitative analyses, draw findings, recommendations, and conclusions on training.
5. Prepare a final report and provide feedback by making a presentation to finalize the result and determine the next step for training preparation.

Several aims of the training needs analysis system (TNA). Khan and Baloch (2017) posit that most organizations invest in training and improve employee performance through excellent motivation and commitment to creating new skills that will enable them to adjust to current or future uncertainties. As Huang and Jao (2015) mention, it prepares the employee to perform the organizational task correctly. Gupta et al. (2001) emphasize that it ensures that employees have the proper knowledge and skills to do the work effectively and efficiently. Maduningtias (2020) believes that it identify dissatisfaction with the current situation, solve the current problem, avoid past or current problems, help understand future opportunity and provide learning and growth.

Performance is affected by several factors, one being poor management effectiveness. Huang & Jao (2015) claims that poor management effectiveness and Lack of knowledge, tools, or skills decrease employee satisfaction, productivity, and performance. Several studies claim that employee performance depends on management. According to Pradhan and Jena (2016), motivation in the work environment plays a significant role, and it affects employee performance directly, where they get motivated and try to improve themselves. Maduningtias (2020) claims that employees do not know the importance of their role, so they do not perform as required. Cheruiyot (2020) posit that Employees feel frustrated because of some obstacles at work, such as interpersonal issues, information blocks, and technological barriers. In addition, Dabale et al. (2014) observe that Physical work environments that do not reflect the culture, values, and mission of employees may directly affect employee performance. The authors also think having similar job duties and workflow daily without an improvement or change keeps employee performance at the same level.

Based on the above research founds in the literature review, this research will contribute to the existing literature by providing new information about how the employee is affected by the training needs analysis system in three dimensions based on training type, goals, and training impacts. A lack of studies shows how those three dimensions influence employee performance. It will be helpful for the organization because it will show the employee perspective of TNA rather than the employer's perspective and help the organization improve the system to match employee needs.

Hypotheses Development and Conceptual Framework

In this research, there are three key indicators to evaluate the influence of applying training need analysis on employee performance:

Training Type

There are four types of training organization conduct:

- *Induction Training:* induction training aims to ease employee entry into the organization by creating a positive atmosphere. Armstrong & Taylor (2020) confirms that it is a fundamental step, and every organization should apply it to increase the employee comfort level and provide sound knowledge about organization procedures

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and policies. It is a part of the organization's planning process and goals that shape the approach to employee development. It introduces new employees to their job roles in the organization, and it is the first opportunity for new employees to experience a new employer. Afroz (2018) said induction training is essential because it increases employee confidence, affecting productivity. It must be comprehensive, systematic, collaborative, and positively influence the trainee.

- *Job training* is a practical approach to learning by using tools and equipment in the work environment with guidance from a manager or knowledgeable staff, which helps obtain new skills and competencies for the job. According to Garavan et al. (2020), this type of training strengthens employee performance by providing an authentic experience of the desired job role.

- *Training for promotion:* It prepares efficient workers who are expected to get promoted in the future to manage more duties and responsibilities, which leads to being eligible for promotion to a higher level job in the organization. According to Afroz (2018), promotion training motivates the employee to reach a higher position, which leads to being interested in raising the skills level, directly influencing the employee's work.

- *Refresher Training:* it is retraining a qualified person for several reasons. Abdul Rauf Kashif et al. (2020) emphasize that refresher training renovates employee knowledge and skills. However, Kuruppu et al. (2021) write that this training aims to ensure that employees don't lose or forget some of the required skills because of less usage.

Every training type comes with goals and outcomes to be achieved at the end of completion. Those goals differ from one type to another, but all impact the employee even a little.

H₁: Training types have direct influence on employee performance.

Training Goal

Based on the three-tiered approach in a needs analysis which are:

- *Organizational analysis* performs to view the focus area of training in an organization, identify the organization's goals, and determine the effectiveness of training in improving performance. It highlights the performance problems in specific departments within the organization, such as profit and loss statements, employee turnover, and downtime. According to Abu Daqar and Constantinovits (2021), identifying the short-term and long-term goals can give the organization an indication of the required environment for training.

- *Operational analysis* is focused on the knowledge, skills, and abilities required to perform specific tasks. It can be gained through several data sources such as Job descriptions and specifications, Quality Assurance Procedures, work performance standards, Interviewing Heads of Departments, and analysis of operational problems.

- *Personal analysis* analyzes team or individual knowledge and skills to perform a job role. It helps identify who needs training and in which area by evaluating the difference between current performance and expected performance. It is conducted by interviewing staff, questionnaires, and assessing employee skills and abilities.

Adeyi et al. (2018) maintain that analyzing these three TNA levels provides a practical plan for developing training solutions. In other words, Luo et al.(2021) believe that the plan for designing the training program will assure high-rated performance with well-identifying organizational, operational, and personal goals.

H₂: Vital training goals will have an impact on employee performance.

Training Impact

- *Work efficiency and productivity:* A practical training and development program encourages employees to work more efficiently. Adeyi et al. (2018) write that training and development increase productivity by improving task management skills which help employees manage tasks in person or a group in less time with complete knowledge about the skills required. In addition, Abu Daqar and Constantinovits (2021) point out that training and development programs guide employees in learning new skills and renovating existing which enhances productivity.
- *Employee satisfaction:* Al-Omari et al. (2020) and many other researchers highlighted that high job performance reflects how employees are satisfied. Moreover, Abdul Rauf Kashif et al. (2020) pointed out that employees feel satisfied when they can complete their job without consequences because of their excellent training programs.

The personal outcome that employee gain from the training impacts their performance.

H₃: Training impact has an effect on employee performance.

In this research, the independent variable is training need analysis (TNA). It does not affect by anything that researchers do. This research will test and measure employee performance, considered a dependent variable. The employee who uses TNA might have enough required

knowledge and skills, and because of that reason, they perform the job well. It can be considered a mediating variable because it decides the reason for the relationship between the independent and dependent variables. This relation holds true for a fresher or someone in the middle level, and it may not apply to someone at the top level or with higher tenure in the organization. So, we can consider Employee position as a moderating variable because it affects the strength of the independent and dependent variables. The conceptual model of the study is shown in Figure 1. Moreover, Figure 2 illustrates the relationship between variables.
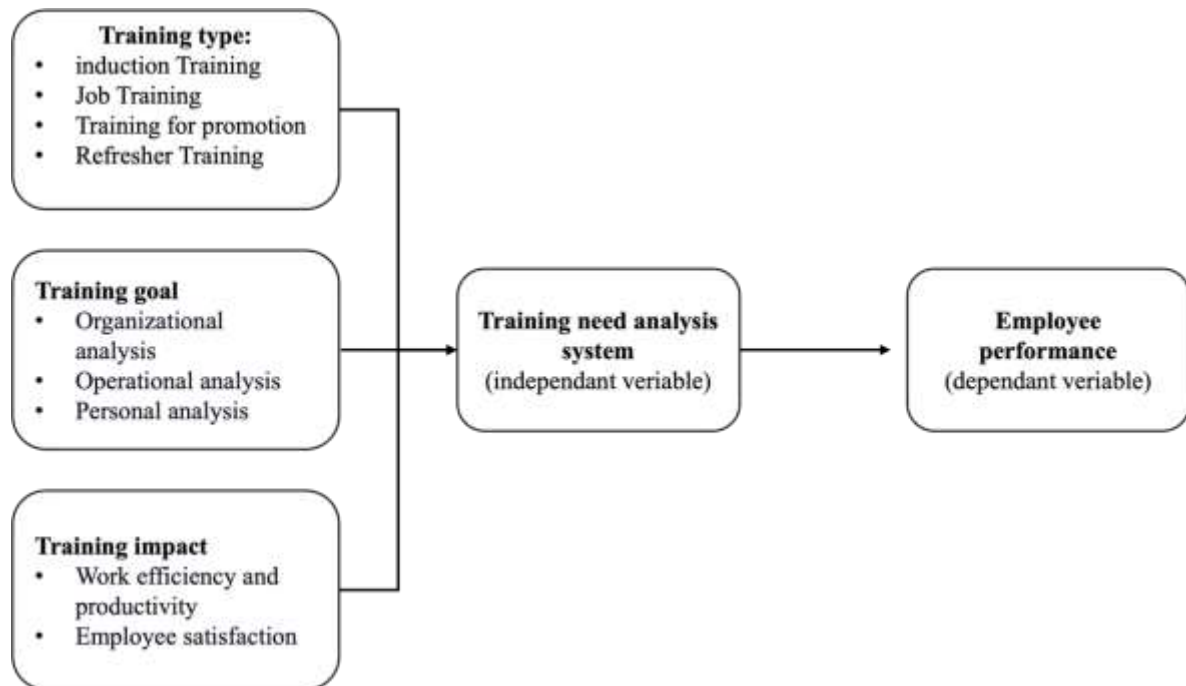
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Figure 1: Conceptual Model of Training Needs Analysis
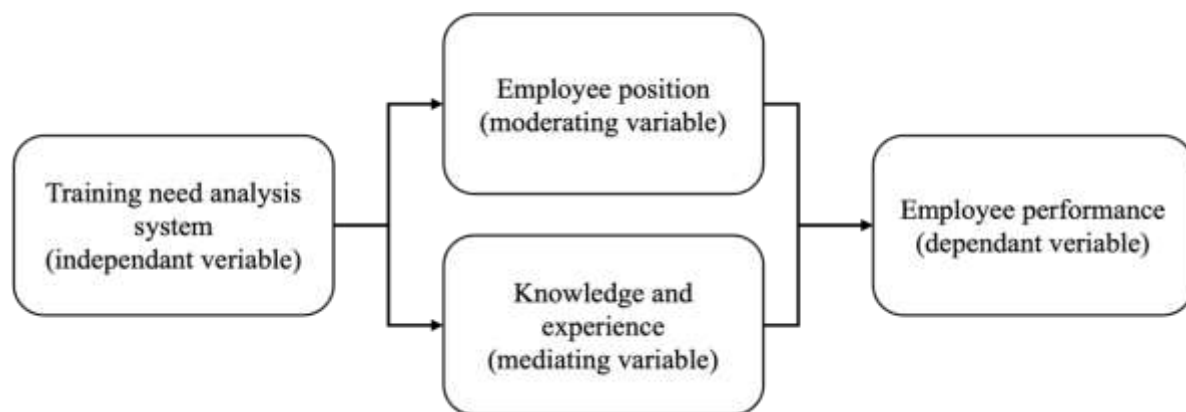
Figure 2: Variables Relationship

METHODOLOGY

Research Setting

This research attempts to evaluate the effectiveness of applying training needs analysis (TNA) on employee performance. The responses are required to evaluate the level of agreement or disagreement about some situations related to HR practices and employee attitudes toward some situations. The respondents of this study expected to evaluate their working environment regarding planning for training and development programs and the effectiveness of those programs on their performance in their daily work tasks. In this case, the research will establish the impact of the independent variables on the dependent variables.

Measurement and Survey Instrument

The survey was administered online. The questionnaire was distributed to the sample based on the aim of the research using email and QR code scanning for the direct survey link using simple random sampling. This questionnaire measures training type, training goal, and training impact. Also, it includes demographic information such as gender, educational qualification, and years of experience. There were 21 questions. Responses of all the constructs were recorded on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The original questionnaire was developed in English, but it features an option to translate it into Arabic directly from the browser for non-English respondents.

Data Collection

The population for our study contains employees of two private banks in the UAE with different educational qualifications such as (diploma, bachelor, master, and Ph.D.). The first step in data collection was to share the questionnaire via email and provide a QR code scanning for easy access to reach more people. It started by identifying the researcher, the topic, and its importance. Then request the respondent to fill out the questionnaire and provide them confidentiality for the data filled.

The total population of the study is 5773, and a sample of 184 respondents was received, giving a response rate of (3.18 %). The instruments were checked for completeness after receiving the responses, and the editing process was performed to ensure the accuracy and exactness of the data. It is done by reviewing the response's illegibility, inconsistency, and ambiguity. After that, data cleaning was done to ensure that the data made sense and followed the appropriate rules for its fields. It provides data quality by ensuring validity, accuracy, completeness, consistency, and uniformity of responses. All data were analyzed using XLSTAT. Data is presented through statistical analyses, with accompanying tables providing a succinct summary of numerical results.

DATA ANALYSIS AND RESULT

Sample description

Table 1**: Sample Characteristics** outlines the characteristics of the respondents. The sample profile of this study was as follows: females were 57.609%, and males were 42.391% of the total sample. As for educational qualification, most of the sample has a master's degree with a percentage of 53.804%, followed by a bachelor's degree, 46.196%. In addition, From the year of experience, 43.478% of the sample have 5-10 years, 41.304% have 2 to 5 years, 9.783% have below 2 years of experience. and the lowest participant are from 10 to 20 years (10 participants).

Table 1: Sample Characteristics

Variable\Statistic	Nbr. of observations	Nbr. of categories	Categories	Frequency per category	Rel. frequency per category (%)
Gender	184	2	Female	106	57.609
			Male	78	42.391
Educational Qualification	184	4	Diploma	0	0
			Bachelor	85	46.196
			Master	99	53.804
			PHD	0	0
Years of Experience	184	5	Below 2 years	18	9.783
			2 to 5 years	76	41.304
			5-10 years	80	43.478
			10-20 years	10	10
			above 20 years	0	0

The questionnaire includes 21 questions to evaluate employee performance based on the training need analysis system, six questions on training type effect, six questions on training goal, and nine questions about training impact. Table 2: **List of** Questions Used in Questionnaire shows the list of questions. Each question is scored 1 to 5 as the data of the final empirical analysis. For this, 184 employees were surveyed. Table 3**: Questionnaire Details** shows some questionnaire details by providing each question's mean and standard deviation.

Table 2: List of Questions Used in Questionnaire

	Dimensions and items
1	Training Type
Q1	HR prepared me to be promoted by providing training for promotion
Q2	HR prepared refresher training to renovate my knowledge and skills
Q3	I understand which training I need in my position
Q4	I get the benefit of induction training once I join the organization
Q5	Employee satisfaction on training type (Dissatisfied, Neither Satisfied nor Dissatisfied, Satisfied)
Q6	Which training type can support you in increasing your performance? 1 Induction training 2 Job training 3 Training for promotion 4 Refresher training
2	Training goals
Q7	HR offer several training options I need in my position
Q8	HR is always looking to develop my career plan
Q9	HR conducted an operational analysis by updating my job description
Q10	HR requested my training plan
Q11	Employee satisfaction on training goal (Dissatisfied, Neither Satisfied nor Dissatisfied, Satisfied)
Q12	Which training goal support you in increasing your performance? 1 Organizational analysis 2 Operational analysis 3 Personal analysis
3	Training Impact
Q13	HR notified me of the effectiveness of training in improving performance before I attend
Q14	I obtain new skills and competencies for the job by joining job training
Q15	Training encourages me to work more efficiently
Q16	Training increases my work productivity by improving my task management skills
Q17	Training guides me in learning new skills and renovating existing ones
Q18	Training reflects positively on my job satisfaction
Q19	Preparing training plan motivate me to make a decision faster toward my career development
Q20	Employee satisfaction on training impact (Dissatisfied, Neither Satisfied nor Dissatisfied, Satisfied)
Q21	Which training impact influence your performance? 1 Work efficiency and productivity 2 Employee satisfaction

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Table 3: Questionnaire Details

Variable	Observations	Minimum	Maximum	Mean	Std. deviation
Q1	184	1.000	5.000	2.995	1.133
Q2	184	1.000	5.000	3.538	1.140
Q3	184	1.000	5.000	3.125	1.102
Q4	184	1.000	5.000	3.239	1.149
Q5	184	1.000	3.000	2.288	0.676
Q6	184	1.000	4.000	2.750	1.004
Q7	184	1.000	5.000	3.293	1.228
Q8	184	1.000	5.000	3.489	1.081
Q9	184	1.000	5.000	3.647	1.121
Q10	184	1.000	5.000	3.478	1.297
Q11	184	1.000	3.000	2.255	0.665
Q12	184	1.000	3.000	2.196	0.728
Q13	184	1.000	5.000	3.424	1.270
Q14	184	1.000	5.000	3.217	1.235
Q15	184	1.000	5.000	3.701	1.165
Q16	184	1.000	5.000	3.402	1.246
Q17	184	1.000	5.000	3.690	1.186
Q18	184	1.000	5.000	3.446	1.271
Q19	184	1.000	5.000	3.380	1.253
Q20	184	1.000	3.000	2.440	0.550
Q21	184	1.000	2.000	1.810	0.394

Validity and Reliability of Measures

To further validate the survey instrument, a content validity test was conducted. Content validity was established through the application of the two-stage process of development and judgment. In the development process, all items were developed with advice from the HR manager. In the judgment process of content validation, three experts working in the HR department in different organizations were asked to assess the validity of the items and measurements to confirm the judgment process of content validity. The scale items were carefully evaluated, and unfamiliar items and description clarity were checked. Some changes were made to the wording of the statements after this process. One expert has added two more questions. All questions were simple, concise, and specific. A question has been ordered in groups related to each other. The questionnaire contains the beginning of a cover letter that assures the respondents of maintaining anonymity and providing a high level of privacy.

Moreover, reliability analysis has been done by conducting Cronbach's alpha coefficients. According to table 4, Cronbach's alpha coefficients of the variables are greater than 0.5, indicating that all of them have passed the reliability analysis and can be used for a further usability test. The researcher found that the items in the study had a high degree of internal consistency.

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Table 4: Cronbach's Alpha Statistics

Cronbach's alpha	Standardized Cronbach's Alpha
0.693	0.667

In addition, a factor analysis has been done. Table 5: **Kaiser-Meyer-Olkin** Measure of Sampling Adequacy presents the Kaiser-Meyer-Olkin (KMO) coefficients of the variables. The average (KMO) of variables is nearly equal to 0.7, indicating that the data have passed the factor analysis, and the data are available.

Table 5: Kaiser-Meyer-Olkin Measure of Sampling Adequacy

Q1	0.681	Q13	0.476
Q2	0.463	Q14	0.479
Q3	0.646	Q15	0.719
Q4	0.431	Q16	0.792
Q7	0.506	Q17	0.707
Q8	0.451	Q18	0.542
Q9	0.746	Q19	0.725
Q10	0.615	Q20	0.656
Q11	0.716	Q21	0.531
Q12	0.719		

KMO	0.667

Hypothesis Testing

This analysis's primary goal is to understand better the driver for conducting training in the organization. It is done to evaluate which factors have a higher impact on employee performance, satisfaction with training type, impact, and goal. In addition, it will provide information about the future improvement of TNA. Table 6: **Employee** Satisfaction About Three Dimensions of Study shows the frequencies and percentage of responses about their satisfaction with training type, training goal, and training impact. The data show that people see the impact of training and are satisfied with it. However, training type and goal scored high in neither satisfied nor dissatisfied, which required further investigation, such as conducting interviews for future studies.

Table 6: Employee Satisfaction About Three Dimensions of Study

Variable	Categories	Frequencies	%
Q5: Employee satisfaction on training type	Dissatisfied	23	12.5
	Neither Satisfied nor Dissatisfied	85	46.196
	Satisfied	76	41.304
Q11: Employee satisfaction on training goal	Dissatisfied	23	12.5
	Neither Satisfied nor Dissatisfied	91	49.457
	Satisfied	70	38.043
Q20: Employee satisfaction on training impact	Dissatisfied	5	2.7174
	Neither Satisfied nor Dissatisfied	86	46.739
	Satisfied	93	50.543

Each participant was questioned about the satisfaction of three factors (type, goal, or impact) and how it affects his/her choice in training selection to increase their performance. From a training type point of view, Table 7 shows that Refresher training and training for promotion plays a significant role in supporting the participant to increase their performance.

Table 7: Respondents Preferred Training Type

Response of Question 6	Frequency
3 Training for promotion	60
4 Job training	51
2 Refresher training	49
1 Induction training	24
Grand Total	**184**

Training goal impact on performance is shown in

Table 8. Data show that people care more about the operation and personal goal than the organizational goal. Operation training is essential for the safety of the employee, and in addition, a personal goal is also critical for personal and career development. Those could be the reasons, and future investigations should be conducted about the different types of training and goals.

Table 8: Respondents Preferred Training Goal

Response of Question 12	Frequency
2 Operational analysis	80
3 Personal analysis	70
1 Organizational analysis	34
Grand Total	**184**

Moreover, the analysis in Table 9 shows that employee satisfaction is a driver for influencing them in increasing their performance.

Table 9: Respondents Training Impact

Response of Question 21	Frequency
2 Employee satisfaction	149
1 Work efficiency and productivity	35
Grand Total	**184**

Table 7,

Table 8, and Table 9 show that employees are more attracted to and interested in the training types that grow their working careers, such as training for promotion and job-related training. They focus and plan more to achieve personal and operational goals than organizational goals and join the training of their interest that will achieve their personal goals, which increases employee satisfaction.

Without considering the moderating effect, the structural model results presented in Table 10 demonstrate that the data support H1, H2, and H3. The results show that training type, goal, and impact have a significant positive effect on employee performance, supporting hypotheses H_1, H_2, and H_3.

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Table 10: Hypotheses Testing Results

Hypotheses	Coefficients	T-Stat	P-Value	Decision
H_1: Training types have direct influence on employee performance	0.168762712	7.745846417	6.66292E-13	Supported
H_2: Vital training goals will have an impact on employee performance.	0.155028469	6.727852466	2.21518E-10	Supported
H_3: Training impact has an effect on employee performance.	0.137303552	4.827307813	2.94347E-06	Supported

To find the relationship and test the hypotheses, Regression Analysis will be used because it evaluates the impact of the variable and answers which variable impact the most from the collected dataset. Table 11 shows that the R^2 value is equal to 0.547, So the interpretation is that 54.7% of employee satisfaction can be explained using training goal, training impact, and training type. A large sample may increase the R^2 value since the current sample is small.

Referring to the P-value shown in **Error! Reference source not found.Error! Reference source not found.** or each variable. For variables 1, 2, and 3, the p-value is <0.0001, which is < 0.05. Therefore, we reject the null hypothesis and conclude that at a 5% significance level, we have enough evidence that variables 1, 2, and 3 are significant predictors. To summarize, according to the above analysis, a 5% level of significant training type, goal and impact are significant variables in the model.

Table 11: Goodness of Fit Statistics

Statistic	Training set
Multiple R	0.740024507
R Square	0.547636271
Adjusted R Square	0.540096876
Standard Error	0.226907259
Observations	184

Discussion and Implications

While many studies have examined the direct influence of training and development programs on employee performance, a few studies show the effectiveness of the processes that human resources follow to achieve the giant image of a successful training program with an increase in employee performance. Training needs analysis faces different challenges based on the factors HR focus on to plan for the training. Those factors are training type, training goal, and training impact, and the availability of those factors influences employee performance. The current study addresses this critical gap in the literature by proposing and testing the effectiveness of those three factors. This study contributes to the existing literature by demonstrating how HR managers can use the TNA process effectively to identify the training type, goal, and impact for the employee to benefit from their training. Also, it contributes by providing a holistic framework, demonstrating the dimensions of TNA and its influence on employee performance. While previous studies determine the elements of TNA, our study details the three holistically considered dimensions when planning for TNA.

This study has several managerial implications. This study offers a roadmap for managing successful TNA activity and guides HR managers to better use the TNA system for building practical training and development programs. HR manager now has information from employee on what they value most to joining a training, which also provides HR information about what they need to improve in their process to match the employee needs and plans. Therefore, this research provides HR managers with strategies to invest effectively in employee performance by understanding the TNA dimensions. The study shows that identifying training type, training goal, and training impact for the TNA process positively influences employee performance. While TNA offers opportunities to HR managers to enhance employee performance and develop an excellent training program, presence in management should be to capitalize on the benefits of these positive influences.

The findings of this study supported all hypotheses. The study found that Training types have a direct positive influence on employee performance. The study agrees with the second hypothesis: Vital training goals will impact employee performance. The study shows that identifying training goals is significant in attracting interested employees to join. The third hypothesis was that Training impact affects employee performance. From the result, we found that Employee satisfaction is a driver for an employee to influence them to increase their performance if they feel satisfied with their work and are more motivated and interested in joining training and learning. When HR identifies the impact of each training on employee performance, this may lead to an increase in joining the program and getting the benefit. HR managers must use the TNA planning process to take advantage of and build excellent employee performance that leads to the organization's success. This study's findings support several studies that have reported a positive relationship between following good training processes and employee satisfaction.

Limitations and Future Research Recommendation

While this study adds to the knowledge of the influence of TNA practices on employee performance and identifies the underlying process by which this happens. The study suffers from some limitations. First, the present study does not incorporate the model with some intervening variables. Future studies can include them to understand better underlying processes leading to excellent employee performance. Future studies could include other possible moderating variables. Second, the data for this study is collected from a specific region. Although the survey confirmed the reliability and structure of the measurement, data was collected from an employee working in two banks categorized as a private sector banks. Findings may only be generalizable to some of the UAE. The database must be expanded to other cities and sectors (government, private, semi-government). Third, while this model was tested in UAE, future research internationally would enable the testing of the model for greater generalization. For such studies, culture must be modeled explicitly, and results can be compared across cultures. Next, this study adopted three variables to evaluate employee performance. Other dimensions should be examined, such as training duration and training place. Under each dimension, there are some categories to evaluate. Future studies can expand those categories by adding more categories or explaining in detail why respondents prefer and are more interested in them than others. All these promising questions are left for future research to explore. Finally, socio-demographic variables like the working sector, position held in the organization, and working environment(office/technical) may also have a significant influence or moderating effect. A conceptual model might include these variables in future analysis for a more thorough analysis of the studied phenomenon.

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