



The Impact of Employee Training on Job Performance and Interpersonal Citizenship among Vietnamese Textile and Garment Employees

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ABSTRACT

Contemporary companies operate in a dynamic environment marked by fast change and increased competition. To remain competitive, employee motivation and organizational commitment are increasingly acknowledged as critical job attitudes. This study looks at the expectations and perceptions of training quality among managers and employees in the Vietnamese Textile and Garment industry. It seeks to find implications for improving training quality, increasing employee work performance, and promoting interpersonal citizenship. The study uses a survey approach with 2000 questionnaires (1506 valid responses) to investigate the influence of training on employee work performance and interpersonal citizenship in Vietnamese textile and garment firms. The findings are consistent with previous research, revealing the favorable impact of training on employee work performance and interpersonal citizenship in the Vietnamese Textile and Garment segment. Furthermore, the study adds empirical information particular to the Vietnamese setting, distinguishing it from studies undertaken in other countries. It increases theoretical understanding of training results in the Vietnamese textile and garment sector.

Keywords: Training, Job Performance, Employee motivation, Textile and Garment, Vietnam

1. Introduction

Competition in the economy is becoming increasingly fierce, especially as Vietnam pursues international economic integration and actively participates in more cooperative forums and regional and global organizations. Organizations and businesses that want to survive must embrace competition and find ways to adapt promptly to new conditions and circumstances. The human factor within organizations, which has always been highly valued in the modern economy, is receiving even greater attention for development. While Vietnam boasts an abundant labor force, a significant portion lacks formal training and possesses limited skills. The quality of education remains heavily focused on theory, failing to meet the demands of practical application. Consequently, Vietnamese businesses face substantial challenges in recruiting personnel who meet both quantitative and qualitative requirements for job performance. Hence, training and developing human resources emerges as an effective solution, a crucial requirement, and an indispensable necessity for all organizations and enterprises to cultivate a high-quality workforce capable of fulfilling their needs. Training and development policies not only contribute to addressing the challenges of meeting job demands within the company but also play a significant role in attracting talent. This is because these policies positively impact employee satisfaction and loyalty. Furthermore, training and developing human resources create a workforce capable of adapting to future work and the company's growth, generating a competitive advantage for the company in the market. With a team of skilled and loyal employees, the company will achieve more sustainable development.

As one of the metrics for job performance, increasing worker productivity has been a top priority for manufacturing organizations. These businesses often have large loads, unfavorable environments, poorly designed human-machine systems, unpleasant working conditions, etc. The performance of employees can be directly or indirectly impacted by heavy loads, unfavorable weather, intense heat or cold, chemical odors, noise, inadequate illumination, vibration, and dust in the workplace. Due to these circumstances, workers are less focused on duties that result in subpar work output, poor quality, physical and mental strain, and increased expenses. When ergonomics is used effectively in the workplace, worker safety, physical well-being, and job satisfaction are all increased. Numerous studies in the field of ergonomics (e.g., Das and Shikdar, 1999; Resnik and Zanotti, 1997; Shikdar and Sawaqed, 2003; Yeow and Sen, 2006) have concentrated on the advantages of ergonomic improvements in a manufacturing company's workstation or workshop with regard to quality, productivity, hazards, and occupational health, as well as their cost-effectiveness. Systematic empirical study aimed at examining the connection between working circumstances and job performance, or various components of job performance, has been lacking.

Recognizing the significance of employee motivation and dedication in maintaining competitiveness, this study investigates the disparity in managers' and workers' opinions of training quality in Vietnam's Textile and Garment sector. The study attempts to explore approaches to increase training quality and eventually promote employee performance, and Interpersonal Citizenship.

2. Literature review

Employee perception of training program availability refers to the extent to which employees feel they can access training opportunities. Research by Alexandros G. Sahinidis and John Bouris (2008) has demonstrated a positive relationship between training opportunities, perception, work motivation, and job outcomes. Additionally, prior research has also shown a link between training perception and job performance outcomes (Anders Dysvik and Bård Kuvaas, 2008). Therefore, the author investigates the relationship between the availability of training programs and employee job performance and cooperation behaviors.

A growing body of evidence suggests that incorporating social support is a critical determinant of organizational effectiveness. For decades, researchers have consistently demonstrated that social support serves as a valuable resource, fostering individuals' psychological, physical, and overall well-being (La Rocco and Jones, 1978; La Rocco et al., 1980). Social support emanates from three primary sources: family and friends, coworkers (Ganster, Fusilier, and Mayes, 1986), and direct supervisors (Eisenberger, 2002). Perceived training support from senior colleagues has been shown to influence training participation (Noe and Wilk, 1993). Full and enthusiastic participation undoubtedly leads to more positive training outcomes. Consequently, the second factor proposed to impact employee job performance and cooperation behaviors is supervisor training support. In evaluating training and development effectiveness, training quality consistently emerges as the decisive factor. Training quality encompasses elements that instill employee confidence in the training's efficacy, such as adhering to schedules, providing timely and comprehensive support, and offering accurate responses (Emin KaHya, 2007). Literature also suggests that employee work behavior and attitudes are primarily influenced by their perception of their employer's genuine concern for their well-being and value (Allen et al., 2003).

It is clear at this time that HRM practices and job performance are closely related. It is difficult to determine the effects of a single human resource practice and how they affect job employees' performance of because the literature on the subject is sparse (Purcell et al., 2003). In keeping with Guest (1997), who acknowledged that while training and development, as a special practice, influences the quality of the HR outcome of skills and ability, the adoption of other practices will also contribute to behavioral and attitudinal change and higher performance. In addition, the organizational culture and structure, job design, incentive programs, power dynamics inside the company, and group dynamics all have an impact on an individual's job performance. It's possible for someone to do poorly because of issues related to the aforementioned causes rather than a lack of abilities, which might prevent them from reaching their objectives. According to Wright and Geroy (2001), a few considerations need to be made for training to be effective. It could be necessary to alter the management style, and training must also blend in with the organizational culture. Certain firms could provide training programs for which the organization is ill-prepared to handle the resulting adjustments. One might generally argue that training's impact on employee outcomes—such as motivation, work satisfaction, and commitment—has not gotten nearly as much attention as it should.

Based on the literature review, the conceptual framework was developed as followed.

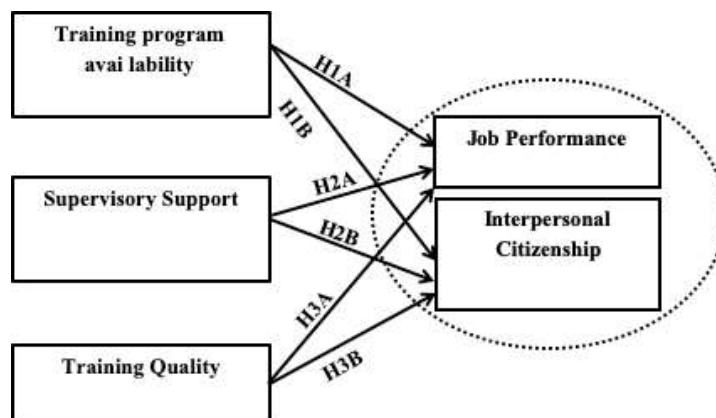


Figure 1: The research framework

Hypothesis 1 (H1A): Training program availability significantly positively impacts on Job Performance

Hypothesis 2 (H1B): Training program availability significantly positively impacts on Interpersonal Citizenship

Hypothesis 3 (H2A): Supervisory support significantly positively impacts on Interpersonal Citizenship

Hypothesis 4 (H2B): Supervisory support significantly positively impacts on Affective commitment

Hypothesis 5 (H3A): Training quality significantly positively impacts on Job Performance

Hypothesis 6 (H3B): Training quality significantly positively impacts on Interpersonal Citizenship

3. Methodology

This study looks into how training affects job performance and worker Interpersonal Citizenship in Vietnamese textile and apparel firms. These businesses used Facebook's public and private social network groups to hire new staff members. Following an overview of the study, online questionnaires were sent to their contact details (email addresses or online profiles). There were two stages to the data gathering procedure. A pilot study with twenty participants in phase 1 verified the questionnaire's lucidity. The questionnaire was improved before to the second phase based on input from the pilot test. Participants in phase 2 received an introduction and the last online survey through their online profiles or emails. Descriptive statistics and quantitative data analysis methods, such as exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation modeling (SEM), were incorporated in statistical analysis. In particular, SEM was utilized in this work to assess the research hypotheses and CFA was employed to validate construct measures.

3.1 Demographic information of respondents

About 2000 questionnaires were sent out and 1506 valid responses were collected for the further analysis. The Training program availability is measured by the 5-item scale developed by Alexander Newman, Rani Thanacoody & Wendy Hui (2011). Supervisory Support is measured by the 11-item scale developed by Alexander Newman, Rani Thanacoody & Wendy Hui (2011). Training Quality is measured by 12-item developed by Chun-Fang Chiang, Ki-Joon Back PhD & Deborah D. Canter PhD, RD, LD (2005). Job Performance is measured by the 7-item scale developed by Emin KaHya (2007). Finally, the employee Interpersonal Citizenship is measured by 3-item scale developed by Emin KaHya (2007).

Table 1: Demographic information of respondents

	Frequency	Ratio (%)
Gender		
Female	892	59.22%
Male	614	40.77%
Other	0	0.00%
Age		
Under 30	906	60.16%
30 to 45	556	36.92%
Over 45 to 60	44	29.22%
Over 60	0	0.00%
Working time		
Under 1 year	348	23.11%
1 to 3 years	628	41.70%
Over 3 to 5 years	500	33.20%
More than 5 years	30	19.92%

Table 2: Gender of respondents' direct managers

	Frequency	Ratio
Manager's gender		
Female	368	61.74%
Male	228	38.26%

The two figures above show that, at 59.22%, female respondents make up the majority of the sample. Female managers also appear to be more prevalent than male managers, accounting for 38.26% of the respondents' direct managers. Furthermore, the age distribution of respondents is rather low, with almost 60% of respondents being under 30, and 29.22% of respondents being between the ages of 30-45.

3.2 Confirmatory Factor Analysis (CFA)

One method used to evaluate how well the model fits the gathered data is confirmatory factor analysis (CFA). Numerous indices, such as chi-square (CMIN), normed chi-square (CMIN/df), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), and Root Mean Square Error Approximation (RMSEA), are used to assess the fit of the study model.

According to Nguyen Khanh Duy (2009), if the chi-square test yields a p-value more than 0.05, the model is deemed to have an adequate fit.

The GFI and CFI indices are both very near to 1, and the chi-square probability value is more than 0.08. According to Browne and Cudek (1992), the RMSEA index should be less than 0.08. According to Kettinger and Lee (1995), the model exhibits good fit with a CMIN/df < 3.

Below is a table that summarizes these standards.

Table 3: Confirmatory Factor Analysis results

CMIN/df	RMSEA	GFI	TLI	CFI
2.319	0.59	0.826	0.873	0.884

All of the indices satisfy the structural model's requirements, according to the analysis's findings. As a result, we may say that the measurement model fits the market data.

3.3 Convergent validity

Examining convergent validity and scale reliability is necessary to determine the utility of constructs in a research model, in addition to evaluating construct fit.

Standardized weights with a threshold of > 0.5 and statistical significance (p-value < 0.05) are used to assess convergent validity (Schumacker & Lomax, 2006, p. 178). Average Variance Extracted (AVE) and Composite Reliability (CR) are the two metrics used to evaluate scale reliability.

The Variance Extracted (VE) of each construct should exceed 0.4, according to Hair (1998, p. 612). Another reliability metric is VE, which shows how much of the latent variable's shared variation in the observable variables is explained. According to Schumacker & Lomax (2006, p. 178), the validity of the collection of observed variables used to measure a construct (factor) is a critical component of CFA. To prevent duplicate variables, this coefficient should be higher than 0.7 but not higher than 0.95.

Every unstandardized weight has a statistically significant P-value of less than 0.05, and every standardized weight has a value of more than 0.5. Consequently, convergent validity is achieved by the observed variables that were utilized to measure the elements and factors of the suggested model.

The findings for Average Variance Extracted (AVE) and Composite Reliability (CR) are shown in Table 4.

The CR values for all five factors fall within the acceptable range (0.7 to 0.95), indicating that the scale exhibits internal consistency across the set of observed variables in the responses.

The AVE values for all factors are > 0.5, except for "Supervisory Support" which fall below 0.5 but not significantly so. As these are crucial factors in the model, the author retains these factor groups in the subsequent SEM structural model.

Table 4: Composite reliability and AVE results

Latent Variables	Composite reliability	AVE
Training program availability	0.7495	0.5004
Supervisory Support	0.8993	0.4993
Training Quality	0.9235	0.5035
Job Performance	0.9235	0.5010
Interpersonal Citizenship	0.7498	0.5004

3.4 Research Model Test

Structural Equation Modeling (SEM) was employed to examine the relationships among the proposed research hypotheses. The results demonstrated a good fit with the empirical data, as indicated by the fit indices presented in the table 5.

Table 5: The model fit test of structural model

CMIN/df	RMSEA	GFI	TLI	CFI
2.339	0.052	0.825	0.871	0.882

The investigation of the model fit is followed by an assessment of the SEM analysis results. The unstandardized regression weights in Table X (Group number 1-Default model) and the standardized regression weights in Table Y (Group number 1-Default model) in the appendix serve as the foundation for this assessment. A thorough table of the findings of the SEM study is created by combining these tables (Table 6).

Table 6: Research model without moderator tested by SEM

		Estimate	S.E.	C.R.	P-value	Std Regression Weights
PERFORMANCE	← AVAILABILITY	0,251	0,061	4,123	0,000	0,320
INTERPERSONAL	← AVAILABILITY	0,326	0,093	3,503	0,000	0,283
PERFORMANCE	← SUPPORT	-0,111	0,093	-1,197	0,231(N.S)	-0,144
INTERPERSONAL	← SUPPORT	-0,217	0,150	-1,447	0,148(N.S)	-0,191
PERFORMANCE	← QUALITY	0,752	0,151	4,987	0,000	0,651
INTERPERSONAL	← QUALITY	1,006	0,218	4,608	0,000	0,593

Based on the results in Table 6, the following conclusions can be drawn: The parameter estimation results indicate that out of nine relationships, only four—Training Quality-Job Performance, Training Quality-Interpersonal Citizenship, Training Program Availability-Job Performance, and Training Program Availability-Interpersonal Citizenship—are statistically significant ($p < 10\%$); The unstandardized and standardized weights for these factor groups are all positive, suggesting that these factor groups have a proportional positive relationship with each other.

The remaining relationships are not statistically significant as their P-values are all greater than 10%. Therefore, the hypothesized relationships between Supervisory Support-Job Performance and Supervisory Support-Interpersonal Citizenship, did not meet theoretical expectations. Table 7 summarizes the results of hypothesis testing.

Table 7: Summary of Hypothesis Testing Results.

Hypotheses	Results
Hypothesis 1 (H1A): Training program availability significantly positively impacts on Job Performance	Positive
Hypothesis 2 (H1B): Training program availability significantly positively impacts on Interpersonal Citizenship	Positive
Hypothesis 3 (H2A): Supervisory support significantly positively impacts on Interpersonal Citizenship	Negative
Hypothesis 4 (H2B): Supervisory support significantly positively impacts on Affective commitment	Negative
Hypothesis 5 (H3A): Training quality significantly positively impacts on Job Performance	Positive
Hypothesis 6 (H3B): Training quality significantly positively impacts on Interpersonal Citizenship	Positive

4. Results and Discussion

According to the results of testing the research hypotheses for employees working in Textile and Garment companies in Vietnam, the following hypotheses are accepted:

Hypothesis 1 (H1A): Training program availability significantly positively impacts on Job Performance

Hypothesis 2 (H1B): Training program availability significantly positively impacts on Interpersonal Citizenship

Hypothesis 5 (H3A): Training quality significantly positively impacts on Job Performance

Hypothesis 6 (H3B): Training quality significantly positively impacts on Interpersonal Citizenship

Diverse training programs cater to different learner interests, a comprehensive range of training programs can address the needs of various employee groups and align with diverse job objectives. Moreover, a rich training portfolio can boost employee participation, as individuals are more likely to strive for excellence when they perceive opportunities to engage in desired training programs. Research also highlights the link between training opportunities and employee work relationships, fostering collaboration and mutual support to achieve organizational and departmental goals. Additionally, training opportunities stand as a top consideration for employees when selecting their workplace. Expanding training programs and providing ample opportunities

for employee development can enhance a company's ability to attract and retain skilled talent. However, the survey revealed that the company's training programs fall short of meeting employee needs and aspirations. Employees are primarily trained for their current roles, lacking visibility into future development opportunities. Access to external training programs and life skills training is limited, primarily reserved for managerial staff. The survey underscores the need for the company to offer a broader range of training programs and raise employee awareness of available opportunities to encourage greater effort and enhance job performance.

The Training quality encompasses aspects such as training facilities, management support, instructor quality, and employee convenience. Research findings indicate that when companies genuinely prioritize training and development, providing adequate facilities and qualified instructors, and creating a convenient training environment for employees, it positively impacts employee job performance, interpersonal citizenship and ultimately the company's overall business performance. As for the factor group "Supervisor support", the model does not accept the hypothesis about the influence of this factor on job performance results and interpersonal citizenship of employees.

The next index that we need to pay attention to in table 7 is the standardized coefficient. Looking at the analysis results, it can be seen that for groups of factors that directly affect job performance and interpersonal citizenship of employees, groups of factors related to quality of training have a stronger influence than other groups. Group of factors on Training program availability, can be concluded that when the company's training quality increases by 1 unit, the employee's work performance will increase by 0.651 units, and the level of employee cooperation will increase by 0.593 units. Therefore, to increase the effectiveness of training and development, companies need to pay special attention to the quality of teachers/work instructors as well as create favorable conditions for employees to participate in training programs.

To increase employee awareness of the availability of training programs, or in other words to make employees aware of their training and development opportunities, first of all, it is necessary to enrich the education program. The company needs to develop more training programs for both direct and indirect production employees. Training programs can be divided into two groups: mandatory training programs and optional training programs. Training programs need to be planned and organized regularly, information about the programs needs to be clearly updated in terms of content, training methods, instructor information, duration, and number of students. maximum so that employees can easily monitor and plan their participation proactively. Training programs not only need to be rich in quantity but also need to be rich in content and methods, only then can the training program be attractive, helping the training be effective. achieve the set goals. When building training programs, the important thing that companies need to pay special attention to is letting employees know what position they are in, letting them know that when they participate in this training program, they will achieve their goals. What is gained, what is the trade-off, and the value of that trade-off. Increasing awareness of training opportunities for employees means letting employees know about training programs, know which training programs they can participate in, and know what to do to participate in training programs. Create what you want. Thus, increasing awareness of training opportunities for employees also impacts their desires, learning needs, and development needs. And when businesses promote that need and desire, they can achieve unexpected results.

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