

THE CONCEPTUAL MODEL OF EMPLOYEE’S PERFORMANCE

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Abstract

This paper proposes a comprehensive conceptual model that explores the intricate correlation between training programs and employee performance, with a particular emphasis on their influence on the overall quality of work. In today’s organizational landscape, marked by continuous transformation, the professional development through well-implemented training programs becomes an essential factor in achieving strategic objectives and maintaining a competitive edge. The paper analyzes the relevant scientific literature and identifies the main variables that intervene in the relation between training, motivation, professional competence and concrete results in the activity carried out. By understanding how these elements interact, companies can better design and implement training programs that lead to measurable improvements in performance and work quality. The proposed conceptual model serves a dual purpose. Firstly, it aims to provide a useful theoretical framework for future academic research in the field of human resource. Secondly, it is meant to be a practical tool for managers and decision-makers who want to optimize training policies and practices in order to increase performance and quality of work in their organizations.

Key words: *training programs, employee performance, quality of work, human resource development, business results.*

JEL Classification: *M51, M53.*

1. Introduction

In an increasingly competitive and dynamic business landscape, organizations recognize the strategic importance of investing in employee training as a means of driving performance, enhancing productivity, and sustaining long-term growth. Training programs are no longer viewed solely as a tool for skill development but as a comprehensive process that encompasses employee learning, reaction, satisfaction, planned action, job application, and ultimately, business results. These dimensions reflect the multifaceted nature of training effectiveness and its potential to influence not only individual outcomes but also broader organizational performance. Employee performance is a multidimensional construct, often assessed through indicators such as efficiency, goal attainment, and quality of work. Among these, the quality of work - referring to the accuracy, thoroughness, and consistency with which tasks are completed - plays a vital role in ensuring customer satisfaction, minimizing errors, and maintaining a strong organizational reputation. High-quality work output is particularly critical in sectors where precision and reliability are non-negotiable. This article aims to explore the correlation between various components of training programs and employee performance, with a focused examination of how these training dimensions influence the quality of work. By analyzing factors such as how employees respond to training (reaction), what they learn (learning), how satisfied they are with the training experience, the extent to which they apply new knowledge on the job (job application), their intended behavioral changes (planned action), and the resulting impact on business outcomes, this study seeks to uncover meaningful insights into training effectiveness. Understanding these relationships will help organizations tailor training strategies not only to improve performance outcomes but also to ensure that the quality of work remains consistently high in an ever-evolving workplace.

2. Literature review

Employee performance is a rating system used in many organizations to evaluate the ability and efficiency of employees. Every employee is required to make a positive contribution through good performance, considering that organizational performance depends on the performance of its employees. Performance results from a particular job function and within a certain period. The work results are the results of the abilities, skills, and desires achieved. Various factors can affect employee performance, and these factors are essential to improve a particular series of activities to achieve predetermined organizational goals (Nugroho, T., Erari, A., & Adji, S. S., 2021).

One of the most important resources for an organization in supporting the achievement of its goals is human resources. Human resources are now seen as assets that were previously only seen as factors of production such as land, buildings, money, and other factors of production. For this reason, human resources have become part of strategic activities and even become central in organizational activities. Training is intended to improve the skills and work abilities of a person or group of people. It is an effort to improve the mastery of various skills and specific work implementation techniques for current needs and to prepare employees to assume certain positions in the future. Training is the right way to improve skills and attitudes, while discipline, in turn, improves employee performance. Furthermore, the better the organizational culture created and cultivated, the more effective it is in achieving set goals. Therefore, training and organizational culture have a positive and significant effect on employees' performance. This means that building performance needs to be carried out by improving communication, training relevant to the vision and mission of the organization and good organizational culture (Syahrudin, S., Hermanto, H., & Wardini, A. K., 2020). According to Aswathappa (2000), training is the process whereby employees' aptitudes, skills and abilities enable them to do specific jobs. Armstrong (2003) intimates that training is the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience.

Training and development are foundational to organizational success, serving not only as mechanisms for employee skill enhancement but also as key contributors to strategic objectives. As organizations seek to remain competitive in dynamic environments, employee performance has become a top priority - particularly in terms of quality of work, which reflects the accuracy, consistency, and overall value of employee output (Noe, 2010). Training is most effective when evaluated across multiple dimensions. The widely recognized Kirkpatrick Model (Kirkpatrick & Kirkpatrick, 2006) and the Phillips ROI Model expand training evaluation beyond basic content delivery to include the impact of training on both individual behavior and organizational results.

The reaction level assesses how participants feel about the training experience, including the relevance and delivery of content. Positive reactions have been linked to greater motivation to learn and engage with the material (Smidt et al., 2009). Satisfaction, while closely related, pertains more to the perceived value and utility of training. Studies by Saks and Burke (2012) found that employee satisfaction with training programs strongly influences their commitment to applying new knowledge on the job. High satisfaction and positive reactions serve as precursors to deeper learning and behavioral change, setting the stage for improved performance and, ultimately, higher quality work output.

Learning refers to the extent to which training leads to the acquisition of new knowledge, skills, and attitudes. According to Kraiger, Ford, and Salas (1993), cognitive, skill-based, and affective learning outcomes are all relevant to employee development. Effective training should not only deliver content but ensure that it is retained and understood in ways that can be transferred to the job. When employees clearly grasp new concepts, they are more likely to perform tasks with greater precision and consistency, thereby enhancing the quality of work.

Planned action involves the intention to apply learned material in the workplace. It reflects an employee's readiness to change behavior post-training. Research suggests that the intention to apply learning often leads to actual behavior change, particularly when organizational support is

present (Chiaburu & Marinova, 2005). Job application, also referred to as training transfer - is the most critical step in translating training into improved job performance. Baldwin and Ford (1988) emphasize that learning must be followed by action for training to affect results. When employees apply new skills effectively, it leads to improved performance metrics, such as fewer errors, better task execution, and enhanced work quality.

Training should contribute to business results such as higher productivity, improved service quality, reduced operational errors, and increased customer satisfaction. Tharenou, Saks, and Moore (2007) found that when training programs align with organizational goals, they significantly influence performance outcomes across departments. Improved quality of work - manifested in fewer defects, greater compliance, and more consistent output - is a direct contributor to these business-level benefits. While traditional metrics of employee performance include speed and volume, quality of work has gained increasing attention as a more sustainable and impactful performance dimension. Quality encompasses the accuracy, completeness, and reliability of work produced. Aragon-Sanchez et al. (2003) argue that targeted training interventions can significantly enhance work quality, particularly when they are role-specific and include post-training follow-up. Furthermore, Salas et al. (2012) suggest that ongoing training reinforces quality standards and helps embed best practices in daily operations.

The literature affirms a strong and multi-layered correlation between training programs and employee performance, especially when evaluated through reaction, learning, satisfaction, planned action, job application, and business outcomes. These dimensions collectively influence not only how employees perform but the quality of their output. As organizations aim to improve service delivery, customer satisfaction, and operational excellence, understanding the specific impact of training on quality of work becomes essential. This focus can guide more targeted, effective, and performance-driven training strategies in the modern workplace. The relationship between employee training and performance has been a central theme in human resource development literature. Scholars agree that well-structured training programs equip employees with the necessary knowledge, skills, and abilities (KSAs) to perform their tasks effectively (Noe, 2010). Training is increasingly viewed not just as a means of skill development but as a strategic tool for enhancing organizational performance and competitiveness (Aguinis & Kraiger, 2009). Several studies have explored the direct impact of training on employee performance. According to Khan et al. (2011), organizations that invest in continuous employee training report significantly improved individual and team performance metrics. These improvements are linked to enhanced job knowledge, increased productivity, and better decision-making skills. Similarly, Tharenou, Saks, and Moore (2007) argue that both on-the-job and off-the-job training methods contribute positively to employee development and operational outcomes.

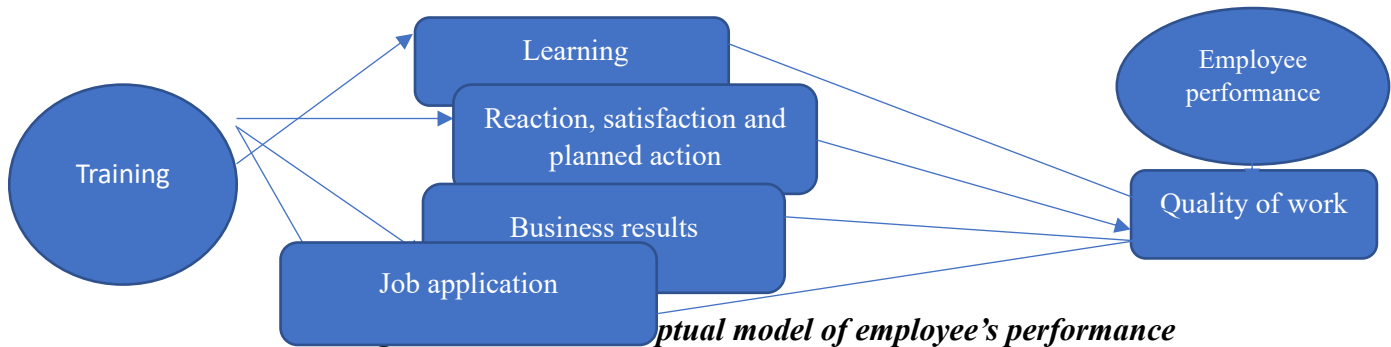
3. Gaps in the literature and future directions

Despite extensive research on training and general performance, relatively few studies have isolated quality of work as a distinct outcome variable. Moreover, there is limited empirical evidence examining how the six key training dimensions jointly affect this aspect of performance. Future studies should consider longitudinal methods to track how reaction, learning, satisfaction, and behavioral intention translate into actual job application and business-level results, particularly in relation to quality indicators.

4. The conceptual model of employee's performance

This model illustrates how different facets of training programs collectively impact employee performance, with a specific emphasis on the quality of work produced by employees. It integrates the relationships among key training outcomes - reaction, learning, satisfaction, planned action, business results, and job application - and maps their influence on overall job performance. Effective training programs are vital for enhancing employee performance and

improving the quality of work. The success of these programs depends on multiple interrelated components, including reaction, learning, satisfaction, planned action, job application, and business results. Understanding the correlations among these factors helps explain how training translates into improved performance outcomes (Figure no. 1).



5. Research methodology

Type of research. In this paper we use a quantitative and correlational research, which aims to identify the statistical relationship between participation in training programs and employee performance, especially in terms of the quality of work performed.

The purpose of the research is to investigate to what extent participation in training programs positively influences the quality of employees' work, as an indicator of overall performance.

Working hypotheses:

H1. The more the company is involved in the professional development of employees, the higher their productivity level.

The company/institution you work for is concerned about your professional development.	Pearson Correlation	1	.337**
	Sig. (2-tailed)		.001
	N	100	100
How do you rate your level of productivity at work?	Pearson Correlation	.337**	1
	Sig. (2-tailed)	.001	
	N	100	100

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

The Pearson correlation coefficient of 0.337 indicates a moderate positive relationship between the company's concern for the professional development of employees and their level of productivity at work. This result suggests that investments in professional development can contribute, to some extent, to improving productivity, but the relationship is not strong enough to rule out the influence of other factors.

H2. The more professional development opportunities employees have within the company, the higher the quality of their work.

How satisfied are you with the professional development opportunities offered by the company/institution you work for?	Pearson Correlation	1	.294**
	Sig. (2-tailed)		.003
	N	100	100
How do you rate the quality of your work?	Pearson Correlation	.294**	1
	Sig. (2-tailed)	.003	

	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

The Pearson correlation coefficient ($r = 0.294$) indicates a positive, but relatively weak, relationship between the level of satisfaction with the professional development opportunities offered by the company and the quality of the work performed by employees. This correlation suggests that although professional development has an impact on the quality of work, the effect is not very strong, being probably also influenced by other organizational factors.

H3. The more often employees participate in training and professional development programs, the higher the quality of the work performed by them.

How often do you participate in training and professional development programs?	Pearson Correlation	1	.379**
	Sig. (2-tailed)		.000
	N	100	100
How do you rate the quality of the work you do?	Pearson Correlation	.379**	1
	Sig. (2-tailed)	.000	
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

The Pearson correlation coefficient obtained ($r = 0.379$) indicates a moderate positive relationship between employees' perception of the professional development opportunities offered by the company and the quality of their work. This result suggests that, in general, employees who benefit from more training opportunities tend to perform a more qualitative work. The relationship, although not very strong, is relevant and may reflect the influence of professional development on work performance.

H4. The more frequently employees apply the knowledge and skills acquired in training programs, the higher the quality of their work.

To what extent have you applied the knowledge and skills acquired in the training programs in your daily work?	Pearson Correlation	1	.383**
	Sig. (2-tailed)		.000
	N	100	100
How do you rate the quality of the work you do?	Pearson Correlation	.383**	1
	Sig. (2-tailed)	.000	
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

The Pearson correlation coefficient ($r = 0.383$) indicates a moderate positive relationship between the extent to which employees apply the knowledge and skills acquired in training programs and the quality of the work they perform. This result suggests that the practical application of professional training contributes to improving the quality of work, although the influence of this variable is not exclusive, being probably also conditioned by other organizational and personal factors.

Research method

As research method we choose a survey through a standardized questionnaire applied to employees, containing questions on: participation in training (number, frequency, type, relevance), self-assessment of work quality, feedback received from superiors.

Research sample

- Target population: employees of several organizations
- Sample: 200 respondents

- Sampling method: simple random sampling

Data analysis techniques

- Pearson correlation analysis to determine the strength of the correlation between variables.

Research limitations

- Subjectivity of employee self-assessment.
- Restricted access to objective performance data.
- Generalization of the results only in the context of the analyzed organization.

6. Conclusions

The present study explored the complex relationships between key components of training programs namely learning, reaction, satisfaction, planned action, job application, and business results, and their influence on employee performance, with a specific focus on the quality of work. The findings indicate that these elements are not isolated but interdependent, forming a logical sequence that begins with the employee’s experience during training and culminates in measurable workplace outcomes. A key conclusion is that positive employee reactions and satisfaction with training strongly correlate with greater engagement in learning, which is essential for acquiring relevant skills and knowledge. In turn, effective learning supports the formulation of planned actions, increasing the likelihood that employees will apply new competencies in their day-to-day tasks. The application of these competencies is directly linked to improvements in the quality of work, highlighting the critical role of knowledge transfer in enhancing performance.

Furthermore, the study underscores the correlation between job application and business results, suggesting that training programs which successfully move beyond theoretical instruction to practical implementation contribute not only to individual productivity but also to broader organizational goals. Overall, the research confirms that employee training programs are a strategic investment. Their effectiveness depends not only on content quality but also on how well they are received, internalized, and applied by employees. Organizations aiming to enhance employee performance and work quality should design training initiatives that are engaging, relevant, and supported by structures that facilitate application and follow-up. Future efforts should focus on developing evaluation systems that capture each phase of the training-to-performance process, ensuring that training interventions generate sustainable, high-quality outcomes for both employees and the organization.

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