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**THE IMPACT OF TRAINING MODULE, TRAINING METHOD, AND
COMPETENT TRAINER ON EMPLOYEE PERFORMANCE AT OIL AND GAS
INDUSTRY IN MALAYSIA**



Thesis Submitted to:

**College of Business
Universiti Utara Malaysia,**

in Partial Fulfilment of the Requirement for the Master of Human Resource Management

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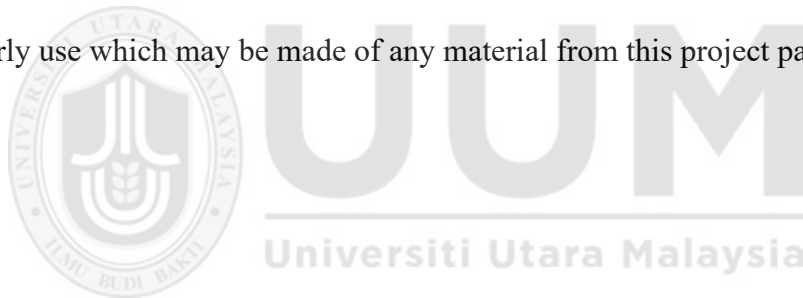
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ABSTRACT

This study examines the impact of training modules, training methods, and trainer competencies on employee performance within Malaysia's oil and gas industry. Using a quantitative survey approach, the research explores how these factors contribute to the effectiveness of training programs and their subsequent influence on workforce productivity. The correlation analysis revealed positive relationships between all three variables and employee performance; however, regression analysis found that training modules and methods were not statistically significant predictors of performance ($p > 0.05$). In contrast, the competency of trainers was found to be a significant predictor of employee performance ($\beta = 0.617, p < 0.001$). This highlights the critical role that trainers play in enhancing employee performance, particularly through effective communication, motivation, and the application of practical skills. The findings suggest that while well-designed training modules and methods are important, they must be complemented by skilled trainers who can facilitate the practical application of knowledge. The study offers valuable insights for HR managers and industry leaders, recommending that organizations prioritize continuous professional development for trainers to ensure the optimal delivery of training programs. These findings contribute to the development of more effective human resource strategies aimed at improving employee performance and maintaining a competitive edge in the dynamic oil and gas sector.

Keyword: Training Module, Training Method, Competent Trainer and Oil & Gas Industry in Malaysia.



ABSTRAK

Kajian ini mengkaji kesan modul latihan, kaedah latihan, dan kecekapan pelatih terhadap prestasi pekerja dalam industri minyak dan gas di Malaysia. Menggunakan pendekatan tinjauan kuantitatif, penyelidikan meneroka bagaimana faktor-faktor ini menyumbang kepada keberkesanan program latihan dan pengaruh seterusnya terhadap produktiviti tenaga kerja. Analisis korelasi mendedahkan hubungan positif antara ketiga-tiga pembolehubah dan prestasi pekerja; namun, analisis regresi mendapati modul dan kaedah latihan bukanlah peramal prestasi yang signifikan secara statistik ($p > 0.05$). Sebaliknya, kecekapan pelatih didapati signifikan terhadap prestasi pekerja ($\beta = 0.617$, $p < 0.001$). Ini memainkan peranan penting yang dimainkan oleh pelatih dalam meningkatkan prestasi pekerja, terutamanya melalui komunikasi yang berkesan, motivasi dan penerapan kemahiran praktikal. Penemuan menunjukkan bahawa walaupun modul dan kaedah latihan yang direka dengan baik adalah penting, ia mesti dilengkapi oleh jurulatih mahir yang boleh memudahkan aplikasi praktikal pengetahuan. Kajian ini menawarkan pandangan berharga untuk pengurus sumber manusia dan pemimpin industri, mengesyorkan agar organisasi mengutamakan pembangunan profesional berterusan untuk jurulatih bagi memastikan penyampaian program latihan yang optimum. Penemuan ini menyumbang kepada pembangunan strategi sumber manusia yang lebih berkesan bertujuan untuk meningkatkan prestasi pekerja dan mengekalkan kelebihan daya saing dalam sektor minyak dan gas yang dinamik.

Kata Kunci: Modul Latihan, Kaedah Latihan, Pelatih Kompeten dan Industri Minyak & Gas di Malaysia.



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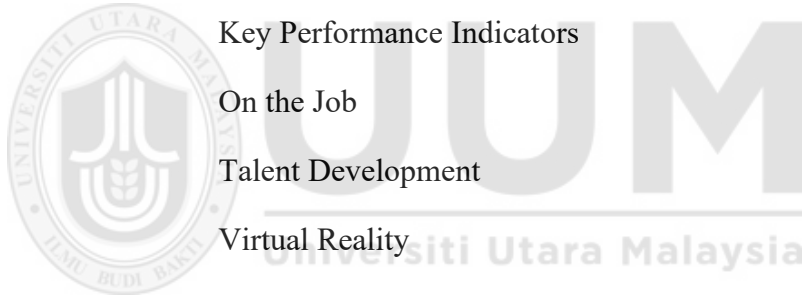
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LIST OF ABBREVIATIONS

AI	Artificial Intelligence
AR	Augmented Reality
ANOVA	Analysis of Variance
CMV	Common Method Variance
CT	Competent Trainer
EP	Employee Performance
SCT	Social Cognitive Theory
SLT	Social Learning Theory
SPSS	Statistical Package for the Social Sciences
KPI	Key Performance Indicators
OJT	On the Job
TD	Talent Development
VR	Virtual Reality



CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter analyzes impact of training module, training method, and competent trainer on employee performance in the Malaysian oil and gas industry. This topic is crucial, as organizations invest in training programs to enhance employee skills, ultimately benefiting both the organization and individuals in achieving their objectives. Therefore, ensuring high-quality training delivery is essential for measuring the effectiveness of these programs. This chapter also highlighting the research problem and objectives. It offers an extensive overview of the study's scope and importance, laying a solid groundwork for the subsequent research.

1.2 Background of the Study

This research is intended to examine the effect of training modules, training methods, and competent trainer on employee performance in Malaysia's oil and gas industry. Training is a fundamental aspect of human resources management frequently described as training and development, learning or talent development (TD). Training plays a crucial role in enhancing employees' skills and abilities, thereby contributing to their overall growth and the organization's success. The objective is to enhance employees' physical abilities and their perspectives on various topics, thereby increasing productivity (Anwar & Abdullah, 2021). Training programs are developed to facilitate staff adapt to new technologies, systems, and processes, ensuring they are well-equipped to meet the evolving demands of their job roles.

Training enhances tutoring by addressing evolving educational needs, fostering

professional development, and supporting national development objectives. Furthermore, it aids employees in improving their performance and contributes to the leadership of the learning technique (Qaisra & Haider, 2023).

In the contemporary business landscape, companies are continually determined to raise their performance, bend in to market fluctuations, and secure a competitive advantage. Employees require training to develop the required expertise and learning to meet work requirements (Koteswari, 2020). One of the most crucial strategies employed to achieve these objectives is investing in employee training and development programs. These initiatives are aimed to improve employees' skills, knowledge, and competencies, ensuring effective job performance while preparing them for future challenges and career growth.

Structured training and development (T&D) activities enable organizations to adapt to evolving markets, enhance competitiveness, drive innovation, improve services, and achieve strategic goals (Klepić, 2021). Talent development comprises diverse activities focused on enhancing individual and organizational performance. Training typically addresses on enhancing particular skills and knowledge for a specific profession, while development is more expensive, addressing the growth and career progression of employees over the long term. Together, these programs aim to boost productivity, foster innovation, and make sure that the employees stays swift and competent of meeting the requirement of the business landscape.

Despite the widespread implementation of training and development programs, questions often arise regarding their actual effectiveness. Organizations invest

significant resources time, money, and effort into these initiatives, and it is imperative to evaluate whether they yield the desired outcomes. The efficiency of training are assessed from multiple perspectives, including employee performance, job satisfaction, retention rates, and overall organizational success. Talent development focused on professional growth enhances individual, group, and organizational effectiveness through acquired knowledge and skills (Meyer, 2021).

Training programs that focus on addressing specific skill gaps empower employees to master new techniques, tools, and methodologies. This boosts their efficiency and confidence in performing tasks. For example, software development teams attending trainings related to information technology that can improve their software development abilities, resulting in quicker and more consistent in development of the software. Similarly, marketing specialists learning sophisticated negotiation techniques that can seize more sales successfully, thereby progressively increase the company's revenue.

This research purpose is to provide a comprehensive evaluation of current training and development initiatives for the Oil and Gas Industry. By doing so, it seeks to recognize sections of success and prospects for advancement, offering actionable insights to optimize future training efforts. Ultimately, understanding the effectiveness of these programs is crucial for maximizing their impact, ensuring efficient resource allocation, and fostering a skilled, satisfied, and productive workforce that drives organizational success.

1.3 Problem statement

Although numerous research has been initiated in the ground of human resource management, there have remained a gap in research specifically focusing on employee perceptions of training and development, particularly within Malaysia's Oil and Gas Industry. This study is conducted to understand the outcome of training with the work performance of the employee.

Employee performance is a crucial indicator of organizational success, reflecting the extent to which employees effectively carry out their job responsibilities and contribute to achieving organizational goals. It encompasses various dimensions, including task performance, work quality, efficiency, creativity, problem-solving abilities, and teamwork. In the Oil and Gas Industry, where operational challenges and technical complexities are high, employee performance becomes even more critical. Well-designed training and development programs can enhance employee competencies, foster positive work attitudes, and increase motivation, leading to improved job performance. Therefore, understanding the factors that influence employee performance particularly the role of training module design, training methods, and trainer competencies is essential for organizations aiming to maximize productivity and maintain a competitive edge in the industry (Chong, T. K., 2021).

In today's competitive corporate environment, firms are persistently pursuing methods to improve performance and gain a competitive advantage. Effective training planning that considers the needs and requirements of employees is crucial for fostering employee commitment and retention (Chen, 2021). However, the efficiency of these training and development activities is often questioned, and businesses

struggle to quantify their true impact on their employee and with the company's performance.

Firstly, training module one of main issues affecting employee productivity and performance. It is essential to set specific training objectives and thoroughly prepare the training material and methodology (Zatsiorsky et al., 2020). Effective training occurs when trainees, trainers, and organizations fully understand methods, models, styles, emotional intelligence, and the factors affecting training (Glerum et al., 2020).

The training module's design and structure are crucial for employees in determining how well employees can relate their new skills and knowledge with their roles, ultimately influencing their performance and productivity levels in Malaysia's Oil and Gas Industry.

The management's decision to develop, plan, and load meaningful training module based on task situations, provide technical and strategic solutions, enhance existing skills, develop new skills, and offer an experience conducive to lifelong learning is the foundation of the training program they have implemented (Mohamad, Yaqub, Elumalai et al., 2020).

Secondly, effective training methods are crucial for employee productivity as they facilitate the acquisition, retention, and utilization of new skill sets. Training is essential in human resource management, using both formal and informal methods to create a positive learning culture (Aryee, 2023). Interactive, practical, and tailored

training methods often lead to the best outcomes. Investing in effective training enhances productivity and boosts employee satisfaction, engagement, and retention.

Another issue identified in this research is the competence of trainers, especially in delivering on-the-job training or any other necessary training for the organization. Research by Sunita Gulia (2023) indicates that trainers play a crucial role in understanding the industry's needs and practices, which helps employees better prepare for their assigned tasks or responsibilities. Trainers' roles include course development, delivery, learner assessment, administration, and collaboration with other professionals. They are also accountable for constant development based on learner's response. Trainer competencies significantly influence the effectiveness of training, directly impacting employee performance and productivity in Malaysia's Oil and Gas Industry. Skilled trainers can better communicate and demonstrate the required skills and knowledge, thus enhancing employees' abilities to apply what they have learned in their roles, leading to improved performance and organizational success.

Continuous assessment and feedback mechanisms are essential components of effective training programs. Regular evaluations help identify areas where employees may require additional support or resources, thereby ensuring that training objectives are consistently achieved. The integration of technology such as e-learning platforms and virtual reality simulations further enhances learning by offering flexible, engaging, and immersive training experiences. For instance, virtual reality training places employees in realistic simulations, allowing them to practice skills in a safe environment, which has been shown to improve information retention and engagement

(Mondo, 2024).

Cultivating a culture of continuous learning within the organization encourages employees to take ownership of their professional growth. This can be facilitated through initiatives such as mentorship programs, access to online learning platforms, and opportunities for cross-functional training. Promoting lifelong learning not only improves individual performance but also drives innovation and adaptability across the workforce. As highlighted by Galer (2022), immersive technologies like virtual reality have transported employee training into a new realm of hands-on learning, providing employees with engaging and interactive experiences that replicate real-world situations.

Developing employee competencies through targeted training is crucial for enhancing work performance. Competency-based program provides employees prospect of obtain skills, knowledge, and abilities necessary to excel in their roles. This approach focuses on measurable and observable capabilities that directly impact job performance (Marnisah et al., 2021). By addressing these competencies, companies able to significantly enhance individual performance and overall productivity. A well-designed competency-based training program can bridge skill gaps and foster an environment where employees are well-prepared to meet the demands of their positions (Dutta et al., 2022).

This research aims to address this gap by identifying the critical competencies that training programs should focus on to effectively enhance employee performance. The objective is to investigate factors that can positively impact employee outcomes,

such as the alignment of training with organizational goals, the customization of content to meet employee needs, and the incorporation of technology-driven training tools. Recent studies highlight the growing importance of personalized learning pathways and the integration of innovative methods such as gamification and virtual reality (Li et al., 2023). These technologies have shown promise in not only improving knowledge retention but also fostering greater engagement and motivation among employees, which are key drivers of performance (Abdelhay, 2024).

1.4 Research Questions

According to the literature review and the identified gaps in existing research, the following research questions are developed to conduct this research:

RQ1: Is there any relationship between training module and employee performance?

RQ2: Is there any relationship between training method and employee performance?

RQ3: Is there any relationship between competent trainer and employee performance?

1.5 Objective of the study

RO1: To examine the impact of training module on employee performance.

RO2: To study the impact of training method on employee performance.

RO3: To determine the impact of competent trainer on employee performance.

1.6 Scope & Limitation of the Study

This study aimed to gauge the impact of training modules, training methods, and competent trainer on employee performance in Malaysia's oil and gas industry. This research aims to assess the impact of different training elements such as training

modules, training methods, and the competency of trainers on the performance of employees. By focusing on both management and non-management staff, the study intends to recognise the strengths and limitations of current training initiatives and provide actionable insights into their improvement.

Specifically, the study analyse the following areas:

1. **Training Modules:** What are the different training modules that impact employee performance
2. **Training Methods:** The effectiveness of numerous training methods (e.g., on-the-job training, workshops, e-learning) and how they contribute to employee development.
3. **Competent Trainer:** The role of trainer expertise and skills in influencing the success of training programs.

This study also explores how these training elements affect key organizational metrics such as employee satisfaction, retention, and overall success. It evaluates whether the training programs support company's strategic aspirations and address specific requirements of employees. To ensure a comprehensive evaluation, the research included a representative sample of employees from various departments, job roles, and experience levels.

The methodology for this study includes surveys and questionnaires to collect data on participant reactions, learning outcomes, and satisfaction. The study also intends to measure the extent to which participants apply their new skills and knowledge to their jobs, which is crucial for evaluating the gain from investing in

training programs. By conducting thorough assessment, the study aims to provide actionable recommendations for optimizing future training initiatives. This includes ensuring that training programs designed according to the training needs analysis (TNA) are effectively executed and achieve their intended outcomes.

Ultimately, the study seeks to improve the overall effectiveness and efficiency of the organization's training and development efforts. By providing a detailed evaluation of current programs and offering strategic recommendations, the research help build a more competent, satisfied, and high-performing workforce, which in turn driving organizational success and ensure a sustained competitive advantage in the marketplace.

Nonetheless, this study has certain limitations that should be recognized. The conclusions are drawn from a sample of employees within the Oil and Gas Industry in Malaysia. Despite efforts to ensure the sample's representativeness, there may still be challenges in generalizing the findings to the entire industry or different sectors.

The data collection techniques, such as surveys, may be subject to prejudice response.

Respondents may give answers that are socially acceptable or may have difficulty remembering their experiences and opinions accurately. The study focuses on training modules, training methods, and competent trainer, but other factors influencing employee performance, administrative process, and management prerogative. The scope of the study may be limited by available resources which include previous studies from oil and gas industry, time, funding, and access to comprehensive data.

Despite these limitations, the study aims to provide valuable insights into the effectiveness of training programs and contribute to the continuous improvement of employee development initiatives in the Oil and Gas Industry in Malaysia.

1.7 Significance of the Study

1.7.1 Theoretical Perspective

Theoretical perspective of this study is based on several important concepts that explain how training and development influence employee performance and organizational outcomes. Social studying theory (SLT) and social cognitive theory (SCT), pick out studying as a dynamic interplay among individuals, environment, and, and behaviour (Deri Firmansyah, Dadang Saepuloh, 2022). According to Social Learning Theory, employees learn not just via formal training but also by seeing and engaging with their colleagues. This approach emphasizes the necessity of establishing a helpful learning environment within the company. It highlights that learning is a social development that employees can gain new skills and information by seeing and mimicking the behaviour of others. In terms of training and development, this approach emphasizes the need of mentorship programs, joint projects, and interactive seminars in which employees may learn from one another. This idea supports the interplay of environmental and intellectual factors that impact the ability for human beings to learn (Cherry, 2022)

Cognitivism is an idea of mastering that emphasises that human intuition is a social capability for growing with intelligence. The principle behind cognitivism

emphasizes the cognitive processes involved in learning, focusing on how individuals think, understand, and acquire knowledge (Seema Malik, 2021). It is imperative for instructional designers to thoroughly analyse and consider the appropriate tasks needed to facilitate learners for effectively and efficiently processing the information received. Learning becomes meaningful only when it can be related to concepts that already exist in a person's cognitive structure (Seema Malik, 2021). These theories present a thorough understanding way of different training methods is used to enhance employee learning and development, eventually directing in improved work performance and company accomplishment.

1.7.2 Practical Perspective

This study is about the impact of training module, training method and competent trainer on employee performance at Oil and Gas Industry in Malaysia. The findings helped the organization to comprehend and provide insight on the importance of having development program in developing the human capital in the industry. Therefore, the findings aimed to enhance and maintain a high quality of work life, providing employees with prospects to improve their work performance and boost their self-confidence.

Besides, it benefits companies or the overall industry to initiates or outline new proposals for learning and development intervention to address the challenges of globalisation. The results of the research provide guidance either to enhance or design the learning and development activities. This study also supports organization establish effective learning and development framework that enhances organizational performance. The findings are expected to demonstrate how human

resource training contributes not only to business success but also to employees' career growth. Ultimately, the results offer valuable insights into strengthening workforce capabilities, ensuring a competitive edge for organizations within the industry (Bawazir, A., Alshareef, M., & Mahfouz, M., 2024).

Evaluating how well training programs align with organizational goals, this study helps ensure that training initiatives support strategic objectives. This alignment enhances overall organizational performance by developing specific skills and competencies that drive business success. Effective training programs boost employee productivity by supporting them with the required skills and knowledge. This study aims to identify which training programs most effectively enhance productivity, thereby improving operational efficiency and output quality (Mokhtar, S. M., Abdullah, A. H., & Hisham, S., 2021).

Training and development activities prospects are crucial for employee fulfillment as it provide avenues for personal and professional growth. This research assesses the relationship between training with employee performance, offering insights into how these programs can be tailored to enhance employee morale. Enhanced Investing in employees' development demonstrates the organization's commitment to their career progression, which can significantly reduce turnover rates. The study also explore how training impacts employee retention and provides strategies to minimize attrition (Hair et al., 2019).

Understanding the effectiveness of various training programs helps organizations allocate resources more efficiently. The study provides a cost-benefit

analysis, highlighting the programs that deliver the best return on investment and recommending adjustments to those that do not. Effective training programs contribute to the organization by improving efficiency, reducing errors, and fostering innovation. This study quantifies the financial impact of training initiatives, providing a clear link between training investments and organizational profitability (Zwikael, O., & Huemann, M. (2023).

The magnitude of this research depends on its ability to transform the training and development landscape within the organization. By providing a thorough evaluation of current programs and offering strategic recommendations, the study helped in building a more competent, satisfied, and high-performing workforce (Zwikael, O., & Huemann, M. (2023). This has driven organizational success and ensured sustained competitive advantage in the marketplace. Through enhanced productivity, improved employee satisfaction, and optimized resource allocation, the study contributes significantly to the overall effectiveness of the organization's training and development efforts.

This research aimed to provide actionable awareness that be directly applied to improve training and development programs within Oil and Gas Industry in Malaysia. The practical perspective aims on identifying best practices and strategies that can be implemented to enhance the effectiveness of training initiatives. This includes evaluating the current training methods and materials, assessing the qualifications and competencies of trainers, and measuring the tangible results of training programs.

The findings utilizes various data collection tools such as surveys to gather comprehensive information on the success of the training programs. By analyzing this data, the study offers practical recommendations on how to optimize training module, delivery methods, and trainer selection to align with the organization's strategic objectives. Additionally, it provides guidelines on how to design a continuous learning culture that supports employee development and organizational innovation (Kumar, R., & Mohan, V. (2023).

Ultimately, the practical perspective of this study is to bridge the gap between theory and practice, ensuring that insights gained from the research are not only academically robust but also practically relevant and applicable in real-world organizational settings.

1.8 Operational Definition of Terms

Operational definitions provide precise explanations on how concepts being measured and observed in a specific study. These definitions ensure clarity and consistency in research by detailing the specific criteria and procedures used to define and quantify variables.

1.8.1 Training Module

Effective training modules significantly contribute to employee performance by improving participant test scores, enhancing practical application evaluations, and generating positive feedback from trainees. These factors demonstrate that well-structured training content is essential, but its impact on performance is fully realized only when the content is relevant and aligned with real-world job requirements. To maximize the effectiveness of training modules, organizations

should ensure that the material is designed not only to impart knowledge but also to facilitate practical skill application, supported by ongoing evaluation and trainee feedback (Neetu Guleria, 2021).

1.8.2 Training Method

Well-designed training modules are crucial for achieving a higher rate of training completion, as they are able to facilitate continuous employee improvement and meet the preferences of trainees. By focusing on relevant content and practical application, these modules ensure that employees are not only able to apply theoretical knowledge in real-world scenarios but also enhance their understanding and skill proficiency. This approach increases engagement and learning retention, ultimately leading to improved performance in the workplace (Kasturi Rajasekar, 2020).

1.8.3 Competent Trainer

Effective training modules are designed to achieve desired learning outcomes by adapting to different learning styles and providing meaningful feedback throughout the training process. These modules not only enhance the retention of skills and knowledge by participants but also ensure that they can engage with the content in a way that aligns with their learning preferences. By actively involving participants and incorporating their feedback, these modules facilitate better learning experiences, leading to improved application of skills in the workplace and sustained performance improvement (James A. Leach, 1996).

1.8.4 Employee performance

Well-structured training modules contribute to higher levels of innovation and improved job outcomes by equipping employees with the necessary skills and knowledge. These modules foster adherence to deadlines, enhance overall contributions to team and organizational goals, and elevate the quality of work produced. By addressing both technical skills and soft skills, effective training modules ensure that employees are better prepared to meet the demands of their roles, thereby driving higher performance and supporting organizational success (Kasturi Rajasekar, 2020).

1.9 The Organisation of the Thesis

This thesis is organised into five chapters. The brief explanations of each chapter are as follows:

Chapter 1: This chapter provides an overview of the impact of training modules, training methods, and competent trainers on employee performance in the Oil and Gas Industry in Malaysia. This chapter provide the research problem from a Malaysian perspective, identifies the research questions, and establishes the objectives of this research.

Chapter 2: This chapter organizes a detailed discussion of key concepts, definitions, developments, and measurement approaches related to the study's core variables. It examines literature on training effectiveness and employee performance within the oil and gas sector in Malaysia. This chapter establishes a strong theoretical foundation,

explaining how effective training modules, competent trainers, and robust training methods contribute to employee performance and organizational success.

Chapter 3: This chapter outlines the research methodology employed in the study. This section outlines research design, sampling techniques, data collection methods, and questionnaire development in detail.

The Statistical Package for Social Sciences (SPSS) software is utilized for data analysis, enabling the study to assess relationships between key variables. A conceptual framework is developed to create a connection with training & development (T&D), human resource management, and organization performance. Furthermore, this chapter introduces and explains the four research hypotheses, which serve as the foundation for the study's empirical investigation.

Chapter 4: This chapter presents the outcomes of the questionnaire survey. It includes an examination of preliminary data, sample profiles, and descriptive analysis of key constructs. The validity of measurement models is assessed, followed by structural model analysis and mediation tests. The results provide comprehensive insights into how training modules, training methods, and trainer competency impact employee performance in the Malaysian oil and gas industry.

Chapter 5: Last chapter discusses the result of this research in relation to its purposes and research hypotheses. It outlines theoretical, practical, and policy implications of the findings, highlighting their relevance for organizations in the Oil and Gas industry. Additionally, the limitations of the study are acknowledged, and recommendations for

future research is granted to enhance awareness of training effectiveness and employee performance in the industry.

1.10 Summary of Chapter

This chapter explores the definitions and key terms relevant to the study and examines their impact on employee performance in the Oil and Gas Industry in Malaysia. It also discusses the key variables Training Module, Training Method, and Competent Trainer and their impact on employee performance.

By analyzing these concepts and their interrelationships, this study provides a comprehensive understanding of how training initiatives impact for the employee development and organizational success in the Oil and Gas sector. The chapter emphasizes the significance of high-quality training modules, effective training methods, and competent trainers in shaping workforce performance.

Additionally, this chapter defines key terms used throughout the thesis and provides an overview of the background of the study, research questions, objectives, and significance. Both theoretical and practical perspectives are outlined to establish the study's framework. Finally, an overview of the research methodology is provided, detailing the approach taken to conduct the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to present review of the literature and research on the impact of training module, training method and competent trainer on employee performance at Oil and Gas Industry in Malaysia. A comprehensive literature review on training encompasses a wide range of topics, including theories, models, strategies, and outcomes related to acquiring knowledge and skills within organizational contexts. Here's a brief overview of key themes and insights from the literature.

2.2 Conceptual Definition of Terms

2.2.1 Training Module

The training module is a crucial component of an expert academic program. It comprises an educational workshop conducted in a classroom, academic research work, and a insightful activity. The five structural and functional blocks of the informative model the normative-target, conceptual, substantive, technological, and effective evaluative sub-modules were conveyed throughout the implementation stage (Valentina Panfilova, 2024).

As companies aim to improve their employees' skills and keep up with changing industry standards, having a well-structured and effective training module becomes increasingly critical. These training lead beginners via complicated principles and realistic abilities whilst aligning a person's progress with organizational goals. The training module engaged learners through their immediately participation in activities, allowing them to acquire new knowledge

from familiar elements and surroundings. This approach promotes good conduct through straightforward techniques without involving overly complex activities.

According to a study by Chalard Chantarasombat, Ekanun Sombatsakulkit, Athis Chaikiran (2021), training module is created to enhance instruction and learning that emphasizes collaboration among academics, administrators, and teachers. Using well-prepared module, learners are able to achieve their learning goals.

2.2.1.1 Below are the example of training module:

2.2.1.1.1 Gamified Learning Modules

Gamified learning integrates game elements such as points, badges, leaderboards, and challenges into educational content to enhance learner engagement and motivation. Recent studies have demonstrated that gamification significantly improves learning outcomes. For instance, a meta-analysis by Li et al. (2023) found a large effect size ($g = 0.822$) for gamification's impact on learning outcomes. Additionally, a longitudinal study by Neerupa et al. (2024) reported that gamified learning led to better academic performance compared to traditional and online learning methods.

2.2.1.1.2 Webinars and video lectures

Workplace training modules commonly use video-based training formats like screencasts, webinars, or instructional videos. While employees learn skills and information that could have been seen as dry or unclear in other formats, this format works well to keep their interest and keep them engaged. In particular, a

webinar is regarded as a kind of web conference that has an intrinsic educational goal. There are several uses for web conferences, which include everything from business partner meetings to video chats between friends or coworkers. Webinars, on the other hand, are made especially for teaching and learning. (Christian Ebnerb and Andreas Gegenfurtnera, 2020)

2.2.2 Training Method

The training method chosen for evaluation preparation plays a critical role in ensuring that individuals are not only ready to perform well during the evaluation but are also set up for long-term success. It bridges the gap between current abilities and desired outcomes, fostering growth, confidence, and competence. The method of training needs to be appropriate for the nature of training required and meet the preferences of the trainee (Whiting & Martin 2021). Training and the application of a standard improvement method are recommended as key aspects to support continuous improvement. As a result, organisations invested heavily in purchasing standard, off-the-shelf improvement methods and massive training of employees in these types of methods and the associated tools and techniques (Marcel F. van Assen, 2020). Training and development should be able to positively benefit the organization and results from training should be evaluated to know if it went well and what should be improved upon. (Whiting & Martin 2021)

There are two categories of training methods: behavioral and cognitive. Cognitive training techniques offer written and spoken instructions on how to complete a task. Off-the-job training is one of the organizational training methods that demonstrates the cognitive approach to training. The behavioral methods allow

the new hire to practice the best practices for skill development. On-the-job training, where a new hire learns by making mistakes, is an example of a behavioral approach (Akua Essuman Nana-Mansah, 2024)

2.2.2.1 Below are the examples of training method:

2.2.2.1.1 Coaching

Coaching is a process designed to help employees reach their maximum potential. The perceived effectiveness as a performance metric increased significantly after completing the coaching program. This training course facilitated the development of skills and understanding, with participants reporting improvements in their ability to listen effectively and ask better questions. An internal coaching training course can address various organizational issues and facilitate progress in resolving them. (Peter Seemann, Zuzana Stofkova and Vladimira Binasova, 2020)

2.2.2.1.2 eLearning

E-learning is a form of education that gives students the ability to study online, take classes virtually, communicate digitally, exchange ideas with peers, and become self-directed learners with more choice in the time and location of their learning (Laksana D.N.L., 2021). The phrase "e-learning" refers to a variety of teaching and learning strategies that use online platforms to deliver lessons both synchronously and asynchronously between students and instructors.

2.2.2.1.3 On-the-Job Training (OJT)

OJT is an important employment support which assists skilled job applicants reinstate their work status and develop their abilities. It also gives the business community greater staff capacity, efficiency, and training at a lower cost to the employer. One way to help employees improve their skills is through on-the-job training. The trainee used the same tools and the same workspace that he is required to use for his job (Vasanthi.Sa, Dr.S.Rabiyathul Basariyabk, 2019). Employers gain from on-the-job training (OJT) because it lowers the cost of training new hires, allows the employer to design on-site training, ensures that training is in line with job requirements, and is an ongoing investment in the business.

2.2.3 Competent Trainer

A competent trainer is essential to the success of any training program. Their ability to communicate effectively, engage with participants, adapt to different learning styles, and provide meaningful feedback can transform a standard training session into an impactful learning experience. A skilled trainer uses their knowledge and expertise to give practical advice, builds rapport with the trainee, inspires them, plans and executes lessons effectively (Allais, S.2022). A competent trainer has sufficient curriculum knowledge, is proficient in the training and instructional process, which includes the subject matter, and conducts research for personal growth. According to their attitude, knowledge, abilities, and institutional support, trainers believed they were prepared to integrate all employability skills. The abilities, know-how, and mindset that define a successful trainer or educator are known as competency. To effectively deliver the curriculum, trainers should be

given the freedom to apply their professional knowledge, abilities, and aptitude for a wide range of skills (Kahiroh Mohd Salleh, Nor Lisa Sulaiman, Mahazrul Kamarrudin, and Wan Fadzilah Wan Abdullah, 2022).

2.2.4 Employee Performance

A key component of any organization's success is employee performance. It involves an evaluation of how well workers carry out the job duties and responsibilities. High levels of employee performance are indicative of the general health of the organization and effectiveness. This performance can be impacted by various elements, which includes the quality of training programs, the workplace environment, and the individual's motivation and capabilities.

Clear expectations, frequent feedback, and the promotion of a continuous improvement culture are all components of effective performance management. Hard and soft competencies are the two categories of competency. Organizational performance is closely related to hard competency, or professional competence. Soft competency, on the other hand, describes an employee's character traits and actions that are necessary for efficient work performance. These may be conceptual, social, or professional (Gabriela Kolibáčová, 2024).

Individual employees are affected by corporate strategic objectives, which are in line with employee performance (Gabriela Kolibáčová, 2024). In order to maximize employee potential and improve performance, training is essential. To close the gap between present skills and intended results, organizations employ a variety of training techniques, including coaching, online learning, and on-the-job

training (OJT). These techniques guarantee that workers gain the abilities and information required for success.

Employee performance refers to how effectively and efficiently an individual fulfills their job responsibilities and contributes to the achievement of organizational goals. It encompasses not only the outcomes produced but also the behaviors and traits exhibited by employees in the workplace. According to Armstrong and Taylor (2020), employee performance includes three key components: outcomes, behaviors, and traits. Outcomes relate to the quality and quantity of work produced, as well as the effectiveness and efficiency in task execution. Behaviors involve adherence to work schedules, communication with superiors, attitude at work, and teamwork. Traits refer to personal characteristics such as initiative and the ability to contribute useful ideas to the organization.

Furthermore, employee performance is influenced by a combination of factors, including individual abilities, organizational support, and effort. These factors encompass skills, interests, personality traits, training, equipment, performance standards, management, coworkers, motivation, work ethic, attendance, and job design (Frontiers in Sociology, 2024). Understanding and enhancing employee performance is crucial because it directly affects organizational productivity, efficiency, and overall success.

2.3 Underpinning Theory

Training theories provide the foundation for developing effective training methods and programs. Several theories underpin the concept of training, each offering unique

insights into how individuals learn and apply new skills. Training theories form the basis for creating effective training methods and programs. These theories provide distinct perspectives on how individuals learn and apply new skills. Studies have proved that applying these theories can greatly improve learning results and improve the efficiency of training initiatives. For example, integrating principles from various learning theories can lead to more engaging and impactful training experiences, thereby better equipping employees with the necessary skills and knowledge to excel in their roles.

2.3.1 Cognitive Learning Theory

The main focus of cognitive learning theory is internal mental operations, opening the "black box" of the human mind. It emphasizes understanding how people think, learn, and remember. Training programs that employ cognitive learning strategies encourage active learning, metacognition, and the use of tools that aid in processing information and memory retention.

Underlying these theories is the recognition that efficient training is not a one-size-fits-all approach. Integrating various educational theories allows for the development of comprehensive training programs tailored to diverse learning preferences, ensuring all employees can achieve their highest potential.

Together, they strive to take in new information and incorporate it into the knowledge base that they utilize on a daily basis for work, school, and daily living. Decision-making, information retention, and problem-solving all require cognitive abilities. Learning happens as a result of integrating newly learned information with

past experiences and new experiences with existing knowledge. (Javarria Adnan, Syed Adnan Raza, and Zaheer Ahmed Khan, 2022).

2.3.2 Social Learning Theory

Albert Bandura developed the theory of social learning in 1977. According to Bandura, learning happens through modeling, imitation, and observation and is impacted by motivation, attention, attitudes, and emotions. This theory describes how cognitive and environmental factors interact to affect learning (Cherry, 2022). Research shows the critical role of Social Learning Theory that's in the context of employee performance and training efficacy. According to Bandura's theory, learning is greatly influenced by observing others, imitating behaviors, and modeling actions. This concept has been particularly impactful in developing mentorship and coaching programs within organizations.

Additionally, it has been demonstrated that coaching and mentoring programs grounded in Social Learning Theory promote a positive learning atmosphere. The social learning theory describes how human development and actions are influenced by the interaction of cognitive and environmental factors. This suggests that people learn when they become aware of the effects of other people's behavior (Dina Amsari, Etri Wahyuni, Fadhilaturrahmi, 2024).

2.4 Conceptual framework

Conceptual framework is an organized depiction that outlines the main factors and how they relate to one another in a study. It acts as a manual for researchers, helping them organize their thoughts and hypotheses in a coherent manner. This framework

provides a visual or theoretical map that connects the various elements being examined, facilitating a better comprehension of the findings problem and guiding the evaluation.

The conceptual framework outlined below consists of three independent variables: training module, training method, and competent trainer. These variables collectively influence employee performance is the dependent variable. The framework aims to explain how each of these factors contributes to improving the skills, knowledge, and in general job employee performance in the organization. By looking at how these variables interact, the framework provides a thorough comprehension of the mechanisms through which effective training can enhance employee outcomes and organizational success.

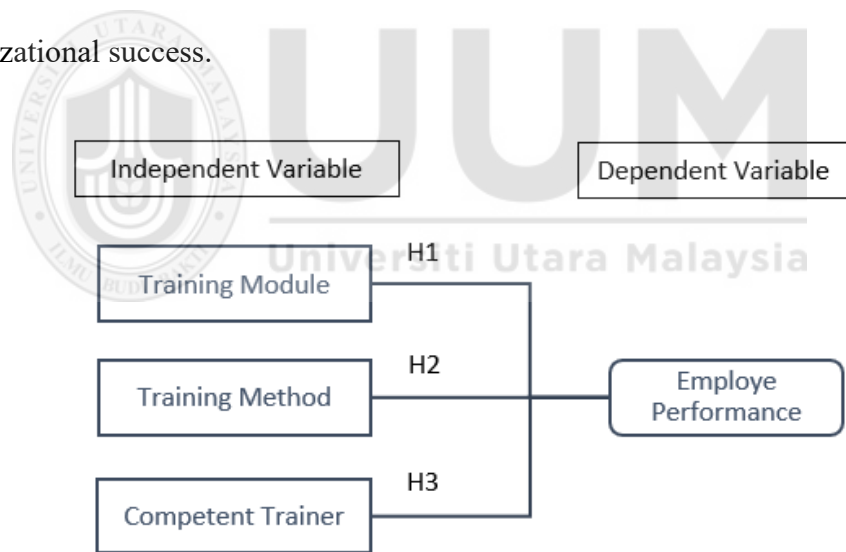


Figure 1.1: Conceptual Framework

2.5 Hypotheses Development

2.5.1 Relationship between Training Module and Employee Performance

The connection between instruction modules and worker performance has been extensively studied. Research indicates that incorporating diverse educational

theories into training programs significantly enhances employee outcomes. Nauman (2021) found that organizational training increases employees' job commitment and improves their performance.

Moreover, Bandura's Social Learning Theory, highlighted the effectiveness of mentorship and coaching. The theory later incorporated cognitive processes, explaining how individuals use mental abilities such as information processing to respond to modelling influences. For example, Guan and Frenkel (2020) found a positive relationship between training and performance, differing from studies that position work engagement as an intermediary between performance and training.

Effective training programs incorporate interactive and engaging methods and take into account various learning styles. Different learning styles are accommodated and knowledge retention is improved through the use of a variety of instructional techniques, such as seminars, online education, and on-the-job training (Dr. Indira Singh, 2023).

Cognitive Learning Theory also finds strong support in academic literature. The study found that facilitation based coaching styles significantly improve contextual performance, emphasizing the role of tailored training approaches, as discussed by Budhiraja (2023). These studies emphasize the significance of diverse training modules tailored to various learning preferences, ultimately enhancing employee performance and satisfaction.

Hypothesis Statement:

H1: There is a significant relationship between training module and employee performance.

2.5.2 Relationship between Training Method and Employee Performance

Prior research emphasize significant impact of training methods on employee performance. Research indicates that integrating various educational theories and practices into training method leads to better employee outcomes. For instance, April (2020) highlights that the chosen training method should align with the type of training being conducted. In a similar vein, Wulandari (2020) notes that training, whether conducted off-the-job or on-the-job, should be planned to give workers the abilities and information required for their position.

Moreover, (Alhidayatullah and Muh. Abdul Aziz, 2022) stresses that training methods should enhance employees' knowledge, insights, and work abilities in alignment with company expectations. All of these results highlight how crucial it is to use a variety of training techniques to suit various learning styles and enhance employee satisfaction and performance.

Hypothesis Statement:

H2: There is a significant relationship between training method and employee performance.

2.5.3 Relationship between Competent Trainer and Employee Performance

The importance of competent trainers in influencing performance of employee is well-documented in academic literature. Research highlights that a trainer's expertise and effectiveness are critical determinants of a training program's success. Additionally, trainers' characteristics may serve as a moderating factor in training effectiveness. However, they are sometimes perceived as less influential compared to factors such as top management support and training methods (Wan Maziah Wan

Ab. Razak, Syahrul Nadwani Abdul Rahman, Zalinawati Abdullah, & Ahmad Ismail, 2019).

When taken as a whole, these studies highlight how important skilled trainers are to improving worker performance. Organizations can make sure their training initiatives are successful and have an impact by making investments in their growth and ongoing development.

Furthermore, competencies are among the key factors influencing employee performance (Nguyen et al., 2020) and contribute to achieving a competitive advantage. The quality of training services also plays a strategic role, as it fosters employee satisfaction, trust, and motivation, ultimately impacting training outcomes (Budiyanti et al., 2020). The study concluded by (Khawaldeh, 2023) claimed that the distance between trainers has a beneficial impact on employees' performance, indicating that the Executive committee selects, appoints and qualifies skillful trainers.

Hypothesis Statement:

H3: There is a significant relationship between competent trainer and employee performance.

2.6 Summary of Chapter

This section presents a conceptual framework comprising three independent variables training module, training method, and competent trainer that collectively influence employee performance as the dependent variable. This framework aids in understanding how effective training can enhance employee outcomes and organizational success. The conceptual framework not only serves as a theoretical guide but also as a practical tool for evaluating and improving training programs,

ensuring they are aligned with the strategic objectives of the organization and the evolving needs of the industry.

Furthermore, the literature review underscores the dynamic and multifaceted nature of training in the oil and gas sector. It explores various dimensions of training, including the development of technical competencies, the enhancement of safety practices, and the promotion of a culture of continuous learning and innovation. By examining the interactions between these variables, the framework provides a comprehensive understanding of the mechanisms through which effective training can enhance employee outcomes and drive organizational success. It highlights the critical role of tailored training programs in equipping employees with the necessary skills to adapt to technological advancements and industry changes.

In conclusion, the literature review lays a strong groundwork for the subsequent chapters of the study, setting the stage for empirical investigation and analysis. It delivers a detailed overview of the current state of research on training effectiveness in the oil and gas industry, identifies gaps in the existing literature, and highlights the significance of continuous improvement in training practices to sustain a competitive edge in the global market.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology section acts as a reference for carrying out the study the impact of training module, training method and competent trainer on employee performance at Oil and Gas Industry in Malaysia. In order to guarantee that the study is thorough, organised, and in line with its goals, this chapter describes the strategies and tactics that used to collect and evaluate data. It offers a clear picture of the entire research process, from gathering data to analysing and interpreting it.

3.2 Research Design

The research design dictates how data is collected and analyzed. In this study, a descriptive research design is employed to gather and interpret data from employees in the Oil and Gas Industry in Malaysia. This approach ensures a comprehensive understanding of the impact of training modules, training methods, and competent trainers on employee performance.

The study utilizes a quantitative research method, where questionnaires is disseminated to a representative sample of employees in the industry. These questionnaires are meticulously designed to collect numerical data that can be statistically analyzed, providing insights into various aspects of training and employee performance. By employing this systematic and structured research design, the study aimed in present input on how effective training programs can enhance employee performance within the Oil and Gas Industry in Malaysia.

3.3 Research Approach

A research approach serves as the fundamental framework that directs a study, outlining the methods and techniques used for data collection, analysis, and interpretation. This study employs a quantitative research approach, which investigates systematically by collecting numerical data and utilising statistical, mathematical, or computational techniques. Quantitative research is particularly useful for gathering statistically significant insights from respondents through organised methods such as surveys, polls, and questionnaires. Research classifications are based on numerous aspects, as well as the study's application, objectives, and the type of information being sought (Hamed Taherdoost, 2022).

Larger samples that are representative of the entire population are usually used for data collection in quantitative research, which employs an organized approach. Numerical data is gathered by researchers using quantitative methods, and statistical analysis is performed to identify findings that are statistically significant. This method works well for social research as well as experimental research. It facilitates the process of making well-informed choices and deriving trustworthy conclusions from quantitative data.

3.4 Population

A target population refers to a specific, well-defined cluster of individuals who represent the characteristics of the population of interest and from which the researcher selects participants. To successfully define the target population, it is necessary to iteratively review all boundary concerns in order to guarantee that the final target the

population description is thorough enough to provide the study with suitable data. To accurately represent the study's objectives and the population of interest, the target group needs to be carefully defined and appropriately exclusive. It is selected based on specific requirements that align with the research scope, ensuring a focused investigation of relevant population segments for meaningful and reliable insights (Asiamah et al., 2017; Casteel & Bridier, 2021; Willie, 2022).

Defining clear boundaries for the target population is essential for ensuring that the research focuses on a specific, relevant group that accurately represents the population of interest. This process is crucial for maintaining the validity of the study and ensuring the results are both meaningful and applicable to the intended context. In this research, the total population includes approximately 200 employees, ensuring that the study is focused and manageable.

The target population for this study consists of employees working in the oil and gas industry in Malaysia, specifically from leading organizations such as Petronas, Shell, Petron, Chiyoda, and Maire Tecnimont. These companies were selected due to their prominent roles in the industry and their commitment to training and development initiatives. The research specifically targets management, senior, and junior staff working in the construction departments within these companies, all of whom are based in Kuala Lumpur.

Moreover, the study narrows the target population further by focusing on employees who have been with the organization for more than six months. This criterion was selected to capture the experiences and perceptions of relatively new

employees, who are likely to have engaged with training programs designed to integrate them into their roles. By concentrating on these employees, the study aims to gather insights into how training programs affect early-stage employee performance and integration within the construction sector of the Malaysian oil and gas industry.

By clearly defining the target population in terms of the companies involved, employee roles, geographical location, and employment duration, the study ensures that the research findings will be applicable and relevant to the broader context of training and development within the industry.

3.5 Location of Study

This study was conducted within the oil and gas industry in Malaysia. Specifically, the research focused on employees working in various departments such as operations, engineering, human resources, and management in oil and gas companies located in Kuala Lumpur. This location was chosen due to the high concentration of oil and gas companies operating within these areas, representing construction sectors within Oil and Gas industry.

3.6 Unit of Study

The unit of study for this research consists of individual employees working in the oil and gas industry in Malaysia. These employees were selected from various functional departments such as operations, engineering, human resources, finance, and management within selected oil and gas companies.

The focus was on employees who have undergone training programs within

their respective organizations. This includes both technical and non-technical staff at different levels of employment, such as executives, supervisors, and managers. The selection of individual employees as the unit of study allows for a comprehensive assessment of their perceptions regarding training modules, training methods, trainer competency, and their influence on employee performance. (Asiamah et al., 2017; Casteel & Bridier, 2021; Willie, 2022).

By targeting individual employees from different departments and levels, the study aims to gather diverse insights and obtain a holistic understanding of the relationship between training-related factors and employee performance in the oil and gas industry.

3.7 Sampling

The sampling frame signifies an operationalized subset of the target population, consisting of individuals from whom the sample is drawn. It serves as the structured list or database used to recruit participants, which may be organized using names, contact details, organizational lists, or geographical units. The sampling frame is directly influenced by the sampling method, as it provides the structure through which participants are selected (Naseri, R. N. N., Yahya, W. K., & Abdullah, R. N. R., 2024).

A rigorous sampling technique is employed to certify that the research results are both representative and generalizable to the broader workforce in the Oil and Gas Industry in Malaysia. Initially, the random selection technique is used to categorize the survey based on different attributes related to the study. To further ensure a balanced representation, random samples are drawn from each category.

This study utilizes a probability sampling method, where participant selection is based on the researcher's decision or predefined criteria in contrast to random selection. In contrast to probability sampling, this method ensures statistical representativeness, this approach is suitable when random selection is impractical due to constraints such as accessibility or time limitations. The final sample consists of approximately 200 participants from various oil and gas companies in Malaysia.

The following sampling method were utilized in this research to collect data:

3.7.1 Random sampling

Random sampling is a probability sampling method where every individual in the population has an equal chance of being selected as a respondent. This approach ensures that participant selection is entirely random, which helps eliminate selection bias and ensures that the sample is truly representative of the entire population (Thomas, 2023). One of the key advantages of random sampling is its ability to produce highly representative samples, thereby allowing research findings to be more generalizable to the broader population. This method also reduces researcher bias in the selection process, making the data collected more objective and reliable. This type of sampling is very effective, especially when conducting research for the construction industry which mainly focuses at the site.

3.8 Measurement of Variables

Moreover, the effectiveness of training modules and methods, along with the competency of trainers, plays a crucial role in enhancing employee performance. A

well-structured training module equips employees with the necessary skills and knowledge, while effective training methods ensure efficient delivery of information. Competent trainers, who are both knowledgeable and skilled, significantly enhance the learning experience, leading to improved job performance and higher job satisfaction.

The impact of these training components is measured through structured questionnaires, enabling the research to draw accurate and generalizable conclusions about the workforce in the Oil and Gas Industry in Malaysia. The variables are assessed using a structured questionnaire designed to quantify complex concepts. The effectiveness of each variable is evaluated through questions that gauge employees' level of involvement in training, while work performance is assessed based on employees' feedback on key variables.

Each questionnaire item is rated on a Likert scale, allowing respondents to express their level of agreement or disagreement with each statement. This method converts qualitative perceptions into numerical data, facilitating statistical analysis. Descriptive statistics such as mean, median, and standard deviation are used to provide a clear overview of the responses.

To ensure precise and meaningful data collection, the reliability and validity of the measurement instruments are rigorously tested. This is crucial for the reliability of research findings, as reliable and valid measurements guarantee that the data accurately reflects the intended reality. This meticulous approach allows researchers to draw robust, data-driven conclusions about the Oil and Gas Industry workforce in Malaysia, ultimately supporting the development of strategies to enhance work

performance.

Table 3.1

Measurement of the variables

Variable	Measurement	Sources
Training Module	“Participant test scores”, “Practical application evaluations”, and “Feedback from trainees”	Neetu Guleria, 2021
Training Method	“Higher rate of training completion” “Able to facilitate employee continuous improvement” and “Meet the preferences of the trainee” “Apply theoretical knowledge in real-world scenarios”, “Enhancing employee understanding and skill proficiency”	Kasturi Rajasekar, 2020
Competent Trainer	“Ability to achieve desired learning outcomes”, “Adapt to different learning styles”, and “provide meaningful feedback” “Retention of skills and knowledge by the participants”, “Ability to engage with participants, “Participant feedback”	James A. Leach, 1996
Employee performance	“Higher levels of innovation”, “Improved job outcomes”, “Adherence to deadlines, and overall contribution to team and organizational goals” and “Quality of work”	Kasturi Rajasekar, 2020

3.8.1 Research survey questions

The questionnaire, based on previous research, has been thoroughly proofread and modified to ensure alignment with the research objectives and subject matter. Adjustments have been made to improve clarity, relevance, and focus on the key areas of the study.

Table 3.2:*Training Module questionnaire*

No	Original source	Correction	Remark
1	Training of teachers in teaching helps in clarifying the difficult concept.	Training module helps in clarifying difficult concept	Focus shifted from "teacher training" to "training module" to align with research topic.
2	The activity based teaching gives freedom to learn at own place.	Activity-based teaching provides the flexibility to learn at one's own pace, making the training module more engaging and effective.	Language improved for clarity, grammar corrected, and impact on training effectiveness added.
3	The activity based teaching is interesting	The activity-based teaching is interesting and enriches the training module.	Enhancement added to show contribution of method to the module.
4	Information provided in each module of training is clarifying content.	Information provided in each module of training is easy to understand.	Reworded for clearer and more natural expression.
5	Content does not help in understanding of concept.	Content in training module help in understanding of concept.	Negative phrasing corrected to positive to reflect improved perception.
6	There is no continuity in contents.	All the content in training module is presented clearly and cohesively.	Rephrased to address issue and present content positively and clearly.
7	Language used in this material is not easy to understand.	The language used in the training module is straightforward and easy to understand.	Clarity improved; negative statement turned into a positive one.
8	In material sufficient Numbers of examples are given.	Sufficient numbers of examples are given in the training module.	Slight restructuring for grammatical correctness and clarity.
9	The examples given in the material are relevant to reasoning type.	The provided examples in training module are relevant to the topic discussed in the material.	Generalized to reflect broader relevance and improve grammar.
10	Figures are not helpful in understanding of the content.	The pictures and illustration in training module are helpful in understanding the content.	Negative changed to positive; figures rephrased as "pictures and illustration" for clarity.

11	The given figures are self-explanatory.	The graph and illustration in the training module are easy to understand.	More specific terms used, with clearer expression of understanding.
12	For module testing, more questions are required.	Sufficient number of questions are used to study the effectiveness of training modules.	Need for more questions rephrased to state adequacy and purpose of questions.
13	In module testing, the questions are very easy.	The training module's test questions are quite simple.	Language adjusted for better academic tone.
14	Sufficient time is given to solve the problems.	Adequate time is allocated to address the training module's issues.	More formal and specific language used for clarity and context.

Table 3.3

Training method questionnaire

No	Original source	Correction	Remark
1	The methods used in training the employees are in line with organizational culture.	The methods used in training the employees are in line with organizational culture.	No change in the content.
2	The method used in training the employees are in line with the organizational structure.	The method used in training the employees are in line with the organizational structure.	No change in the content.
3	Employee are trained with methods that are in line with available resources.	Employee are trained with methods that are in line with available resources.	No change in the content.
4	Training of employees is conducted by experts from different fields.	Training of employees is conducted by experts from different fields.	No change in the content.
5	Staffs are provided with on-the-job trainings	Staffs are provided with on-the-job trainings.	No change in the content.
6	It is necessary to conduct off-the-job training	It is necessary to conduct off-the job training.	No change in the content.
7	The experienced employees delegate works to their juniors	The experienced employees delegate works to their juniors to train them.	Added purpose of delegation ("to train them") for clarity and intent.

8	These experienced employees are also responsible for the work they delegate to their junior.	These experienced employees are also responsible for the work they delegate to their junior.	No change in the content.
9	The company encouraged mentor-mentee relationship in order to ensure enhanced development of skills.	The company encouraged mentor mentee relationship in order to ensure enhanced development of skills.	Hyphen between "mentor-mentee" removed.
10	Employees are free to transfer to other departments from time to time in order to further develop their skill	Employees are free to transfer to other departments from time to time in order to further develop their skills.	No change in the content.

Table 3.4

Competent Trainer questionnaire

No	Original source	Correction	Remark
1	Sets goals and objectives for training	Trainer has ability to sets goals and objectives for training effectively.	Subject ("Trainer") introduced, and phrase expanded to show capability.
2	Develops lesson plans	Trainer is capable of develop lesson plans for the training session.	Rewritten to specify trainer's capability
3	Keeps current and up to date	Trainer is up to date with the current updates.	Reworded for clarity.
4	Conducts needs assessments	Trainer is proficient in developing and conducting needs assessments for the participants.	Expanded to emphasize both skill and action.
5	Provides advice to students	Trainer is well capable in providing advice to students.	Subject and skill highlighted.
6	Designs instruction so it is easily understood	Trainer has the ability to design instruction, so it is easily understood for all level of participants.	Rewritten to reflect trainer's role.

7	Provides positive reinforcement	Trainer can provides positive reinforcement such as rewards to make training more lively.	Expanded with examples.
8	Blends different training techniques	Trainer is skilled in blends different training techniques such as instruction-led learning, eLearning experiences, and hands-on training.	Details added for clarity.
9	Blends different training techniques	Trainer able to use questioning technique with participants to encourage participation	New skill inserted, reworded to show capability in engaging participants.
10	Facilitates group learning activities	Trainer are competent in facilitate group learning activities especially for larger group of audience.	Subject ("Trainer") introduced, and phrase expanded to show capability.
11	Clearly explains concepts	Trainer are well versed in explaining the training concepts effectively.	Subject ("Trainer") introduced, and rephrased to reflect trainer's skill;
12	Presents training in a logical sequence	Trainer are expert in presenting training in a logical sequence.	Trainer's expertise emphasized.
13	Recognizes and attends to individual differences	Trainer has the ability recognizes and attends to individual differences during training session.	Clarified role of trainer.
14	Explains complex ideas so they can be easily understood.	Trainer are skilled in explaining complex ideas so they can be easily understood by participants.	Subject ("Trainer") introduced, and rephrased to reflect trainer's skill.
15	Evaluates effects and impact of training.	Trainer experienced in evaluates effects and impact of training in maximizing the output of the training.	Expanded to explain purpose

Table 3.5*Employee Performance questionnaire*

No	Original source	Correction	Remark
1	The performance of employees has been improved through proper training needs identification.	The performance of employees has been improved through proper training identification.	No change and sentence retained as originally written.
2	Adequate evaluation of skill has resulted to improvement on the accuracy of employees.	Adequate evaluation of skill has resulted to improvement on the skill of employees.	“Accuracy” was replaced with “skill” shifting focus from precision to overall competence.
3	Overall employee creativity has been improved through training.	Overall employee creativity has been improved through training.	No change and sentence retained as originally written.
4	Employee training has improved managers’ span of control.	Employee training has improved managers’ span of control.	No change and sentence retained as originally written.
5	The amount of work handled by individual staff has been improved through employee training.	The amount of work handled by individual staff has been improved through employee training.	No change and sentence retained as originally written.
6	Staff’s level of efficiency has been improved through development programs.	Staff’s level of efficiency has been improved through development programs.	No change and sentence retained as originally written.
7	The training contents adopted improved employee’s level of accuracy at their work.	The training contents adopted improved employee’s level of accuracy at their work.	No change and sentence retained as originally written.

3.9 Data Collection Procedures

Data collection methods refer to the techniques used to obtain information from participants. These methods ensure that research objectives are met and that the data collected is reliable and relevant. In this study, a structured questionnaire is distributed to employees in the Oil and Gas Industry in Malaysia, providing a quantitative

assessment of their feedback on training effectiveness and its impact on work performance.

Survey research is a fundamental component of quantitative research methodologies. It involves gathering responses from a sample of participants through various formats, such as online surveys, paper questionnaires, web-intercept surveys, and online polls. Organizations, both large and small, utilize surveys to understand customer perceptions, product performance, and market trends.

By conducting survey research, organizations can collect valuable data, analyze responses, and generate numerical insights. This process serves as a critical first step in data collection for research studies, allowing researchers to measure key variables and draw data-driven conclusions.

3.10 Techniques of Data Analysis Descriptive statistics

The survey information gathered from employees is compiled and described using descriptive statistics. This covers statistics like frequency distributions, mean, median, and standard deviation. It gives a general overview of the responses concerning job performance and the factors that influence job performance.

This part starts with a succinct summary of the research concept and methodology, which is followed by an explanation of the methods utilised for data collecting, sampling, and data analysis. The study's limitations and ethical issues are also covered, guaranteeing that the investigation is carried out honestly and openly.

3.11 Reliability and Validity

3.11.1 Reliability

Reliability refers to the stability of the measuring instrument used and its consistency over time. In other words, Reliability is the ability to measure instruments to give similar results when applied at different times. Of course, it is unlikely that the same results is given every time due to differences at the time the measuring instrument is applied, as well as changes in the population and the sample. However, a strong positive correlation between the results of the measuring instrument is an indication of Reliability. The Reliability of the measuring instrument is an essential consideration for the results of the study to be healthy.

(Lütü Sürücü & Ahmet Maslakçı, 2020)

3.11.2 Validity

Validity refers to the degree to which a research instrument measures what it is intended to measure. In other words, it assesses whether the findings of a study truly represent the concept or construct being investigated. Validity is about ensuring that research instruments accurately measure the intended constructs. It encompasses various types, each addressing different aspects of measurement accuracy. Establishing strong validity is crucial for drawing meaningful and reliable conclusions from research findings.

3.12 Correlation Analysis

A correlation coefficient measures the association between two variables using

numerical aspects (Sounders et al.,2023). To determine the relationship between the study variables, Spearman's Rank-Order Correlation (Spearman's rho) was utilized. Spearman correlation is a non-parametric test used to measure the strength and direction of association between two ranked variables. It is appropriate for data that do not meet the assumptions of normality or for ordinal data.

3.13 Regression Analysis

To further investigate the predictive relationship between the independent and dependent variables, regression analysis was employed in this study. Regression analysis assesses the extent to which one or more independent variables can predict changes in the dependent variable. In particular, this study utilized Multiple Linear Regression Analysis to determine the combined and individual influence of the independent variables on the dependent variable.

Multiple Linear Regression is particularly useful when examining the impact of multiple predictors (independent variables) on a single outcome (dependent variable). This statistical method allows researchers to understand how changes in the independent variables are associated with changes in the dependent variable, while controlling for the effects of other variables. The results of the regression analysis provide valuable insights into the relative importance of each predictor and the strength of their relationships with the outcome variable.

By applying this method, the study aimed to quantify the impact of factors such as training methods, trainer competencies, and employee engagement on employee performance in the oil and gas industry. This approach helps identify which factors are

the most influential in shaping employee outcomes, enabling organizations to make informed decisions about improving their training programs and overall workforce performance (Jain & Kumar, 2023; Lee et al., 2022).

3.14 Pilot Test

Before administering the final questionnaire to the main respondents, it is essential to conduct a pilot test. This step is crucial for identifying any unclear or ambiguous questions, ensuring that the questionnaire is clear and comprehensible to participants.

A preliminary test of the research instrument was conducted with 32 employees from the oil and gas industry. The feedback from these participants helped refine the questionnaire, enhancing its clarity and effectiveness. Based on their positive responses, the researcher proceeded with the main survey. The pilot study results confirmed that the measured factors were reliable, reinforcing the validity of the questionnaire for the main study.

Table 3.6

Research Variables Reliability Statistics (Pilot study)

Variable	Number of Items	Cronbach Alpha
Training Module	14	.968
Training Method	10	.940
Competent Trainer	15	.966
Employee performance	7	.914

Source: Survey Data (2025)

3.15 Questionnaire

In this study, a structured questionnaire serves as a primary data collection tool to assess the impact of training modules, training methods, and competent trainers on employee performance in the Oil and Gas Industry in Malaysia. By incorporating both qualitative and quantitative elements, the questionnaire captures employees' perceptions, experiences, and feedback regarding the effectiveness of training programs.

The questionnaire includes items measuring the effectiveness of training modules, the suitability of training methods, and the competency of trainers, along with their collective impact on employee performance. Administered online via google form and this research instrument allows for a comprehensive evaluation of training effectiveness and its role in enhancing skills, job performance, and overall productivity.

By analysing the responses collected, the study aims to provide data-driven insights into how training initiatives can be optimized to better support employees in adapting to new technologies, improving job efficiency, and contributing to organizational success within the Oil and Gas sector in Malaysia.

3.16 Summary of the Chapter

The chapter on study methodology delineates the methodical technique that is utilised to understand The Impact of Training Module, Training Method and Competent Trainer on Employee Performance at Oil and Gas Industry in Malaysia. Research methodology provides an overview of the chosen research approach highlighting its alignment with the research questions or hypotheses. This chapter offers a detailed plan outlining the data collection and analysis procedures, guaranteeing the research is carried out rigorously and ethically.

The chapter on study methodology delineates the methodical technique that is applied to understand the Impact of Training Module, Training Method and Competent Trainer on Employee Performance at Oil and Gas Industry in Malaysia. Firstly, the research methodology provides an in-depth overview of the chosen research approach, highlighting its alignment with the research questions or hypotheses. This ensures that the methodology is firmly grounded in the objectives of the study and can address the key issues under investigation.

Next, a detailed plan outlining the data collection procedures is described. This includes the selection of participants, the design and distribution of questionnaires, and the steps taken to ensure the reliability and validity of the data collected. The methodology is discussed in the various formats of the questionnaire distribution, whether online, over the phone, on paper, or in person, catering to both qualitative and quantitative data collection needs. Furthermore, the chapter delves into the data analysis procedures. This involves the use of descriptive statistics to summarize the survey responses and to provide insights into the factors influencing job performance.

Techniques such as frequency distributions, mean, median, and standard deviation are applied to give a comprehensive overview of the data.

Finally, this section underscores the importance of reliability and validity in research. It elaborates on how the stability and consistency of the measuring instruments is ensured over time, and how the accuracy of these instruments in measuring the intended constructs is verified. By meticulously detailing each of these components, the methodology chapter lays a solid foundation for conducting a rigorous and ethically sound research study, ultimately leading to meaningful and reliable conclusions about the impact of training on employee performance.



CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study based on the data collected and analyzed. The objective of this chapter is to examine the relationship between training modules, training methods, and competent trainers with employee performance in the oil and gas industry. The analysis includes demographic distribution, reliability testing, descriptive statistics, correlation analysis, regression analysis, and hypothesis testing. Each section provides insights into the significance and impact of training factors on employee performance. Furthermore, the results of the reliability tests for each variable are included, comprising Spearman correlation followed by regression analysis of the study's hypothesis.

4.2 Rate of Responses

To further enhance the robustness of the study, the response rate is also assessed in the context of Krejcie and Morgan's (1970) table for determining sample size. Krejcie and Morgan's table is a widely used reference for calculating the appropriate sample size based on the total population size to ensure the results are statistically valid and reliable. The table provides a sample size estimate for a given population at a specified level of confidence and margin of error.

In this study, the total population consists of approximately 200 employees in the oil and gas industry. Referring to Krejcie and Morgan's table in appendix 4, for a

population of 200, a sample size of 132 is adequate for a 95% confidence level with a 5% margin of error. Since the study successfully collected 132 responses, it meets the recommended sample size, making the sample statistically representative and ensuring the results are both reliable and generalizable.

Thus, the 100% response rate not only assures the reliability of the data but also confirms that the sample size is appropriate according to Krejcie and Morgan's table. This adds further credibility to the findings and strengthens the conclusions drawn about the relationship between training modules, training methods, competent trainers, and employee performance in the oil and gas industry.

4.3 Data Screening and Preliminary Analysis

This section discusses the initial data analysis phase, which focuses on screening and cleansing the data to prepare it for inferential statistical analysis. The preliminary analysis and data screening were conducted using SPSS version 26, following the recommendations for stages of data analysis (Zikmund et al., 2013). It involved various procedures, including assessing and replacing missing values, identifying, and treating outliers, and testing for normality, linearity, homoscedasticity, and multicollinearity. The results of these tests and processes details in the subsequent sections.

4.3.1 Assessing and Replacing Missing Values

The initial examination is to evaluate the absent values (Sounders, 2023), described as missing data as "where data have not been collected for some

variables". No missing data was discovered using the frequency statistics. Therefore, the information utilized in this study is absent from missing values.

4.3.2 Analysis of Outliers

A comprehensive assessment of outliers was conducted on the dataset to maintain the integrity of the data analysis. Visual inspection of boxplots and scatterplots was performed, and it was determined that no significant outliers were present. Additionally, the consistency of the measurement is examined through Cronbach's alpha. This finding reinforces the reliability of the data and enhances the validity of the statistical examination conducted in this study. By thoroughly examining outliers and ensuring the scale's reliability, the integrity of the data analysis was upheld, providing a solid foundation for drawing accurate conclusions.

4.3.3 Test of Normality

A normality test was conducted to determine whether the data distribution for the study's key variables follows a normal distribution. The Kolmogorov-Smirnov (K-S) test and Shapiro-Wilk test were used for this purpose. According to Pallant (2020), the Shapiro-Wilk test is more suitable for small sample sizes ($N < 50$), while the Kolmogorov-Smirnov test is more appropriate for larger sample sizes ($N > 50$). Since this study consists of 132 respondents, the Kolmogorov-Smirnov test is primarily considered for normality assessment.

The Kolmogorov-Smirnov test shows that all variables have a p-value of 0.000, which is below the threshold of 0.05. This suggests that the data for all measured variables do not follow a normal distribution. Similarly, the Shapiro-Wilk test

confirms that the dataset deviates from normality. The negative test statistics further suggest that the data distribution is skewed or not perfectly normal.

Table 4.1

Kolmogorov-Smirnova and Shapiro-Wilk Values for Measured Variables

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Training Module	0.315	132	.000	0.720	132	.000
Training Method	0.298	132	.000	0.751	132	.000
Competent Trainer	0.298	132	.000	0.757	132	.000
Employee Performance	0.303	132	.000	0.743	132	.000

Source: Survey Data (2025)

4.4 Demographic Profile of Respondents

Gender, status, age, and duration of service are all part of the respondent's demographic profile. Consider demographic profile to be a significant aspect in obtaining more accurate information about the characteristics of the people included in a survey (Drefahl, Wallace, Mussino, Aradhya, Kolk, Brandén, and Andersson, 2020).

This section presents the demographic distribution of respondents who participated in the study. The demographic variables analyzed include age, gender, education level, years of working experience, current position, department, and employment status. The purpose of this section is to provide an overview of the characteristics of the sample population, which helps in understanding the composition of the workforce in the oil and gas industry.

The demographic analysis provides a comprehensive understanding of the respondents' characteristics, which is essential for assessing the workforce composition in the oil and gas industry. Table 4.2 indicate that the majority of respondents fall within the 35-44 years old category (42.4%), followed by those aged 25-34 years (37.9%). This distribution suggests that a significant portion of the workforce is in their mid-career stages, contributing valuable expertise to the industry. Additionally, a smaller percentage of respondents are under 25 years old (6.1%) and over 55 years old (6.8%), reflecting a balanced mix of younger professionals and experienced employees.

In terms of gender representation, the study reveals that 60.6% of respondents are male, while 39.4% are female. This finding aligns with the traditionally male-dominated nature of the oil and gas sector; however, the significant female participation suggests increasing gender diversity in the industry. The growing inclusion of women in technical and managerial roles highlights the sector's efforts to foster a more inclusive workforce.

Regarding educational qualifications, the results show that the majority of respondents hold a bachelor's degree (65.2%), followed by those with a Master's Degree (18.9%). The presence of highly qualified individuals, including those with a Doctorate (2.3%), indicates that the industry values technical expertise and academic excellence. A small proportion of respondents hold a Diploma or Certificate (12.1%), emphasizing that a mix of academic backgrounds is present within the workforce. These findings highlight the industry's reliance on highly skilled professionals to maintain operational efficiency and innovation.

The respondents' work experience varies, with the highest percentage (48.5%) having 4-6 years of experience, followed by those with 1-3 years (13.6%) and less than

a year (12.1%). A notable 11.4% of respondents have been in the industry for over 10 years, demonstrating the presence of a stable and experienced workforce. These results suggest that while there is a steady influx of new employees, the industry also benefits from a strong base of seasoned professionals who contribute to knowledge transfer and organizational growth.

In terms of job position, the findings indicate that 53% of respondents hold Middle-Level Management positions, while 20.5% occupy Junior-Level Management roles, and another 20.5% serve in Senior-Level Management. The presence of employees across various hierarchical levels suggests a well-structured management system that supports both leadership development and operational efficiency. The distribution across departments shows that Human Resources (37.9%) has the highest number of employees, followed by Engineering (17.4%), Operations (15.9%), and Finance (13.6%), reflecting the industry's diverse functional areas.

Finally, employment status analysis reveals that 90.9% of respondents are full-time employees, while smaller proportions are on contract (4.5%), part-time (3.8%), or temporary (0.8%) employment. These results suggest that the oil and gas industry predominantly rely on a stable, full-time workforce, ensuring long-term skill retention and organizational continuity. Overall, the demographic analysis underscores the industry's reliance on a highly educated, experienced, and stable workforce, while also highlighting growing diversity and structured career progression within the sector.

Table 4.2*Demographic Distribution of Respondents (N = 132)*

	Frequency	Percentage
Age		
Under 25 years old	8	6.1
25 – 34 years old	50	37.9
35 – 44 years old	56	42.4
45 – 54 years old	9	6.8
55 years old and above	9	6.8
Gender		
Male	80	60.6
Female	52	39.4
Education Level		
SPM	1	0.8
Diploma/Certificate Sijil /STPM	16	12.1
Bachelor's Degree	86	65.2
Master's Degree	25	18.9
Doctorate	3	2.3
Other	1	0.8

Table 4.2 (Continued)

	Frequency	Percentage
Years of Working Experience in the Oil and Gas Industry		
Less than 1-year	16	12.1
1-3 years	18	13.6
4-6 years	64	48.5
7- 9 years	19	14.4
10 years and above	15	11.4
Current Position		
Junior Level Management	27	20.5
Middle Level Management	70	53.0
Senior Level Management	27	20.5
Top Management	8	6.1
Department		
Operations	21	15.9
Engineering	23	17.4
Human Resources	50	37.9
Finance	18	13.6
Sales/Marketing	9	6.8
Other	11	8.3

Table 4.2 (Continued)

	Frequency	Percentage
Employment Status		
Full-time	120	90.9
Part-time	5	3.8
Contract	6	4.5
Temporary	1	0.8

Source: Survey Data (2025)

4.5 Reliability Test

Reliability is the central judgment measure of excellence in the quantitative study method. Thus, the extent to which a data collection procedure produces consistent findings (Saunders et al., 2023). This measurement examines the consistency of responses. The alpha coefficient value is between 0 and 1. The Cronbach Alpha values of 0.7 or above indicate that the questions combined in the scale are internally consistent in their measurement (Saunders et al., 2023). The reliability analysis results indicate that all variables demonstrate excellent internal consistency, with Cronbach's Alpha values exceeding 0.9. These findings suggest that the measurement scales used in the study are highly reliable.

Table 4.3 shows the finding of reliability test. The reliability analysis of the study's variables confirms the consistency of the measurement instruments, ensuring the dependability of the collected data. The Training Module variable exhibits a high Cronbach's Alpha value of 0.948, indicating strong internal consistency. This suggests that employees responded consistently to the items measuring the effectiveness of

training modules, reinforcing the reliability of this construct. Similarly, the Training Method variable has a Cronbach's Alpha of 0.951, confirming that the scale used to assess different training approaches is highly dependable and consistent across respondents.

Among all variables, Competent Trainer demonstrates the highest reliability score of 0.972, indicating that the competency of trainers was consistently assessed by all participants. This finding highlights the critical role of skilled trainers in delivering effective training programs that enhance employee performance. Additionally, the Employee Performance variable records a strong Cronbach's Alpha value of 0.929, suggesting that the measurement scale used to assess job performance is well-structured and reliably captures performance outcomes.

The high reliability scores confirm that the questionnaire used to measure Training Module, Training Methods, Competent Trainer, and Employee Performance is statistically sound and dependable. The highest reliability coefficient for Competent Trainer (0.972) reinforces the significance of having well-qualified trainers in driving employee development and organizational success. These results support the validity of the data collection instrument, providing a solid foundation for further statistical analyses, including hypothesis testing and regression analysis. The findings emphasize the importance of using reliable measurement tools in research to ensure the accuracy and credibility of conclusions drawn from the data.

Table 4.3

Summary of Reliability Analysis

Variables	N of Items	Cronbach Alpha
Training Module	14	.948
Training Method	10	.951
Competent Trainer	15	.972
Employee performance	7	.929

Source: Survey Data (2025)

4.6 Descriptive Analysis

A total of 132 valid survey samples were obtained precisely on a five-point scale.

According to Hair et al. (2019), mean values can be categorized into three levels as below:

Low : 1.00 to 2.67

Moderate : 2.68 to 3.33

High : 3.34 to 5.00

The overall perception of training effectiveness and employee performance is highly positive, as indicated by the mean values of all variables exceeding 4.0. This suggests that respondents generally agree on the effectiveness of training programs and their impact on performance. The standard deviations, ranging between 0.618 and 0.678, indicate low to moderate variability in responses, highlighting a consistent perception among employees regarding the training initiatives and their outcomes.

According to Table 4.4, the Training Module ($M = 4.43$, $SD = 0.647$) received the highest mean score, suggesting that employees perceive the training content as well-structured, relevant, and beneficial in enhancing their skills. The relatively low standard deviation (0.647) indicates a high level of agreement among respondents about the quality and effectiveness of the training modules. Similarly, the Training Method ($M = 4.37$, $SD = 0.678$) was rated positively, implying that employees find the training techniques engaging and effective. However, the slightly higher standard deviation (0.678) suggests more variability in opinions, which could be attributed to individual preferences regarding training delivery methods.

Competent Trainer ($M = 4.37$, $SD = 0.661$) also received a high rating, emphasizing the importance of trainers' expertise, communication skills, and ability to engage employees effectively. This aligns with the regression analysis results, which confirm that having a competent trainer is the strongest prediction of employee performance. Employees recognize that well-trained and knowledgeable trainers significantly enhance the learning experience, making training sessions more impactful.

Employee Performance ($M = 4.38$, $SD = 0.618$) was also perceived positively, with employees generally agreeing that their performance has improved as a result of training programs. The lowest standard deviation (0.618) among all variables suggests a strong consensus regarding performance levels, reinforcing the idea that training programs contribute to employee development and effectiveness. Overall, these results emphasize the crucial role of well-structured training modules, effective training

methods, and competent trainers in enhancing employee performance, ultimately benefiting both individuals and the organization.

Table 4.4

Descriptive Analysis of the Variables

Variables	Mean	Standard Deviation	Level
Training Module	4.43	0.647	High
Training Method	4.37	0.678	High
Competent Trainer	4.37	0.661	High
Employee performance	4.38	0.618	High

Source: Survey Data (2025)

4.7 Correlation Analysis

Following discussions on the descriptive statistics of variables in table 4.4, the focus now shifts to correlation analysis. As stated by Gogtay and Thatte (2017), correlation analysis is a term that is used when demonstrating the association or connections that exist involving two (or more) quantitative variables. This form of analysis is mainly based on the assumption that there exist linear (straight-line) relationships between the quantitative variables that have been measured. Therefore, correlation analysis is also performed in this research to demonstrate the connection between the dependent variable (employee performance) and the independent variables (training module, training methods, and competent trainer).

Spearman's rank relationship (ρ) is used to evaluate monotonic relationships' direction and strength among Employee Performance (EP), Training Module (TMO), Training Method (TME), and Competent Trainer (CT). Spearman's correlation differs

from Pearson's correlation, which is predicated on linearity. is more robust against non-linearity and outliers.

The results of the correlation analysis showed statistically significant positive relationships among all variables ($p < 0.01$), indicating that training-related factors have a strong association with employee performance. The highest correlation was found between Training Method (TME) and Competent Trainer (CT) ($\rho = 0.901, p < 0.01$), suggesting that competent trainers contribute significantly to effective training delivery. Similarly, a strong correlation ($\rho = 0.866, p < 0.01$) was observed between Employee Performance (EP) and Competent Trainer (CT), highlighting the importance of trainer quality in improving employee outcomes.

Table 4.5 indicate strong and statistically significant correlations between Employee Performance (EP) and the training-related variables at $p < 0.01$, confirming the importance of training programs in improving workforce productivity. Among the variables, the strongest direct predictor of Employee Performance (EP) was Competent Trainer (CT) ($\rho = 0.866, p < 0.01$). This result highlights the importance of trainer competency in ensuring transfer of knowledge and skill development, emphasizing that well-trained and experienced trainers significantly improve employee outcomes.

Similarly, the Training Method (TME) and Employee Performance (EP) correlation ($\rho = 0.804, p < 0.01$) demonstrates that the way training is delivered greatly influences learning effectiveness. Organizations should adopt interactive and structured training techniques to optimize employee skill development and retention. The strongest overall correlation in the dataset was observed between Training Method

(TME) and Competent Trainer (CT) ($\rho = 0.901, p < 0.01$), suggesting that highly skilled trainers are more effective in implementing successful training methods. This finding strengthens the necessity for organizations give priority for trainer development programs to enhance the quality of training delivery.

Although still significant, the Training Module (TMO) had the weakest correlation with Employee Performance ($\rho = 0.726, p < 0.01$) compared to other training-related factors. This indicates that training content alone is not sufficient to improve employee performance unless complemented by effective training delivery and competent trainers. Additionally, the correlation between Training Module (TMO) and Training

Method (TME) ($\rho = 0.826, p < 0.01$) suggests that well-structured training content should be aligned with appropriate instructional techniques for maximum effectiveness. Furthermore, the relationship between Training Module (TMO) and Competent Trainer (CT) ($\rho = 0.819, p < 0.01$) point out the function of trainers in delivering training content effectively, reinforcing the idea that well-designed modules alone do not guarantee success unless facilitated by skilled trainers.

Overall, these findings suggest that competent trainers and effective training methods play the most significant role in enhancing employee performance. Organizations should invest in trainer competency development and refine training methodologies to ensure that staffs gain the necessary skills and knowledge to execute their task efficiently.

Table 4.5*Correlation Analysis*

	EP	TMO	TME	CT
EP	1			
TMO	.726**	1		
TME	.804**	.826**	1	
CT	.866**	.819**	.901**	1

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

Source: Survey Data (2025)

4.8 Regression Analysis

The next stage in this research is to compute linear regression. The essence of this analysis is that it validates the proof of hypothesis which has been discussed in the sections below and it also illustrate the level of relationship that occurs between the variables being analysed (Gogtay, Deshpande & Thatte, 2016). Thus, linear regression was computed in this research and the findings are as discussed below.

Table 4.6*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847a	.718	.712	.27822

a. Predictors: (Constant), Competent Trainer, Training Module, Training Method

Source: Survey Data (2025)

According to Table 4.6, the R and R² values are. In this case, the R represents

the simple correlation as can be seen in the “R” column, and it is 0.800, represent a high level of correlation.

The R value (0.847) indicates a strong positive relationship between the independent variables (TMO, TME, CT) and the dependent variable (EP). The R² value (0.718) suggests that 71.8% of the variance in Employee Performance can be explained by Training Module, Training Method, and Competent Trainer. The remaining 28.2% is attributed to other factors not considered in this study.

The Adjusted R² value signifies number of predictors in the model and prevents overfitting. This indicates that even after adjustments, 71.2% of the variation in Employee Performance is still explained by the model, confirming its robustness. A lower standard error signifies a more accurate model. Since the standard error is relatively small (0.27822), the model demonstrates good predictive power.

Table 4.7

ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.248	3	8.416	108.729	.000b
	Residual	9.908	128	.077		
	Total	35.156	131			

a. Dependent Variable: Employees’ Performance

b. Predictors: (Constant), Competent_Trainer, Training_Module, Training_Method

Source: Survey Data (2025)

Table 4.7 present about the Analysis of Variance (ANOVA) results, which assess the overall significance of the regression model. ANOVA tests whether the

independent variables (Training Module, Training Method, and Competent Trainer) collectively have a vital effect on the dependent variable (Employee Performance).

The ANOVA analysis confirms that the overall regression model is statistically significant in predicting Employee Performance. The high F-value and low p-value indicate that the independent variables explain a substantial portion of the variance in Employee Performance. However, further examination in the coefficient analysis reveals that Competent Trainer plays the most critical role in influencing performance, whereas Training Module and Training Methods require improvements to be more effective predictors.

In Table 4.7, it is documented that the independent variables significantly predict the dependent variable. However, one might be forced to ask how such views could be considered valid. This can be explained by looking at the regression low in Table 4.7, which is the ANOVA table, and attention should be paid on the “Sig” column. The model is statistically significant at the 0.01 level ($p = 0.000$), indicating that at least one of the independent variables (Training Module, Training Methods, or Competent Trainer) significantly

The Regression Sum of Squares (25.248) represents the portion of variance in Employee Performance explained by the independent variables. The Residual Sum of Squares (9.908) accounts for the unexplained variance, likely due to other factors not included in the model. The Total Sum of Squares (35.156) represents the overall variance in Employee Performance.

The regression model is statistically significant, meaning that Training Module, Training Method, and Competent Trainer collectively influence Employee Performance. The high F-value and low p-value confirm that training-related factors are critical determinants of performance in the organization. While the model explains a significant portion of performance variation, other external factors (28.2%) may also play a role, such as motivation, leadership, work environment, and individual competencies.

Therefore, it can be concluded from the ANOVA table that the correlation between the independent variables and the dependent variable is positively significant, showing that the independent variables important function in terms of the outcome of the dependent variable.

Table 4.8

Coefficients^a

		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.738	.219		3.363	.001
	Training Module	.141	.082	.137	1.719	.088
	Training Methods	.118	.102	.129	1.158	.249
	Competent Trainer	.572	.100	.617	5.713	.000

a. Dependent Variable: Employee Performance

Source: Survey Data (2025)

Table 4.8 represent coefficient analysis provides insights into the individual contributions of Training Module, Training Methods, and Competent Trainer to Employee Performance. The regression model includes a constant value of $B = 0.738$, which represents the baseline level of Employee Performance when all independent variables are held at zero. The significance value ($p = 0.001$) indicates that the constant is statistically significant.

The Training Module variable shows a B value of 0.141 with a p-value of 0.088. Although the positive beta coefficient ($\beta = 0.137$) suggests a positive relationship between the Training Module and Employee Performance, the p-value exceeds 0.05, demonstrating that this outcome is not significant. As such, the result implies that while well-structured training modules contribute to employee performance, their impact alone is not substantial enough to be statistically proven.

Similarly, Training Methods exhibit a B value of 0.118 and a p-value of 0.249, with a beta coefficient of $\beta = 0.129$. The non-significant p-value suggests that training methods alone do not strongly predict employee performance. This could be attributed to differences in learning preferences or potential gaps in training delivery, which may reduce the effectiveness of certain methods.

On the other hand, the Competent Trainer variable has a B value of 0.572 with a highly significant p-value of 0.000, indicating a strong and statistically significant positive effect on Employee Performance. The beta coefficient ($\beta = 0.617$) suggests that among all the independent variables, a competent trainer has the most substantial influence on employee performance. This finding reinforces the critical role of trainers

in ensuring the successful transfer of knowledge, skills, and motivation to employees.

Overall, the regression results suggest that while Training Modules and Training Methods contribute to employee performance, their effects are not statistically significant in this study. In contrast, having a Competent Trainer is very important in improving Employee Performance. These findings highlight the requirement for the organizations to invest in skilled trainers who can effectively deliver training content and engage employees in the learning process.

4.9 Hypotheses Testing

H₁: There is a significant relationship between Training Module and Employee Performance.

The first hypothesis (H₁) proposed that Training Module (TMO) has a significant positive relationship with Employee Performance (EP). The findings confirmed a moderate but statistically significant correlation ($\rho = 0.726$, $p < 0.01$), indicating that well-structured training content contributes to employee performance. However, the lower correlation compared to other factors suggests that training modules alone are not sufficient to enhance performance unless complemented by effective delivery and skilled trainers. This supports H₁, reinforcing the need for organizations to ensure that training content is engaging, relevant, and aligned with practical applications.

H₂: There is a significant relationship between Training Methods and Employee Performance.

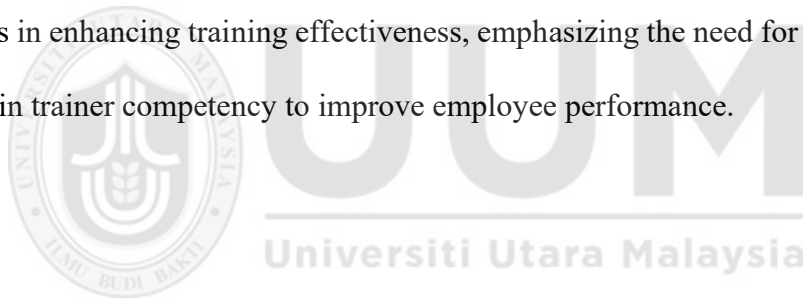
A strong correlation ($\rho = 0.804$, $p < 0.01$) was observed, suggesting that the way training is conducted greatly influences how well employees absorb and apply knowledge. Interactive and structured training techniques, such as workshops, simulations, and hands-on learning, enhance engagement and knowledge retention, ultimately leading to improved performance. As a result, H₂ is supported, highlighting the necessity for organizations to implement dynamic and effective training strategies that can accommodate to different learning styles.

H₃: There is a significant relationship between Competent Trainer and Employee Performance.

The analysis revealed the strongest direct correlation ($\rho = 0.866$, $p < 0.01$), suggesting that trainer expertise and effectiveness are critical determinants of employee success. This finding underscores the importance of experienced and knowledgeable trainers who can adapt instructional strategies to meet the needs of learners. Given this strong correlation, H₃ is strongly supported, reinforcing the idea that organizations should prioritize trainer development programs to enhance the quality of training.

4.10 Chapter Summary

The research examined the impact of training modules, training methods, and competent trainers on employee performance. Findings showed that while all training-related factors were positively perceived, competent trainers had the strongest and most significant influence on employee performance. Correlation and regression analyses confirmed this, with competent trainers emerging as the key predictor ($\beta = 0.617$, $p = 0.000$), whereas training modules and methods were not statistically significant. Hypothesis testing supported only the relationship between competent trainers and employee performance. These results highlight the crucial role of skilled trainers in enhancing training effectiveness, emphasizing the need for organizations to invest in trainer competency to improve employee performance.



CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter thoroughly examines the research's conclusions, aligning them with the research objectives and existing literature. The analysis focuses on how training affects modules, training methods, and competent trainers on employee performance within the oil and gas industry. The results are interpreted considering previous studies to identify similarities, differences, and potential explanations for the observed relationships. Additionally, the findings explain the consequences for businesses, workers, and those who create training programs covered in this chapter. The study's limitations are recognized, and suggestions for next research are specified to enhance understanding and practical applications of employee training effectiveness.

5.2 Recapitulation

This research explored the influence of training modules, training methods, and competent trainers on employee performance in the oil and gas industry. The findings offer insightful information about the efficacy of training initiatives and how they support staff development. The results indicate that while training modules and methods contribute positively to performance, their effects are not statistically significant. In contrast, competent trainers play a crucial role in enhancing employee performance, and significant relationship found in the regression analysis.

The analysis of correlation further reinforces all these results, showing strong positive relationships between all training variables and employee performance, with the highest correlation observed between competent trainers and employee performance. The reliability analysis confirmed the consistency and reliability of the measurement instruments, and the descriptive analysis highlighted employees' generally positive perceptions of training effectiveness.

In general, this research underscores the significance of capitalizing on skilled and knowledgeable trainers to exploit the efficiency of training. While structured training modules and effective methods are necessary, their impact on performance is significantly influenced by the competency of trainers. Organizations in the oil and gas industry should prioritize trainer development, continuously refine training content, and adopt diverse instructional strategies to ensure that employees acquire relevant skills and knowledge that translate into improved work performance.

5.2.1 Discussion of Results

The study examined the connection between training modules, training methods, and competent trainers with employee performance in the oil and gas industry. The discussion is based on the hypotheses tested using regression analysis.

Table 5.1*Summary of Hypothesis Testing*

Hypothesis	Description	Result	Valuation
H1	A significant relationship exists between Training Module and employee performance.	Significant	Not supported
H2	A significant relationship exists between Training Method and employee performance.	Significant	Not supported
H3	A significant relationship exists between Competent Trainer and employee performance.	Significant	Strongly Supported

Source: Survey Data (2025)

5.2.1 Training Module and Employee Performance

The correlation analysis indicated a moderate positive relationship ($\rho = 0.726$, $p < 0.01$) with training modules and employee performance. However, regression analysis showed that training modules were not a statistically significant predictor of performance ($p > 0.05$). This suggests that while structured training content is important, it alone does not directly translate into improved performance unless supported by effective delivery and competent trainers. Thus, H1 is not supported in hypothesis testing, indicating that organizations should focus on the application

and delivery of training content rather than just its structure.

This insignificance could be due to the fact that while training modules provide essential knowledge and information, their impact on actual job performance depends heavily on how the content is delivered, practiced, and reinforced in the workplace. Merely providing structured training materials without ensuring practical application, ongoing support, and engagement may limit the effectiveness of training initiatives.

This finding is consistent with recent research by Yek et al. (2024), who argued that training programs, although well-designed, often fail to influence employee performance if they are overly theoretical or disconnected from real job challenges. Employees may struggle to translate classroom knowledge into workplace behavior without relevant practice, feedback, and follow-up interventions.

Thus, Hypothesis 1 (H1) is not supported in this study. The results highlight that for training programs to significantly enhance employee performance, organizations must go beyond content design and focus on delivery methods, real-world relevance, hands-on experience, and post-training reinforcement strategies.

5.2.2 Training Methods and Employee Performance

The findings exhibit a strong positive correlation ($\rho = 0.804$, $p < 0.01$) between training methods and employee performance. However, similar to training modules, regression analysis found that training methods did not significantly predict employee performance ($p > 0.05$). This indicates that while effective training

techniques enhance learning, they alone do not ensure performance improvement unless guided by skilled trainers. Therefore, H2 is not supported, highlighting that organizations should not only implement interactive and engaging training methods but also ensure proper facilitation by competent trainers.

This insignificance could be attributed to the fact that while training modules provide essential knowledge and information, their direct impact on actual job performance may largely depend on how effectively the content is delivered, applied, and reinforced within the work environment. Simply providing structured training materials without ensuring opportunities for practical application, continuous support, and active engagement may limit the overall effectiveness of training programs in enhancing performance outcomes.

This finding is consistent with recent research by Yek et al. (2024), who emphasized that training programs, although systematically designed, may not necessarily lead to improved employee performance if the content remains overly theoretical or disconnected from real-world job demands. Employees often encounter challenges in transferring classroom knowledge to practical work settings without sufficient exposure to hands-on activities, constructive feedback, and continuous learning opportunities.

Therefore, Hypothesis 1 (H1) is not supported in this study. These results highlight the importance for organizations to go beyond the development of structured training content. It is crucial to focus on the delivery approach, relevance to job roles, interactive learning methods, and post-training reinforcement strategies to effectively drive improvements in employee performance.

5.2.3 Competent Trainer and Employee Performance

The third hypothesis (H_3) shows that there is a significant relationship between competent trainers and employee performance. The regression results confirm that this relationship is robust and statistically significant ($\beta = 0.617$, $p = 0.000$). Since $p < 0.001$, H_3 is strongly supported. This finding highlights the critical role of trainers in influencing employee performance. Competent trainers not only deliver training content effectively but also enhance motivation, engagement, and knowledge retention among employees. Their ability to provide real-world insights and hands-on guidance significantly impacts the overall effectiveness of training programs. As a result, organizations should invest in continuous development programs for trainers, ensuring they possess the necessary skills and expertise to drive employee growth and performance.

This finding highlights the pivotal role of competent trainers in enhancing employee performance. Trainers serve not only as knowledge facilitators but also as mentors and role models, influencing the learning environment, engagement level, and motivation of employees. Competent trainers possess the skills to translate theoretical knowledge into practical, job-relevant applications, ensuring that employees can apply what they learn effectively in their roles.

The significance of this result could be attributed to the fact that trainer competence directly affects how well employees understand, internalize, and implement new knowledge and skills in their daily tasks. As noted by Nasir et al. (2024), effective trainers can adapt their teaching methods based on the needs of diverse learners, provide constructive feedback, and foster an interactive learning

environment that supports employee growth and productivity.

Therefore, organizations should prioritize continuous development and certification programs for their trainers. Ensuring that trainers have up-to-date industry knowledge, communication skills, and emotional intelligence can significantly enhance the overall impact of training initiatives on employee performance.

H₁: There is a significant relationship between Training Module and Employee Performance.

The regression outcome imply that the training module has a positive but statistically insignificant effect on employee performance ($\beta = 0.137$, $p = 0.088$). Since the p-value is greater than 0.05, this hypothesis is not supported. This suggests that while training modules contribute to employee performance, their impact alone is not significant (Guan and Frenkel, 2020)

In analyzing the results of the regression, it is evident that the training module's direct impact on employee performance is statistically insignificant ($\beta = 0.137$, $p = 0.088$). This suggests that while training modules contribute to employee performance, their effect alone does not significantly influence performance outcomes. Several factors may explain this lack of significance. First, if the training content is not clearly articulated or fails to align with employees' job roles, it can lead to difficulties in understanding the material, which may hinder its effectiveness. For instance, if the content does not help employees in understanding

key concepts, or if the language used is complex and difficult to comprehend, the training will not have the intended impact on performance.

Additionally, if there is no continuity in the training content employees may struggle to retain information, as each training session would not effectively build on the previous one. Furthermore, the relevance of the examples used in the training modules also plays a critical role. If the examples provided are not relevant to employees' daily tasks or do not resonate with their reasoning types, employees may fail to see the practical application of the training. Moreover, the use of visual aids, such as figures can either facilitate or obstruct learning depending on their clarity and relevance. If these figures are not helpful in understanding the content, they might create confusion rather than aid comprehension.

The effectiveness of module testing is also a critical element. If the testing is too easy or lacks sufficient questions, it may not adequately assess the employees' understanding, thus diminishing the value of the training. Finally, the issue of time allocation can influence the success of the training module. If employees feel rushed or lack sufficient time to engage with the content, their ability to grasp and apply the material may be compromised. These factors collectively contribute to the training module's inability to show a significant direct effect on employee performance, highlighting the need for organizations to focus on improving the clarity, relevance, engagement, and structure of their training programs to enhance their effectiveness.

H₂: There is a significant relationship between Training Methods and Employee Performance.

The results indicate that training methods have a positive but statistically insignificant effect on employee performance ($\beta = 0.129$, $p = 0.249$). Since the p-value exceeds 0.05, the hypothesis is not supported. This finding implies that the methods used for training do not strongly influence performance. A possible explanation is that the training delivery methods may not align well with employees' learning preferences, or the techniques employed may require further enhancements to improve their effectiveness. Organizations should consider adopting interactive and adaptive training approaches that cater to different learning styles (Budiyanti et al., 2020).

One possible reason for this lack of significance is a mismatch between the training methods and employees' individual learning preferences. The survey items indicate that methods such as on-the-job training, off-the-job training, and mentoring are used, but these methods may not resonate with all employees. Different employees have different learning preferences, and if the training methods do not accommodate these varying preferences, their effectiveness may be limited. Furthermore, while the training methods may align with the organizational culture and structure, they may not be sufficiently tailored to employees' specific job roles or responsibilities. If the training does not focus on the skills and knowledge directly relevant to the employees' daily tasks, it may not be perceived as valuable, leading to lower motivation to apply the training on the job.

Another factor contributing to the insignificance could be the resources and expertise involved in the delivery of training. While training methods might be designed to align with available resources and experts, the execution of these methods may not be optimal. For instance, training could lack depth, the materials could be inadequate, or the training sessions may not be structured effectively. The quality of the training delivery is crucial, and even well-intentioned methods can fail if not executed with the necessary expertise and attention to detail. Additionally, employee engagement plays a critical role in the effectiveness of training methods. If employees are not motivated to participate or see no direct link between the training and their career development, they may not fully engage, reducing the overall impact on their performance. Furthermore, the timing and frequency of training could also affect its effectiveness. One-time training sessions or infrequent training events may not result in lasting improvements in employee performance. Continuous, ongoing training, with regular follow-ups, is often more impactful, and the lack of such consistency may have hindered the effectiveness of the training methods employed in this study.

In summary, the lack of significance in the relationship between training methods and employee performance can likely be attributed to a combination of factors, including misalignment with employee preferences, inadequate execution, insufficient relevance to job roles, lack of employee engagement, and irregular training schedules. To enhance the effectiveness of training, organizations should focus on refining their training methods to better align with employees' needs, ensuring engaging and relevant content, and providing continuous support and development opportunities.

H₃: There is a significant relationship between Competent Trainer and Employee Performance.

The analysis shows that having a competent trainer has a strong positive and statistically significant effect on employee performance ($\beta = 0.617$, $p = 0.000$). Since the p-value is less than 0.001, this hypothesis is strongly supported. This indicates that a knowledgeable and skilled trainer plays an important role in enhancing employee performance (Wan Maziah Wan Ab. Razak, Syahrul Nadwani Abdul Rahman, Zalinawati Abdullah, & Ahmad Ismail, 2019).

The competencies of a trainer play a significant role in the effectiveness of a training program. A skilled trainer is able to set clear and achievable goals and objectives for the training session, which helps participants understand what is expected of them and how they will benefit from the training. Furthermore, the trainer's ability to develop comprehensive lesson plans ensures that training sessions are structured, coherent, and cover all necessary content in a logical sequence.

A competent trainer stays up to date with the latest industry developments, ensuring that the content delivered is relevant and reflects the current trends. This is crucial for ensuring the training is not only effective but also aligned with the needs of the organization and industry standards. The trainer is also proficient in conducting needs assessments to identify gaps in knowledge and skills, enabling them to tailor the training to meet the specific needs of the participants.

In addition to content expertise, a trainer should be capable of providing guidance and advice to participants, supporting their learning journey. The trainer's ability to design instruction that is accessible to all levels of participants is vital for fostering a positive learning environment. This includes using a variety of training methods, such as instruction-led learning, eLearning, and hands-on training, to accommodate different learning preferences and ensure engagement. Positive reinforcement, such as offering rewards or recognition, can also enhance the motivation and involvement of participants.

The ability to use questioning techniques effectively is another critical skill for a competent trainer. By asking thoughtful questions, the trainer encourages participation, stimulates critical thinking, and helps reinforce key concepts. Additionally, a skilled trainer is able to facilitate group learning activities, especially when dealing with larger groups, ensuring that all participants are engaged and have an opportunity to contribute.

Effective communication skills are also essential for a trainer. A trainer should be able to explain complex concepts in a way that is easily understood by participants at all levels, recognizing and addressing individual differences during the session. By tailoring the explanation of content to the diverse needs of the participants, the trainer ensures that all participants grasp the material and are able to apply the concepts in their work.

Finally, a proficient trainer continuously evaluates the effectiveness of the training sessions, assessing the impact of the training on employee performance and

ensuring that the desired outcomes are achieved. This process helps in maximizing the output of the training program and contributes to the overall success of the organization's learning and development efforts.

In summary, the competencies of a trainer are integral to the success of any training program, as they directly influence the effectiveness of learning, the motivation of participants, and the overall impact on employee performance. Investing in the development of trainers ensures that organizations deliver high-quality, engaging, and effective training programs.

5.3 Limitations of the Study

This study points out key areas for enhancing employee performance through the refinement of training modules, optimization of training methods, and strengthening of trainer competency. The proposed recommendations aim to address critical factors influencing workforce effectiveness in the oil and gas industry.

5.3.1 Training Modules

To maximize the effectiveness of training programs, organizations should design comprehensive and job-specific training modules that align with employees' roles and responsibilities. The content should be continuously updated to reflect industry advancements, regulatory changes, and emerging technologies. Additionally, incorporating a blended learning approach that combines theoretical knowledge with hands-on practical sessions can enhance knowledge retention and application. Regular evaluation and feedback mechanisms should be implemented

to assess the effectiveness of the training modules and make necessary improvements.

5.3.2 Training Methods

The study highlights the significance of using appropriate training methods to enhance employee learning and performance. Organizations should adopt diverse training delivery methods, such as workshops, simulation-based training, e-learning platforms, and mentorship programs, to provide unique learning methods. Interactive and experiential learning techniques, such as case studies, role-playing, and problem-solving activities, should be incorporated to encourage active participation. Furthermore, leveraging digital learning tools and artificial intelligence-based training can enhance accessibility and engagement, particularly for remote employees.

5.3.3 Competent Trainers

Trainer competency plays a substantial part in improving the efficiency of training programs. Organizations should invest in recruiting and developing trainers who possess strong technical expertise, effective communication skills, and the capability to engage learners. Providing trainers with continuous professional development opportunities, such as certification programs, industry conferences, and instructional training workshops, can enhance their teaching effectiveness. Additionally, regular assessments and feedback from trainees should be used to evaluate trainer performance and identify areas for improvement.

To ensure that training initiatives translate into improved employee performance, organizations should integrate post-training evaluations and performance monitoring systems. Employees are allowed to utilize the skills that they have acquired in actual work setting through mentorship and cross-functional projects can reinforce learning. Moreover, offering incentives, recognition programs, and career development pathways can motivate employees to actively participate in training and apply their knowledge effectively.

By implementing these recommendations, organizations in the oil and gas industry can strengthen their training and development programs, leading more improved in their performance and create more knowledgeable employee.

5.4 Recommendations

This study offers key recommendations to enhance training effectiveness and boost employee performance in the oil and gas industry. These suggestions focus on refining training programs, enhancing trainer expertise, adopting strategic management approaches, and exploring future research directions.

To enhance training program effectiveness, organizations should develop well-structured and job-relevant training modules tailored to different job roles, ensuring that employees acquire the necessary technical and soft skills. Additionally, incorporating interactive and practical training methods like simulation training, virtual reality (VR) modules, and on-the-job learning, can enhance engagement and knowledge retention. Training shouldn't be a one-off event; it should be an ongoing

process that evolves with employees' development needs. Companies should implement regular refresher courses, leadership development programs, and mentorship initiatives to keep employees updated on industry advancements and best practices.

Strengthening trainer competency is also crucial, as the study found that trainer competence had the highest impact on employee performance. Organizations should invest in recruiting and developing competent trainers in both technical expertise and effective instructional techniques. Furthermore, regular evaluation of trainers through employee feedback, performance assessments, and training outcome analysis should be implemented to ensure continuous improvement in training delivery.

From a management perspective, nurturing a culture that promotes continuous learning and professional development is vital. Organizations should offer incentives, recognition programs, and career advancement opportunities to encourage employees to actively participate in training programs. Additionally, management should allocate sufficient budget and resources to training programs, modern learning technologies, and trainer development to enhance the efficiency of training. Implementing a robust training assessment framework to measure the impact of training programs on employee performance, productivity, and overall business outcomes is also recommended.

For future research, expanding the study's scope to include a larger sample size across multiple organizations and regions would improve the generalizability of findings. Additionally, exploring other influencing aspects, like job satisfaction, leadership support, motivation, and work environment, would deliver a wide-ranging

understanding of employee performance. A mixed-methods approach, combining quantitative and qualitative research methods through interviews, focus groups, and case studies, could offer deeper insights into employee perceptions and training effectiveness.

Implementing these recommendations can significantly enhance the effectiveness of training programs, concurrently improved employee performance and overall organizational productivity. A structured, well-resourced, and continuously evolving training approach help oil and gas companies stay competitive and ensure a skilled and competent workforce.

5.5 Implications and Suggestions

5.5.1 Theoretical Implications

The study supports and extends key theoretical perspectives, particularly Social Learning Theory (SLT) and Social Cognitive Theory (SCT). These theories suggest that learning occurs through observation, interaction, and structured training. The strong correlation between competent trainers and employee performance ($r = .866$, $p < 0.01$) aligns with SLT's emphasis on mentorship and role modeling. Employees learn more effectively when they observe and interact with skilled trainers, reinforcing the idea that social influences play a crucial role in workplace learning (Quintero, 2021).

Additionally, the findings resonate with Cognitivism, which emphasizes the importance of structured learning processes. The positive relationship between

training modules and employee performance ($r = .726, p < 0.01$) suggests that well-structured training programs help employees process and retain knowledge. However, the weaker regression results ($\beta = .137, p = .088$) indicate that the effectiveness of training modules is enhanced when combined with interactive methods and skilled trainers, aligning with cognitivist principles that emphasize the role of instructional design in effective learning (Anderson et al., 2020).

This study also contributes to human capital theory, which posits that investments in employee training led to improved productivity and organizational performance. The results reinforce the idea that training is not merely a cost but a strategic investment that enhances workforce capabilities and contributes to long-term business success (Choi & Lee, 2021). By highlighting the connection between training and enhanced performance, this research underscores the critical role of employee development in driving organizational success and ensuring sustained competitive advantage in the market.

5.5.2 Practical Implications

The study's findings offer several crucial insights for organizations, particularly within the oil and gas industry, to optimize training effectiveness and enhance employee performance. These practical implications are critical in ensuring that organizations maintain a competitive edge in a rapidly evolving sector (Jain & Kumar, 2023).

5.5.2.1 Investment in Competent Trainers

Given that competent trainers had the strongest impact on employee performance ($\beta = .617$, $p < 0.001$), it is evident that organizations should prioritize the recruitment, training, and continuous development of trainers. Investing in trainer certification programs, professional development initiatives, and mentorship structures can significantly improve trainer expertise and effectiveness. Furthermore, ensuring trainers stay updated with industry trends and teaching methodologies will directly impact the quality of training delivery, fostering a more competent workforce (Jain & Kumar, 2023).

5.5.2.2 Enhancing Training Module Design

While training modules were positively correlated with performance, their direct impact was less significant in the regression analysis. This suggests that organizations should not only develop comprehensive training materials but also ensure they are engaging, practical, and aligned with real-world job requirements. Incorporating interactive learning tools, case studies, and industry-relevant scenarios can enhance module effectiveness.

5.5.2.3 Optimization of Training Methods

While training modules showed a positive correlation with performance, their direct impact was less pronounced in the regression analysis. This suggests that, while it is important for organizations to develop comprehensive training materials, they should also focus on ensuring that the modules are engaging, practical, and closely aligned with real-world job requirements. Interactive

learning tools, case studies, and industry-relevant scenarios should be integrated into training modules to boost engagement and enhance the practical application of learned skills (Jain & Kumar, 2023).

5.5.2.4 Aligning Training Programs with Business Objectives

The study underlines the importance of aligning training initiatives with organizational goals. Training should not only focus on enhancing employee skills but also aim to close existing skill gaps, improve productivity, and drive business growth. By incorporating performance metrics and key performance indicators (KPIs) into training assessments, organizations can measure the direct impact of training on employee job performance and its alignment with broader business objectives.

5.5.2.5 Continuous Evaluation and Improvement

The study highlights the need for continuous assessment of training effectiveness. Organizations should implement feedback mechanisms, such as post-training evaluations, employee performance tracking, and periodic skill assessments, to refine training programs. Regular updates based on industry trends and technological advancements ensure training remains relevant and impactful.

5.5.2.6 Employee Career Development and Retention

Investing in employee development through structured training programs can significantly enhance job satisfaction and reduce turnover. The study indicates

that when employees perceive training as beneficial, they are more likely to remain engaged and committed to their roles. By integrating career development pathways into training programs, organizations can foster long-term employee growth and increase retention, ensuring that employees see their training as an investment in their future within the organization (Jain & Kumar, 2023).

5.6 Suggestions for Future Research

This study provides valuable insights into the impact of training modules, training methods, and trainer competency on employee performance in the oil and gas industry. However, there are several areas that future research can explore to further enhance understanding in this field. Expanding the research scope to include employees from different sectors within the oil and gas industry, such as offshore operations, refinery management, and supply chain logistics, could provide a more comprehensive analysis. Additionally, a comparative study across various industries would offer broader insights into the effectiveness of training programs in enhancing employee performance.

While this study focused on training-related factors, future research may perhaps discover new variables that influence employee performance, such as leadership style, organizational culture, motivation, and employee engagement. Examining the interaction between these factors and training effectiveness would contribute to a more holistic understanding of performance improvement strategies. Conducting longitudinal studies would also be beneficial, as tracking employees' progress over an extended period would help determine whether training outcomes are

sustainable and identify factors that contribute to continuous performance improvement.

As digital transformation continues to gain momentum, future research could explore how emerging technologies like artificial intelligence (AI), virtual reality (VR), and augmented reality (AR) can enhance training programs. Assessing the effectiveness of these advanced learning tools compared to traditional training methods could provide a valuable understanding into modernizing employee development initiatives. Additionally, future studies could focus on employees' perceptions and behavioral responses to different training methods. Understanding how employees adapt to training programs, their learning preferences, and potential barriers to knowledge application would help organizations tailor training strategies for better outcomes.

Based on this findings, future study can contribute to the development of more effective training models, eventually leading to enhanced employee performance and organizational success in the oil and gas industry.

5.7 Conclusion

This study examined the impact of training modules, training methods, and trainer competency on employee performance in the oil and gas industry. The findings revealed that all three training-related variables positively influenced employee performance, with competent trainers having the most significant impact. The correlation and regression analyses demonstrated strong relationships between the independent variables and employee performance, highlighting the importance of well-structured training programs in enhancing workforce efficiency. Furthermore, the reliability analysis confirmed the consistency of the measurement scales, ensuring the credibility of the study's results.

Despite these valuable insights, the study was subject to certain limitations, including its restricted scope, the limited number of influencing variables, and challenges in data collection due to organizational confidentiality policies. However, these limitations present new opportunities for future research to expand the study across different industries, explore additional performance-related factors, and incorporate advanced training technologies. Future studies could also adopt a longitudinal approach to assess the long-term effects of training on employee performance.

Overall, this research underscores the critical role of effective training in leading employee productivity and organizational success. Companies in the oil and gas industry should prioritize well-designed training programs, adopt innovative training methods, and ensure the presence of competent trainers to maximize employee potential. By continuously improving training and development strategies, organizations can foster skilled, inspired, and talented employees.

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APPENDIX

Appendix 1: Survey Questionnaire

STUDY ON THE IMPACT OF TRAINING MODULE, TRAINING METHOD AND COMPETENT TRAINER ON EMPLOYEE PERFORMANCE AT OIL AND GAS INDUSTRY IN MALAYSIA

Dear Participant,

Thank you for agreeing to participate in this research. Please answer the questions in 5 sections carefully, as the information provided will affect the accuracy and success of this research.

The questionnaire will take no longer than 30 minutes to complete. All answers will be treated with strict confidentiality and used solely for the purpose of this study. For any questions regarding this research, please do not hesitate to contact me using the details below.

Thank you for your cooperation and time in completing this questionnaire.

Yours sincerely,

Thamilarasan Sundrarajan (830344)
Master's in human resource management (MHRM)
Othman Yeop Abdullah Graduate School of Business Universiti Utara
Malaysia
Malaysia
Email: thamilarasan2395@gmail.com

KAJIAN MENGENAI IMPAK MODUL LATIHAN, KAEDAH LATIHAN DAN PELATIH KOMPETEN TERHADAP PRESTASI PEKERJA DI INDUSTRI MINYAK DAN GAS DI MALAYSIA

Peserta yang dihormati,

Terima kasih kerana sudi menyertai penyelidikan ini. Sila jawab soalan dalam 5 bahagian dengan teliti, kerana maklumat yang diberikan akan mempengaruhi ketepatan dan kejayaan penyelidikan ini.

Soal selidik akan mengambil masa tidak lebih daripada 30 minit untuk dilengkapkan. Semua jawapan akan dirahsiakan dan digunakan semata-mata untuk tujuan kajian ini. Untuk sebarang pertanyaan mengenai penyelidikan ini, sila hubungi saya menggunakan butiran seperti di bawah.

Terima kasih atas kerjasama dan masa anda untuk mengisi borang soal selidik ini.

Yang benar,

Thamilarasan Sundrarajan (830344)
Sarjana dalam pengurusan sumber manusia (MHRM)
Othman Yeop Abdullah Graduate School of Business Universiti Utara
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Malaysia
E-mel: thamilarasan2395@gmail.com

Section A: Demographic Information

Bahagian A: Maklumat Demografi

Mark your answer with (/) in the appropriate box or by writing your answer in the space provided.

Tandakan jawapan anda dengan (/) pada petak yang berkenaan atau dengan menulis jawapan anda pada ruang yang disediakan.

1. Age *Umur*:

- a. Under 25 years old *Bawah 25 tahun*
- b. 25 – 34 years old *25 – 34 tahun*
- c. 35 – 44 years old *35 – 44 tahun*
- d. 45 – 54 years old *45 – 54 tahun*
- e. 55 years old and above *55 tahun dan ke atas*

2. Gender *Jantina*:

- a. Male *Lelaki*
- b. Female *Perempuan*

3. Highest Education Level *Tahap Pendidikan Tertinggi*:

- a. SPM
- b. Diploma/Certificate *Sijil /STPM*
- c. Bachelor's Degree *Ijazah Sarjana Muda*
- d. Master's Degree *Ijazah Sarjana*
- e. Doctorate *Kedoktoran*
- f. Other (please specify) *Lain-lain (sila nyatakan)* _____

4. Years of Working Experience in the Oil and Gas Industry:

Pengalaman Bekerja dalam Industri Minyak dan Gas:

- a. Less than 1-year *Kurang dari 1 tahun*
- b. 1-3 years *1-3 tahun*
- c. 4-6 years *4-6 tahun*
- d. 7-9 years *7-9 tahun*
- e. 10 years and above *10 tahun dan ke atas*

5. Current Position:

Jawatan semasa

- a. Junior Level Management *Pengurusan Peringkat Rendah*
- b. Middle Level Management *Pengurusan Peringkat Pertengahan*
- c. Senior Level Management *Pengurusan Peringkat Kanan*
- d. Top Management *Pengurusan Atasan*

6. Department *Jabatan:*

- a. Operations *Operasi*
 - b. Engineering *Kejuruteraan*
 - c. Human Resources *Sumber Manusia*
 - d. Finance *Kewangan*
 - e. Sales/Marketing *Jualan/Pemasaran*
 - f. Other (please specify) *Lain-lain (sila nyatakan)*
-

7. Employment Status:

Status Pekerjaan:

- a. Full-time *Sepenuh masa*
- b. Part-time *Separuh Masa*
- c. Contract *Kontrak*
- d. Temporary *Kerja sementara*



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Section B: Training Module

Bahagian B: Modul Latihan

Please rate your opinion against the attached statements based on the scale suggested below:

Sila nyatakan pendapat anda mengikut skala yang diberikan dalam ruang yang disediakan dibawah:

1= Strongly disagree *Sangat tidak setuju*

2= Disagree *Tidak setuju*

3= Neutral *Neutral*

4= Agree *Setuju*

5= Strongly agree *Sangat setuju*

No	Details	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		<i>Sangat tidak setuju</i>	<i>Tidak setuju</i>	<i>Neutral</i>	<i>Setuju</i>	<i>Sangat Setuju</i>
		1	2	3	4	5
1	Training module helps in clarifying difficult concept <i>Modul latihan membantu dalam menjelaskan konsep yang sukar.</i>					
2	Activity-based teaching provides the flexibility to learn at one's own pace, making the training module more engaging and effective. <i>Pengajaran berasaskan aktiviti menyediakan fleksibiliti untuk</i>					

	<i>belajar mengikut keupayaan sendiri, menjadikan modul latihan lebih menarik dan berkesan.</i>					
3	The activity-based teaching is interesting and enriches the training module. <i>Pengajaran berasaskan aktiviti menarik dan memperkayakan struktur modul latihan.</i>					
4	Information provided in each module of training is easy to understand. <i>Maklumat yang disediakan dalam setiap modul latihan mudah difahami.</i>					
5	Content in training module help in understanding of concept. <i>Kandungan dalam modul latihan membantu dalam memahami konsep.</i>					
6	All the content in training module is presented clearly and cohesively. <i>Semua kandungan dalam modul</i>					

	<i>latihan dibentangkan dengan jelas dan padat.</i>					
7	The language used in the training module is straightforward and easy to understand. <i>Bahasa yang digunakan dalam modul latihan adalah tidak rumit dan mudah difahami.</i>					
8	Sufficient numbers of examples are given in the training module. <i>Contoh yang mencukupi diberikan dalam modul latihan.</i>					
9	The provided examples in training module are relevant to the topic discussed in the material. <i>Contoh yang disediakan dalam modul latihan adalah berkaitan dengan topik yang dibincangkan dalam bahan.</i>					
10	The pictures and illustration in training module are helpful in understanding the content. <i>Gambar dan ilustrasi</i>					

	<i>dalam modul latihan membantu dalam memahami kandungan.</i>					
11	The graph and illustration in training module are easy to understand. <i>Graf dan ilustrasi dalam modul latihan mudah difahami.</i>					
12	Sufficient number of questions are used to study the effectiveness of training modules. <i>Bilangan soalan yang mencukupi digunakan untuk mengkaji keberkesanan modul latihan.</i>					
13	The training module's test questions are quite simple. <i>Soalan ujian dalam modul latihan agak mudah.</i>					
14	Adequate time is allocated to address the training module's issues. <i>Masa yang mencukupi diperuntukkan untuk menyelesaikan isu modul latihan.</i>					

Section C: Training Method

Bahagian C: Kaedah Latihan

Please rate your opinion against the attached statements based on the scale suggested below:

Sila nyatakan pendapat anda mengikut skala yang diberikan dalam ruang yang disediakan dibawah:

1= Strongly disagree *Sangat tidak setuju*

2= Disagree *Tidak setuju*

3= Neutral *Neutral*

4= Agree *Setuju*

5= Strongly agree *Sangat setuju*

No	Details	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		<i>Sangat tidak setuju</i>	<i>Tidak setuju</i>	<i>Neutral</i>	<i>Setuju</i>	<i>Sangat Setuju</i>
		1	2	3	4	5
1	The methods used in training the employees are in line with organizational culture. <i>Kaedah yang digunakan dalam melatih pekerja adalah selaras dengan budaya organisasi.</i>					
2	The method used in training the employees are in line with the organizational structure. <i>Kaedah yang digunakan dalam melatih pekerja adalah selaras dengan struktur organisasi.</i>					

3	<p>Employee are trained with methods that are in line with available resources.</p> <p><i>Pekerja dilatih dengan kaedah yang selaras dengan sumber yang tersedia.</i></p>					
4	<p>Training of employees is conducted by experts from different fields.</p> <p><i>Latihan pekerja dijalankan oleh pelatih yang mahir dari pelbagai bidang.</i></p>					
5	<p>Staffs are provided with on-the-job trainings.</p> <p><i>Kakitangan diberikan latihan semasa bekerja.</i></p>					
6	<p>It is necessary to conduct off-the job training.</p> <p><i>Menjalankan latihan di luar tempat kerja adalah perlu.</i></p>					
7	<p>The experienced employees delegate works to their juniors to train them.</p> <p><i>Pekerja yang berpengalaman mengagihkan tugas kerja kepada pekerja baharu bagi tujuan latihan.</i></p>					
8	<p>These experienced employees are also responsible for the work they</p>					

	<p>delegate to their junior. <i>Pekerja berpengalaman ini juga bertanggungjawab terhadap kerja yang diagihkan kepada pekerja mereka.</i></p>					
9	<p>The company encouraged mentor mentee relationship in order to ensure enhanced development of skills. <i>Organisasi menggalakkan hubungan mentor mentee untuk memastikan peningkatan dalam kemahiran.</i></p>					
10	<p>Employees are free to transfer to other departments from time to time in order to further develop their skills. <i>Pekerja diberi kebebasan untuk berpindah ke jabatan lain dari semasa ke semasa untuk meningkatkan kemahiran mereka.</i></p>					

Section D: Competent Trainer

Bahagian D: Pelatih Kompeten

Please rate your opinion against the attached statements based on the scale suggested below:

Sila nyatakan pendapat anda mengikut skala yang diberikan dalam ruang yang disediakan dibawah:

1= Strongly disagree *Sangat tidak setuju*

2= Disagree *Tidak setuju*

3= Neutral *Neutral*

4= Agree *Setuju*

5= Strongly agree *Sangat setuju*

No	Details	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		<i>Sangat tidak setuju</i>	<i>Tidak setuju</i>	<i>Neutral</i>	<i>Setuju</i>	<i>Sangat Setuju</i>
		1	2	3	4	5
1	Trainer has ability to sets goals and objectives for training effectively. <i>Pelatih mempunyai keupayaan untuk menetapkan matlamat dan objektif latihan dengan berkesan</i>					
2	Trainer is capable of develop lesson plans for the training session. <i>Pelatih mampu merancang pengajaran untuk sesi latihan.</i>					
3	Trainer is up to date with the current updates. <i>Pelatih adalah seorang yang</i>					

	<i>peka terhadap isu semasa.</i>					
4	Trainer is proficient in developing and conducting needs assessments for the participants. <i>Pelatih mahir dalam membangunkan dan menjalankan penilaian keperluan untuk peserta.</i>					
5	Trainer well capable in providing advice to students. <i>Pelatih berkebolehan dalam memberikan nasihat kepada pelajar.</i>					
6	Trainer has the ability to designs instruction, so it is easily understood for all level of participants. <i>Pelatih mempunyai keupayaan untuk merancang pengajaran atau panduan supaya mudah difahami oleh semua peringkat peserta.</i>					
7	Trainer can provides positive reinforcement such as rewards to make training more lively. <i>Pelatih boleh memberikan pengukuhan positif seperti</i>					

	<i>ganjaran untuk menjadikan latihan lebih menarik.</i>					
8	Trainer is skilled in blends different training techniques such as instruction-led learning, eLearning experiences, and hands-on training. <i>Pelatih mahir dalam menggabungkan teknik latihan yang berbeza seperti latihan diajar oleh pengajar, pengalaman ePembelajaran dan latihan praktikal.</i>					
9	Trainer able to use questioning technique with participants to encourage participation <i>Pelatih mempunyai kebolehan menggunakan teknik soal jawab dengan peserta untuk menggalakkan penglibatan peserta.</i>					
10	Trainer are competent in facilitate group learning activities especially for larger group of audience. <i>Pelatih berkemahiran</i>					

	<i>dalam memudahkan aktiviti pembelajaran berkumpulan terutamanya untuk kumpulan peserta yang lebih besar.</i>					
11	Trainer are well versed in explaining the training concepts effectively. <i>Pelatih mahir menerangkan konsep latihan dengan berkesan.</i>					
12	Trainer are expert in presenting training in a logical sequence. <i>Pelatih mahir dalam memberikan latihan mengikut urutan yang logik.</i>					
13	Trainer has the ability recognizes and attends to individual differences during training session. <i>Pelatih mempunyai kebolehan dalam mengenalpasti dan menangani perbezaan individu semasa sesi latihan.</i>					
14	Trainer are skilled in explaining complex ideas so they can be easily understood by participants. <i>Pelatih mahir dalam menerangkan idea</i>					

	<i>yang kompleks supaya mudah difahami oleh peserta.</i>					
15	<p>Trainer experienced in evaluates effects and impact of training in maximizing the output of the training.</p> <p><i>Pelatih berpengalaman dalam menilai kesan dan impak latihan bagi memaksimumkan hasil latihan.</i></p>					



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Section E: Employee Performance

Bahagian E: Prestasi Pekerja

Please rate your opinion against the attached statements based on the scale suggested below:

Sila nyatakan pendapat anda mengikut skala yang diberikan dalam ruang yang disediakan dibawah:

1= Strongly disagree *Sangat tidak setuju*

2= Disagree *Tidak setuju*

3= Neutral *Neutral*

4= Agree *Setuju*

5= Strongly agree *Sangat setuju*

No	Details	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		<i>Sangat tidak setuju</i>	<i>Tidak setuju</i>	<i>Neutral</i>	<i>Setuju</i>	<i>Sangat Setuju</i>
		1	2	3	4	5
1	The performance of employees has been improved through proper training identification. <i>Prestasi pekerja telah bertambah baik melalui pengenalan latihan yang berkesan.</i>					
2	Adequate evaluation of skill has resulted to improvement on the skill of employees. <i>Penilaian kemahiran yang mencukupi menghasilkan peningkatan</i>					

	<i>kemahiran pekerja.</i>					
3	Overall employee creativity has been improved through training. <i>Keseluruhan pekerja menunjukkan peningkatan dalam kreativiti melalui latihan.</i>					
4	Employee training has improved managers' span of control. <i>Pengawasan pengurus telah bertambah baik melalui pengenalan latihan kepada pekerja.</i>					
5	The amount of work handled by individual staff has been improved through employee training. <i>Jumlah kerja yang dikendalikan oleh pekerja telah bertambah baik melalui latihan kepada pekerja.</i>					
6	Staff's level of efficiency has been improved through development programs. <i>Tahap kecekapan kakitangan telah meningkat menerusi program pembangunan.</i>					
7	The training contents adopted					

<p>improved employee's level of accuracy at their work. <i>Kandungan latihan yang diguna pakai meningkatkan tahap ketepatan pekerja dalam melaksanakan kerja mereka.</i></p>					
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-END OF QUESTIONNAIRE-

-SOAL SELIDIK TAMAT-



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Appendix 2: SPSS Output

1) Demographic

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 25 years old	8	6.1	6.1	6.1
	25 – 34 years old	50	37.9	37.9	43.9
	35 – 44 years old	56	42.4	42.4	86.4
	45 – 54 years old	9	6.8	6.8	93.2
	55 years old and above	9	6.8	6.8	100.0
	Total	132	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	80	60.6	60.6	60.6
	Female	52	39.4	39.4	100.0
	Total	132	100.0	100.0	

Highest Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM	1	.8	.8	.8
	Diploma/Certificate Sijil /STPM	16	12.1	12.1	12.9
	Bachelor's Degree	86	65.2	65.2	78.0
	Master's Degree	25	18.9	18.9	97.0
	Doctorate	3	2.3	2.3	99.2
	Other	1	.8	.8	100.0

Total	132	100.0	100.0	
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Years of Working Experience in the Oil and Gas Industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1-year	16	12.1	12.1	12.1
	1-3 years	18	13.6	13.6	25.8
	4-6 years	64	48.5	48.5	74.2
	7- 9 years	19	14.4	14.4	88.6
	10 years and above	15	11.4	11.4	100.0
	Total	132	100.0	100.0	

Current Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior Level Management	27	20.5	20.5	20.5
	Middle Level Management	70	53.0	53.0	73.5
	Senior Level Management	27	20.5	20.5	93.9
	Top Management	8	6.1	6.1	100.0
	Total	132	100.0	100.0	

Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Operations	21	15.9	15.9	15.9
	Engineering	23	17.4	17.4	33.3
	Human Resources	50	37.9	37.9	71.2
	Finance	18	13.6	13.6	84.8
	Sales/Marketing	9	6.8	6.8	91.7

Other	11	8.3	8.3	100.0
Total	132	100.0	100.0	

Employment Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time	120	90.9	90.9	90.9
	Part-time	5	3.8	3.8	94.7
	Contract	6	4.5	4.5	99.2
	Temporary	1	.8	.8	100.0
	Total	132	100.0	100.0	

Correlation analysis

Correlations

	Employee_Performance	Training_Module	Training_Method	Competent_Trainer
Spearman's rho	Employee_Performance	1.000	.726**	.804**
	Correlation Coefficient			
	Sig. (2-tailed)	.	.000	.000
	N	132	132	132
Training_Module	Training_Module	.726**	1.000	.826**
	Correlation Coefficient			
	Sig. (2-tailed)	.000	.	.000
	N	132	132	132
Training_Method	Training_Method	.804**	.826**	1.000
	Correlation Coefficient			
	Sig. (2-tailed)			
	N	132	132	132

	Sig. (2-tailed)	.000	.000	.	.000
	N	132	132	132	132
Competent_Trainer	Correlation Coefficient	.866**	.819**	.901**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	132	132	132	132

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

Regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.718	.712	.27822

a. Predictors: (Constant), Competent_Trainer, Training_Module, Training_Method

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.248	3	8.416	108.729	.000 ^b
	Residual	9.908	128	.077		
	Total	35.156	131			

a. Dependent Variable: Employee_Performance

b. Predictors: (Constant), Competent_Trainer, Training_Module, Training_Method

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.738	.219		3.363	.001
	Training_Module	.141	.082	.137	1.719	.088
	Training_Method	.118	.102	.129	1.158	.249
	Competent_Trainer	.572	.100	.617	5.713	.000

a. Dependent Variable: Employee_Performance

Appendix 3: Letter of Approval for Data Collection



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50300 KUALA LUMPUR
MALAYSIA



Tel: 603-2610 3000
Faks (Fax): 603-2694 9228
Laman Web (Web): <http://uumkl.uum.edu.my>

Our Ref : UUM/UUMKL/242/1
Date : 9th March 2025

TO WHOM IT MAY CONCERN

COLLECTION OF DATA FOR RESEARCH PAPER

We are pleased to inform you that the following student is from Universiti Utara Malaysia Kuala Lumpur and is presently pursuing his Master of Human Resource Management. He are required to collect data from your organization as requirement for the Research Paper (BPMZ69912) course this semester.

No.	Name	Matric No.	I/D No.
1.	THAMILARASAN A/L SUNDRARAJAN	830344	951223105891

Please be informed that the data collected is purely for academic purposes and we assure you that all information will be kept strictly confidential.

We really appreciate your kindness and cooperation in the above matter.

Thank you.

"MALAYSIA MADANI"
"KNOWLEDGE, VIRTUE AND SERVICE"
"ACADEMIC EXCELLENCE UUM EMINENCE"

Sincerely yours,



NUR AFIQAH BINTI ABU BAKAR

Assistant Registrar
Universiti Utara Malaysia
Kuala Lumpur Campus (UUMKL)

Universiti Pengurusan Terkemuka
The Eminent Management University



Appendix 4: Krejcie and Morgan Table

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*