



The influence of workload and education & training on employability and their impact on organizational performance moderated by employee multiple roles and work experience

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Abstract

This study aims to analyze the determinants of organizational performance at the Malahayati Polytechnic in Aceh. The population used in this study was all employees in the Malahayati Aceh Organization as many as 162 people. The entire population is sampled (census). The data analysis techniques used in this research are description and verifiability. Analysis of the description is to determine the demographic profile of respondents. While verifiable analysis is to see the sensitivity between the variables that have been developed in this study. Of the five direct hypotheses tested, namely the effect of Workload, Education, and Training on Employability and their effect on Polytechnic Performance, all showed significant results. The highest coefficient of the magnitude of influence is the workload. After that, it is only followed by the ability to work. In indirect testing involving two hypotheses, it turned out that Education and Training had a greater indirect influence than workload. So that by involving workability as a mediation variable, education and training are variables that need to be continuously improved in quality to encourage the performance of the Malahayati shipping polytechnic. Meanwhile, multigroup comparative tests involving dummy variables of dual role moderation functions on single roles and long service life with short working periods did not show significant differences between the multi-group moderation groups tested.

Keywords: Workload, Education & Training, Employability, Organizational Performance, Multiple Roles of Employees, and Work Experience

1. Introduction

One aspect of the success of an organization is influenced by employee performance or employee capabilities (Combs, Liu, Hall, & Ketchen, 2006; Hatane, 2015; Kumar, 2014) [4, 12, 15], for that, every organization will try to improve the performance of its employees in achieving organizational goals. In the opinion of Waldman (2012) performance is a combination of behavior with the achievement of what is expected and the choice or part of the task requirements that exist in each individual in the organization. Performance factors are the demands of every organization to improve good work results.

The phenomenon related to the ability of employees to work so far, the abilities possessed by employees at the Malahayati Aceh Polytechnic organization are still underperforming. From the results of the preliminary research conducted, the results of the workability of the Malahayati Organization employees so far are still not good. This can be seen from the average response for all indicators 2.95. One of the lowest indicators is the conceptual ability of employees and the ability to use technology and equipment for employees to work so far it is still not going well.

Employee education and training are important tools in helping to improve effective organizational performance (Samwel, 2018; Shaheen, *et al.* 2013; Naqvi, & Khan 2013) [20, 22, 17]. It will be very important for the organization to exert extra effort and invest a lot in employee training if it is to achieve its goals most economically.

Iqbal *et al.* (2013) ^[13] illustrate that training has a positive impact on the performance of employees. In addition, employee workload can also affect employee performance which has an impact on overall organizational performance (Hameed & Ahemed, 2011; Iqbal, *et al* 2013; Khan, *et al* 2015) ^[13, 11]. Furthermore, Robbins, (2010) explains Workload is a task that must be done by individuals who work in a company, especially how they make decisions in solving problems. However, the assessment of the workload depends on how they looked at it. Those who are positive-minded will see workload as a challenge to be solved. This will make them work more seriously to produce positive work output which will have an impact on improving the performance of the employees themselves and also for the company. But those who see workload from a negative perspective will see the workload as a job pressure that can eventually make them work forcibly and the results are not optimal both for themselves and for the company. Alfian, F., Adam, M., & Ibrahim, M. (2017) ^[2].

Another indication that the ability to complete work decreases is the dual role of employees. The more roles he plays, the more it will affect his workability (Nasekhah, 2017) ^[18]. In addition, there is also a work experience factor that also has an impact on the workability of employees (Kotur & Anbazhagan 2014) ^[14]. Employees who have not mastered or who have minimal experience will feel the burden of realizing the demands of completing tasks.

Although there have been many previous studies that have analyzed predictive variables of organizational performance such as employee workload (Asamani, *et al* 2015; Van den Hombergh *et al* 2009; Fritz, & Sonnentag, 2006) ^[3, 24, 7], Education and Job Training (Hameed & Waheed 2011; Elnaga & Imran, 2013; Hafeez & Akbar 2015) ^[11, 10] as well as the ability or performance of employees (Falola, *et al.* 2014; Goh, *et al.* 2012; Combs, *et al.* 2006) ^[5, 4, 9]. However, the use of multiple roles moderating variables and work experience at the same time affects the load. Not much has been done on workability and the effect of education and training on workability to gain insight into how the multiple role variables and work experience make a differentiator on the effect of workload on workability and the effect of training on workability, it is very important to do (Forbes & Kelly, 2004; Kotur & Anbazhagan, 2014) ^[6, 14], because the findings will be very useful as input in making decisions regarding the treatment of multiple roles and work experience in an organization. Do not let managerial decisions that are counterproductive and endanger organizational performance, just because management does not have adequate information in treating the multiple experience factor and employee workability. The addition of two moderating variables simultaneously, namely the dual role and work experience in this research model, is also the novelty of this research.

1.1 Formulation of the problem

The formulation of the problem is whether workload, education & training, and workability affect organizational performance at the Malahayati Polytechnic. In addition, the problem is whether workload and workability can be a moderator on the effect of workload and training on workability.

1.2 Research purposes

This study aims to analyze and prove the causes of the decline in organizational performance at the Malahayati Polytechnic.

2. Literature Review Workload

The importance of workload has been widely recognized and has also been widely researched by many researchers before. Some studies try to demonstrate the influence of these workloads related to the performance of staff in the company, towards the organization, and also on consumers. But it turns out that the results are different from one study to another. For this reason, further investigation is needed to see the influence of workload on employee performance, organization, and consumers. In addition, further analysis is also needed to see and analyze factors that affect the workload itself and its relation to employee performance.

Asamani *et al* (2015) ^[3] have conducted research using a descriptive quantitative approach whose goal is to see how the workload among health workers has an impact on employee performance in particular and also the performance of health organizations in general. The results of another study showed that 75% of health workers considered the assignment of a moderate workload to improve their performance. The existence of a link between Workload and Organizational Performance was also conveyed by other researchers, namely Hombergh *et al* (2009) ^[24], Fritz & Sonnentag (2006) ^[7], and Glaser *et al.* (1999) ^[8].

Other research shows how workload has a direct influence on workability. As a result, companies need to balance workloads to maximize the performance of their employees. This opinion is at least supported by Ahmad & Mudayana (2010) and Shabbir *et al* (2017) ^[21].

H1: The effect of workload on organizational performance at the Malahayati Polytechnic

H3: The influence of workload on workability at the Malahayati Polytechnic

2.1 Education and Training

Employees are the main asset of every organization. The achievements of the industry depend on the performance of its employees. Therefore, management must know the importance of costing in training for the benefit of improving employee performance and also positioning them to take on the challenges of today's competitive business environment. Hafeez & Akbar (2015) ^[10] has conducted research that analyzes how the role of training on the ability of employees in the pharmaceutical industry. The result is training to be one of the causes or independent variables that affect the ability of employees in carrying out various activities in their company including their ability to communicate in serving customers and also the ability associated with interpersonal relations.

The analysis shows a significant positive relationship, namely the more employees receive training, the more efficient the level of performance. This opinion is supported by other researchers, namely Hameed & Waheed (2011) ^[11], Elnaga & Imran (2013), and Khan. *et al.* (2015). The results of other studies show how workload has a direct influence on workability. As a result, companies need to balance workloads to maximize the performance of their employees. This opinion is at least supported by Ahmad & Mudayana (2010) ^[11] and Shabbir *et al* (2017) ^[21].

H2: The influence of education & training on organizational performance at the Malahayati Polytechnic

H4: The influence of education & training on workability at the Malahayati Polytechnic

2.2 Workability

Goh *et al* (2012) ^[9] conducted a study that aimed to present meta-analysis data related to previous research conducted by academics that measured how employee ability affects organizational performance. In his study, he also measured indicators related to financial and non-financial performance. To uncover the relationship between employee capability and organizational performance, he collected no less than 33 articles and then used several criteria to determine which articles were included in this study. The result is a close relationship between organizational performance both financial and non-financial performance with employee capability. He analyzed the data using Meta-analysis software from Hunter and Schmidt. His findings reaffirm the close relationship between employability capabilities including the ability of employees to learn something about company performance. He revealed that nonfinancial performance has a stronger relationship compared with financial performance.

This study has significant implications for justifying the investment in building learning capabilities within organizations. Recommendations to managers are provided, such as the use of measures of learning ability and the need to measure performance. The relationship between these two variables is also supported by other researchers such as Falola *et al.* (2014) ^[5], Comb *et al.* (2006) ^[4], and Hatane. (2015) ^[12].

H5: The influence of Work Ability on Organizational Performance at the Malahayati Polytechnic?

2.3 Organizational Performance

The organization is a form of human association to achieve a common goal, but it should be understood that the basis of the organization is not "who" but "what" which means that what is important is not who will hold the organization, but "what" the task of the organization. (Mooney, 2012). The top performance of the organization is one of the most important components for managers as the ultimate goal of the organization (Soriano, 2010). Organizational performance is a total result of the entire organization produced by employees (Shahzad *et al.*, 2017).

2.4 Research Concept Framework

The research always requires a theoretical framework. This framework results from various literature reviews conducted by previous authors. According to Hair, Joseph. F. (2012) the theoretical framework can be used as the basis of all thoughts related to the studies carried out. From this theoretical Framework will later be generated hypothesis, which will, in turn, be tested whether this hypothesis is significant and what not. The results of testing the hypothesis will be associated with various theories that have been reviewed before to see if there is a link between the variables tested or not. For this reason, the author builds a theoretical framework in the form of a business model as follows.

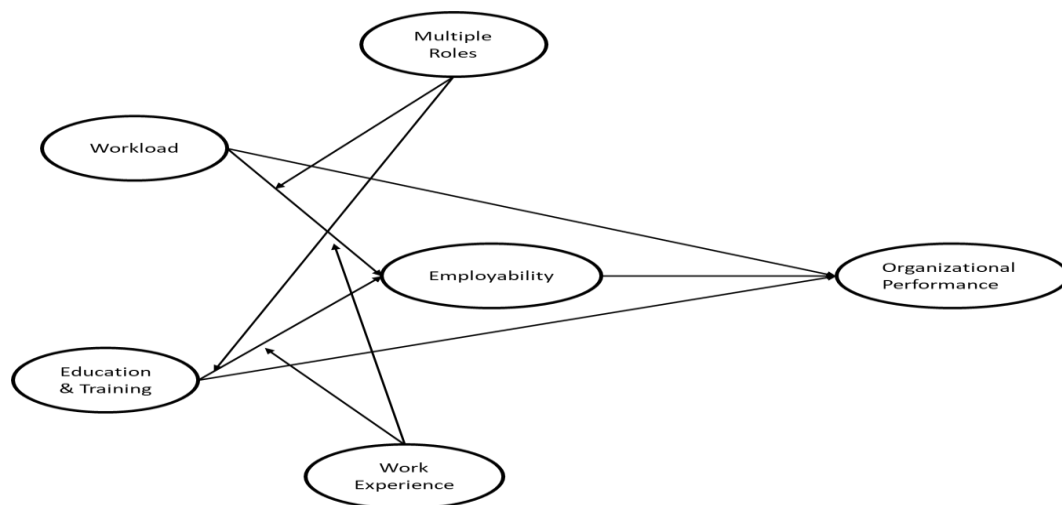


Fig 1: Research Model

3 Research Methods

3.1 Research Instruments

All indicators used in this study were adopted from various previous studies to ensure validity. However, there are some adjustments made to make that indicator relevant to the theme of the research conducted this time. Measurement of Workload with six items from Son, (2012). For Education & Training measurement use items from Mangkunegaran, (2012). For Work Ability using indicators from Patarai & Ahmad, (2015), and for Organizational Performance using indicators from Dwiyanto (2012: 60), Primary data collection was conducted using a 5-point questionnaire on the Likert scale. In addition, it is also conducted in-depth interviews with several key informants, to confirm some issues that are considered importantly related to the theme of the matter being researched. Information from this in-depth interview

can also be used to support the finding of quantitative analysis.

3.2 Sample Design and Data Collection

The population used in this study were all employees at the Malahayati Aceh Organization as many as 162 people. All population was used as a sample (census).

3.2 Data analysis

The data analysis techniques used in this study are description and verification. Description analysis is used to assess the demographic profiles of respondents. While verification analysis is used to see the interrelationships between variables that have been poured into this research hypothesis. Hypothesis testing uses structural equation modeling (SEM) techniques, due to the large number of indicators and variables involved

in this study. SEM testing is assisted by using Amos statistical software version 26.

4. Research Results and Discussion

4.1 Characteristics of Respondents

Malahayati Organization employees are dominated by male employees with an average age level of 20-30 years which is the productive age level for an employee in achieving the performance expected by the organization, then it can also be seen that the average employee has a high school education/equivalent with work experience of more than 5 years and dominantly has a single job the role is under his duties and responsibilities in improving employee performance to optimize the performance to be achieved by the organization.

4.2 Validity

Measurement Mode

Convergent validity aims to determine the validity of each relationship between the indicator and its variable. To facilitate whether an indicator is valid or not used loading factor values. An indicator is said to be valid when it has an indicator value greater than 0.50. From the results of the initial CFA calculation, indicators that do not meet the requirements because they have a loading factor number below the required one, namely 0.5. So that some indicators of Education and Training and items from organization performance must be eliminated. After elimination, the image of the new measurement model is:

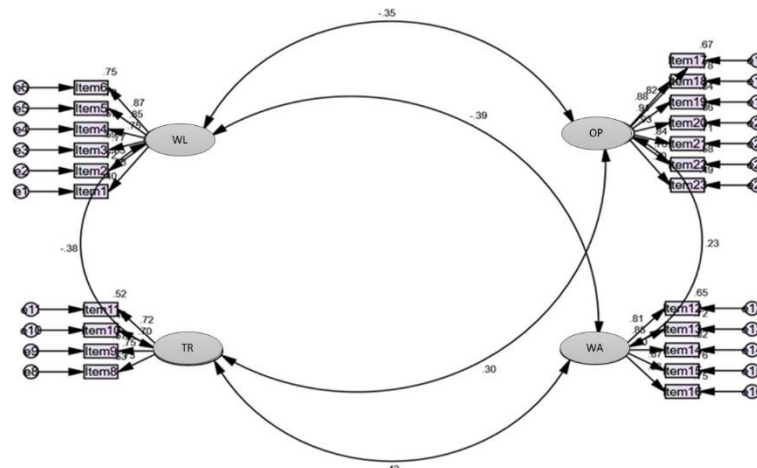


Fig 2: Loading Factor Value

Table 1: Convergent Validity Results

Item	Indicator	Variable	Estimate
Item 1	<---	Workload	0.63
Item 2	<---	Workload	0.85
Item 3	<---	Workload	0.77
Item 4	<---	Workload	0.76
Item 5	<---	Workload	0.85
Item 6	<---	Workload	0.87
Item 8	<---	Training	0.73
Item 9	<---	Training	0.75
Item 10	<---	Training	0.70
Item 11	<---	Training	0.72
Item 12	<---	Workability	0.81
Item 13	<---	Workability	0.85
Item 14	<---	Workability	0.90
Item 15	<---	Workability	0.87
Item 16	<---	Workability	0.86
Item 17	<---	Organization Performance	0.82
Item 18	<---	Organization Performance	0.88
Item 19	<---	Organization Performance	0.91
Item 20	<---	Organization Performance	0.93
Item 21	<---	Organization Performance	0.84
Item 22	<---	Organization Performance	0.76
Item 23	<---	Organization Performance	0.70

Data from the table above shows all variables tested for validity show encouraging results because all the factor loading values of each indicator involved in the study are greater than 0.50. Therefore, all indicators can still be used in the next data processing process.

4.3 Reliability Test

Reliability testing aims to see the extent to which the measurement results of indicators against their respective variables remain statistically consistent. This reliability test is performed using a rupture of what is a multiplication of the composite magnet reliability of the measured item. Variables that have an Alpha value greater than 0.60 are said to be reliable.

Table 2: Research Variable Reliability Using Cronbach Alpha

No	Variable	Cronbach Alpha	Items	Information
1	Workload	.918	6	Reliable
2	training	.791	5	Reliable
3	Workability	.931	5	Reliable
4	Organization Performance	.916	8	Reliable

From the results of the reliability analysis conducted, it turned out that respondents' perception of all variables tested, namely workload, training, workability, and company performance showed reliable results because the Alpha value of each of these variables was 91.8%, respectively; 79.1%; 93.1% and 93.1%. Thus, the reliable measurement of the research variables shows that the reliability measurement meets the requirements of Cronbach Alpha where the CA coefficient value is at least or greater than 60 percent.

4.4 Verification of Hypothesis Testing

A verification test between variables to see the interrelationship between independent variables and

dependent variables is used by analyzing the structural relationships of each of these variables with the associated variables. This test consists of direct hypothesis testing and

indirect hypothesis through mediation variables. The result is as follows:

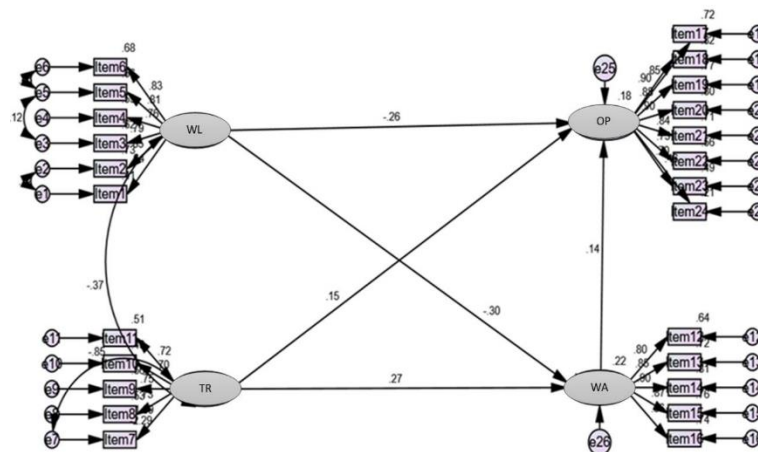


Fig 3: Structural Model for Proofing Hypotheses

Table 3: Regression Weight Structural Equation Model

			Estimate	SE	CR	P	Beta
WorkAbility	<---	Workload	-.423	.082	-5.138	***	-.302
WorkAbility	<---	training	.119	.020	4,567	***	.269
Org. Perf	<---	Workload	-.291	.068	-4.268	***	-.255
Org. Perf	<---	training	.053	.022	2.417	.016	.149
Org. Perf	<---	Work Camp	.118	.026	4,566	***	.144

Source: Primary data processed, 2021

4.5 The effect of Workload on Workability

The Effect of Workload on Workability shows a CR value of -5.138 and a probability of

***. The two values obtained have met the requirements for H1 acceptance, namely the CR value which is greater than +/- 1.960 and the probability is less than 0.05. Thus it can be stated that the Effect of Workload on Workability is significant. The magnitude of the coefficient of the influence of workload on workability is -0.302 so that between workload and workability, the effect is inversely proportional but still significant. This means that the higher the workload, the lower the workability. Likewise, if the workload decreases, it will have an impact on increasing workability by 30.2%.

4.6 The Effect of Education and Training on Workability

The Effect of Training and Education on Work Ability shows a CR value of 4,567 and with a probability of *** The two values obtained have met the requirements for H2 acceptance. Thus, it can be stated that the Effect of Training and Education on WorkAbility is significant. This means that if you want to improve your workability, you must improve your education and training. The magnitude of the effect of training and education on workability is 0.269 or 26.9%. So that workability will be better if the quality of education and training provided can be improved.

4.7 The Effect of Workload on the Performance of Organization

The Effect of Workload on the Performance of the Shipping Polytechnic shows a CR value of -4.268 and a probability of ***. The two values were obtained to meet the requirements

for H1 acceptance. Thus, it can be stated that P The influence of workload on the performance of the shipping polytechnic is significant. The magnitude of the coefficient of the influence of workload on the performance of the shipping polytechnic is -.255. Thus, the effect of workload on the performance of the polytechnic is inversely proportional. The greater the workload, the lower the level of organizational performance. However, if the workload is reduced according to individual capacity,

4.8 The Effect of Education and Training on the Performance of organization

The Effect of Education and Training (Training) on the Performance of the Shipping Polytechnic shows a CR value of 2.417 and a probability of .031. The two values obtained have met the requirements for the acceptance of Ha. Thus, it can be stated that the effect of education and training on the performance of the shipping polytechnic is significant. The coefficient of the effect of education and training on the performance of the shipping polytechnic is 0.149 or 14.9%. Thus, the impact it has on improving the performance of shipping polytechnics with increased education and training can be done because of this significant influence.

4.9 The Effect of Workability on the Performance of the organization

The Effect of Workability on the Performance of the Shipping Polytechnic shows a CR value of 4,566 and a probability of ***. The two values obtained have met the requirements for the acceptance of Ha. Thus, it can be stated that the effect of workability on the performance of the shipping polytechnic is significant. The magnitude of the coefficient of the influence of workability on the performance of the shipping polytechnic is 0.144 or 14.4%. Thus, the impact it has on improving the performance of shipping polytechnics by increasing workability can be done because of this significant influence.

4.10 Mediation Hypothesis Testing

In this study, indirect testing was carried out using boot rapping on two existing indirect hypotheses.

The Effect of Workload on organization Performance through Workability

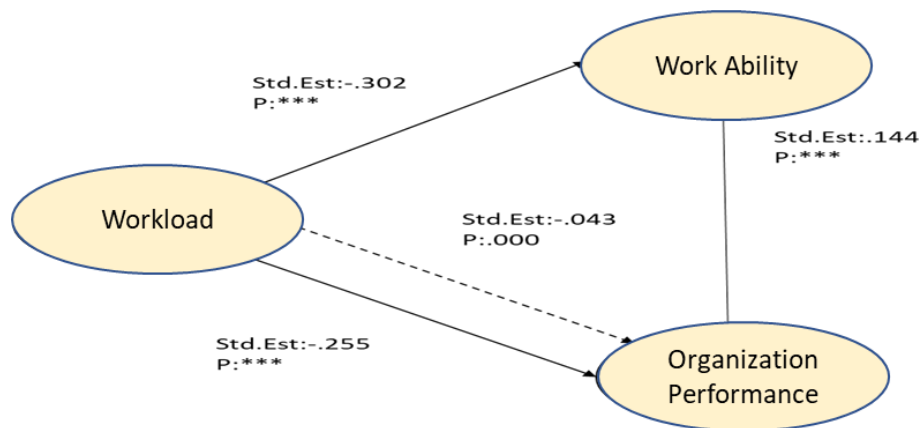


Fig 4: Effect of Workload on Polytechnic Performance through Workability

The Effect of Workload on the Performance of the Shipping Polytechnic through Work Ability shows a P-value of 0.000. The P-value obtained has met the requirements for the acceptance of Ha. Thus, it can be stated that the effect of workload on polytechnic performance through workability is significant. The magnitude of the coefficient of the influence of workload on the performance of polytechnics through workability is -0.043 or -4.3%. Because the direct effect of workload on the performance of the Polytechnic is significant and the indirect effect of the influence of workload on the performance of the Polytechnic through Workability is also

significant, then we can say the role of Work Ability in mediating these two variables is Partial Mediating, meaning that to improve the performance of the Polytechnic, the Shipping Organization must pay attention to the workload of employees. Thus, political performance is said to increase if the workload of employees is reduced. The role of workability on this indirect effect is partial mediation.

4.11 The Influence of Education and Training on Polytechnic Performance through Work Ability

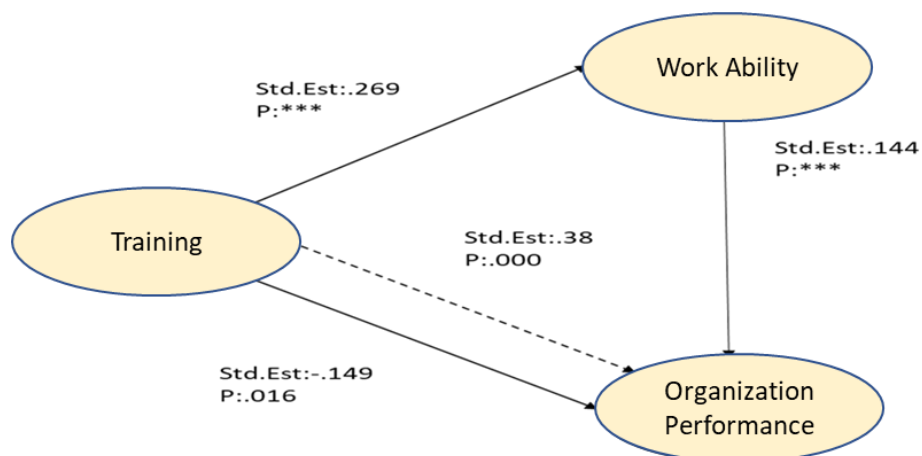


Fig 4: The Effect of Education and Training on Polytechnic Performance through Work Ability

Based on Figure 4 above, it is obtained that the estimated parameter value for testing the Effect of Training on the Performance of Organization through Work Ability shows a P-value of 0.000. The P-value obtained has met the requirements for the acceptance of Ha, which is less than 0.05. Thus, it can be stated that the effect of training and education on polytechnic performance through workability is significant. The magnitude of the coefficient of the influence of workload on the performance of polytechnics through workability is .38 or 38%. Because the direct effect of training on the performance of the Polytechnic is significant and the indirect effect of the effect of training on the performance of the Polytechnic through Work Ability is also significant, then we can say that the role of Work Ability in mediating these two variables is Partial Mediating, meaning that to improve the performance of the Polytechnic, the

Shipping Polytechnic must pay attention to the education and training of its employees. Thus, political performance is said to increase if the workload of employees is reduced. Thus, it is said that political performance will increase if the quality of education and training is significantly improved. The role of workability on this indirect effect is partial mediation

4.12 Testing the Moderation Hypothesis Multiple vs. Single Role

Moderation hypothesis testing is to prove whether there is a difference between groups of those who have multiple roles and single roles in this organization, in response to initiatives carried out by management related to Workload, Training, Work Ability, and Polytechnic Performance in this office. The test is carried out with a full model. After that, partial testing was still carried out referring to the direct hypothesis

that had been carried out, to see the difference in the aspect of this role function.

The results are as follows:

Path 1: Workload on Workability

For path 1, what is discussed is to answer the differences in role groups on the influence of *The workload on Workability*.

Table 4: Moderation of Role Functions on Different Workloads on Workability

Model	DF	CMIN	P	NFI Delta-1	IFI Delta-2	RFI rho-1	TLI rho2
Structural weights	1	.496	.481	.000	.000	.000	.000

Because the P-value = 0.481 > 0.05, it is proven that the dual role and single role groups are not different in responding to the effect of workload on workability.

a. Path 2: Training on Work Ability

For path 2, what is discussed is to answer the differences in role groups on the influence of education and training on workability

Table 5: Moderation of Role Functions on Differences in Education and Training on Work Ability

Model	DF	CMIN	P	NFI Delta-1	IFI Delta-2	RFI rho-1	TLI rho2
Structural weights	1	.047	.829	.000	.000	.000	-.001

Because the value of P = 0.829 > 0.05, it is proven that the dual role and single role groups are not different in responding to the effect of education and training on workability.

Table 6: Summary Moderation of Multiple and Single Role Groups on Full Model and Path by Path

Moderation	P-Value	Beta Coefficient	
		Workload-> Workability	Training -> Work Ability
Full Model	0.872	-	-
Double role	0.481/	-0.53	0.03
Single Role	0.829	-0.35	0.03

From table 5 above, it can be seen that in both full and path-by-path there are no significant differences in the dual role and single role groups in responding to training and workload stimulants to increase their workability.

4.13 Working Experience Moderation Hypothesis Testing (Terms of Service)

Moderation hypothesis testing to prove whether there is a difference between groups with longer tenure and less. In this case, the working period is divided into two, namely those who have a working period of more than 5 years and those who have served less than 5 years. How do these two groups respond to the initiatives carried out by management related to Workload, Training, Work Ability, and Polytechnic Performance?

Moderation testing is carried out by comparing the

differences in the work experience of <5 years and >5 years in a full model consisting of the 4 variables mentioned above. After that, partial testing is still carried out, referring to the direct hypothesis that has been carried out, to see the difference from this tenure

The results are as follows:

a. Full Model

Groups with fewer years of service are more responsive to groups with more years of service in responding to the influence of Workload, Training, Work Ability, and Polytechnic Performance

By using the chi-square difference test the results are:

Table 7: High and Low Service Period Difference Test on Full Model

Model	DF	CMIN	P	NFI Delta-1	IFI Delta-2	RFI rho-1	TLI rho2
Structural weights	23	22,512	.490	.007	.008	-.004	-.004

From the table above, because the P-value = 0.490 > 0.05, the hypothesis is not proven and Ho is accepted. In other words, there is no significant difference between the high and low tenure groups in responding to the Workload and Training on Work Ability initiative.

Table 8: Summary Moderation of Short and Long Working Periods on Full Model and Path by Path

Moderation	P-Value	Beta Coefficient	
		Workload-> Workability	Training -> Work Ability
Full Model	0.49	-	-
Short Working Period	0.822/ 0.335	0.39	0.01
Long Working Period		0.34	0.07

From the table above, it can be seen that both in full and path by path there is no significant difference in the dual role and single role groups in responding to training and workload stimulants to increase their workability.

5. Conclusion

5But, after going through a series of tests, it turns out that some variables show a significant effect, and some do not. Of the 5 direct hypotheses tested, namely the effect of Workload, Education, and Training on Work Ability and its impact on Polytechnic Performance, all of them showed significant results the coefficient of the largest magnitude is 41%. After that only followed by the ability to work.

In the indirect test involving two hypotheses, namely the Effect of Workload on Organization Performance through Work Ability and the Effect of Training on Organization Performance through Work Ability, indirectly it turns out that Education and Training have a greater indirect effect than workload. So that by involving workability as a mediating variable, education and training becomes a variable that needs to be continuously improved in quality to encourage the performance of this Malahayati shipping polytechnic. Meanwhile, multigroup comparison tests involving a dummy variable of dual role moderation function on single roles and long tenure with short tenures is not shown a significant difference between the multi-group moderation groups tested.

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