CREATING EMPLOYEE WORKING SKILLS AND PERFORMANCE THROUGH ORGANIZATIONAL TRAINING PRACTICES IN ABC TIRE MANUFACTURING COMPANY

Nuttakit Iamsomboon[1]
Department of Social Sciences, Faculty of Liberal Arts,
Rajamangala University of Technology Thanyaburi

Sarakul Sukortprommee [2]
Department of International Business Administration, Faculty of Business Administration,
Rajamangala University of Technology Thanyaburi

Varisara Klinpratum[3]
Department of International Business Administration, Faculty of Business Administration,
Rajamangala University of Technology Thanyaburi

Abstract

This research aimed at studying the effects of organizational training practices on creating employee working skills and employee performance in ABC Tire Manufacturing Company, which it is located in Pathum Thani Province. The samples were of 400 employees working in ABC Tire Manufacturing Company in Pathum Thani Province. The questionnaires were used to collect the data with the purposive sampling and convenient sampling methods. Data analysis consisted of descriptive statistics including frequency, percentage, mean and standard deviation and inferential statistics including structural equation model (SEM). The results showed that most of the respondents were male (366 persons or 91.5%), aged between 21-30 years old (120 persons or 30.0%) and between 41 – 50 years old (120 person or 30%), graduated lower than bachelor's degree (288 persons or 72.0%), worked as operational staff (330 persons or 82.5%), worked for 6 – 10 years (138 persons or 34.5%), and earned between 25,001 - 35,000 baht (138 persons or 34.5%), respectively. The employees had opinion related organizational training practices, working skills and performance in high level. The SEM revealed that organizational training had a direct effect on working skills, managing skills, and leading skills and an indirect effect on employees' performance with standardized coefficient as of

[1] Rajamangala University of Technology Thanyaburi, 39 Moo 1, Klong 6, Khlong Luang, Pathum Thani, 12120
E-mail: nuttakit_i@rmutt.ac.th
[2] Rajamangala University of Technology Thanyaburi, 39 Moo 1, Klong 6, Khlong Luang, Pathum Thani, 12120
E-mail: sarakul_s@rmutt.ac.th
[3] Rajamangala University of Technology Thanyaburi, 39 Moo 1, Klong 6, Khlong Luang, Pathum Thani, 12120
E-mail: toeyvarisara@gmail.com

0.549, 0.439, 0.430, and 0.529, respectively. In addition, the working skills, managing skills and leading skills had a direct effect on employees' performance with standardized coefficient as of 0.645, 0.224, and 0.178, respectively, at the significant level as of 0.001. After the study, the result can be contributed to the managerial practitioners to create appropriate programs for training their employees in the organization. In relations to the academic practices, the scholars can utilize the model to study related training and development area.

Keywords Employee Working Skills, Employee Work Performance, Organizational Training Practices, Tire Manufacturing Company

Introduction

There have been various changes in related business environment including technologies being used in the product and service processing, policies and governmental regulation driving the business activities and trade transactions, culture and behavior of customers influencing in creating different needs and wants, macro and micro economic status indicating the liquidity of country lives and business movement, as well as ecological environment referring to natural conservation (Hans, 2019).

For example, Richard Arkwright in 1769 developed the water frame which it was a technology spinning 96 strands of yarn at once and later there were adoption to another semi-auto manufacturing activities. Or, the stream engine developed in 1775 by James Watt had been used as power generator for other machines. In addition to the example, computer in 1946 was developed for using as a facilitator in computing, recoding, generating, and deciding a huge data used in the army and later used in many organizations. Another example can be the Internet which had been developed in 1969 and created consequently many technologies regarding the Internet such as electronic mail, social media or website (Hills, 1970; Tann, & Breckin, 1978; Townsend, 2001; Agarwal, & Agarwal, 2017).

Due to the changes, there has been a huge impact on economic, sociological, ecological, and political changes and movements. In addition, these changes created organizational adaptations and adjustments. However, in order to response to the changes, the organizational training and development is very important for all organizations because it can help increase and enhance employees' ability, knowledge and skills, which at the end it can build the strong competence and create competitive advantages for business operation (Vinesh, 2014). In addition, it is important that the organizations must consider to create the spaces for getting employees to share their obtained knowledge and ability since these can help transfer and maintain knowledge and skills for other employees in the organization which finally create the better organizational performance (Ipe, 2003).

Nevertheless, the challenges in organizational training is how to create the appropriate training practices and what can be trained in order to correspond with the organizational types and characteristics. In the literature, manufacturing companies occupied different training and development characteristics from servicing and retail companies (Pattanaik, Mishra, & Dash, 2017), which they specifically require, for example, product and process design and manufacturing training, production management and logistics training, automated and robotized manufacturing training, manufacture, technologies training of the industry, and languages communication training (Piñol, Porta, Arévalo, & Minguella-Canela, 2017).

According to this, the researchers are interested in studying about the organizational trading practices by focusing on a tire manufacturing company in order to identify the organizational training practices used in tire manufacturing, which it can help enhance the employee' personal and organization performance (Vinesh, 2014; Choudhary, Naqshbandi, Philip, & Kumar, 2017).

Objectives of the Study

The study of "Creating Employee Working Skills and Performance through Organizational Training in Tire Manufacturing Company" had the objectives for the study as follows.

Objective 1: To study organizational training practices, employee working skills and employee performance in Tire Manufacturing Company.

Objective 2: To investigate the cause-effect relationship of organizational training practices on employee working skills and employee performance in Tire Manufacturing Company.

Objective 3: To investigate the cause-effect relationship of employee working skills on employee performance in Tire Manufacturing Company.

Hypotheses

The researchers had proposed the hypotheses to respond the objectives of the study as being written as follows.

Hypothesis 1: Organizational training practices had a positive influence on employees working skills.

Hypothesis 2: Organizational training practices had a positive influence on employees managing skills.

Hypothesis 3: Organizational training practices had a positive influence on employee performance.

Hypothesis 4: Employees working skills had a positive influence on employee performance.

Hypothesis 5: Employees managing skills had a positive influence on employee performance.

Hypothesis 6: Employees leading skills had a positive influence on employee performance.

Conceptual Framework

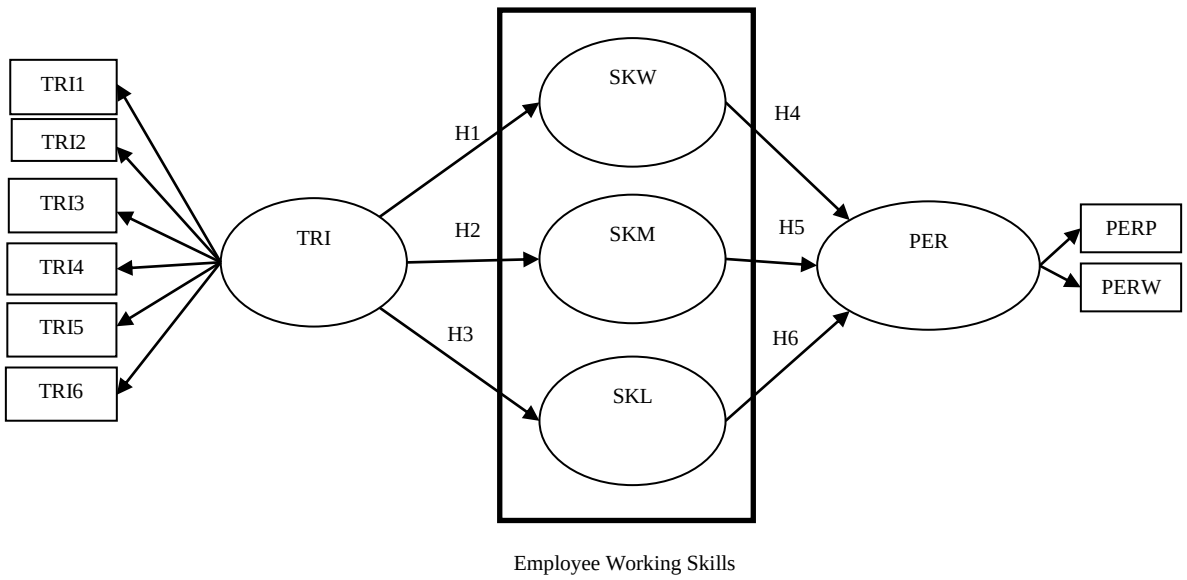

Figure 1 Conceptual Model

Literature Reviews

Organizational Training Practices

Organizational training practice is the effort of the organization that is attempting to plan, design, and develop the employee's knowledge and ability in order to achieve the organization goal and mission. This is also extended to the process where the organization follows and continue provide organization training for their company for incessant development (Vinesh, 2014). Indeed, the organizational training also does not only cover an increase in employees' knowledge and skills, but also extend to the creation of employees' satisfaction, innovativeness, and productivity. Providing the learning opportunity can be the right way in reaching organizational objectives (Rodriguez & Walters, 2017). In training employees in the organization, there are three basic concepts developing needs for employee training, which consisted of problem solving, knowledge and skill improvement, and organizational changes drivers (Nassazi, 2013). Under the fundamental concepts in employees' training, there are several approaches being used to design the training programs including problem solving, profile comparison, formal training, on-the-job training, off-the-job training, coaching and monitoring, job rotation and transfer, conference, role-play, and career planning and goal setting (Rodriguez & Walters, 2017). In creating effective organizational training, the organizational objectives and strategic planning process are required to be well identified. In addition, each training objectives and goals are necessary to include clear mission, organizational value, equal organizational policy, equal organizational treatment, core competency matching, continuous development, qualified persons for training and organizational changes (Vinesh, 2014). Furthermore, Ongori and Nzonzo (2011) added that in creating effective training, the training process should start from identifying needs to develop and train employees, and then design the training methods which they can be on-the-job or off-the-job training as well as preparing training evaluation in order to inspect and follow up the result after training is done. Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) supported that there are such key questions, for instance what?, how? and do we?, can be questioned in order to lead to decision making on whether the training program should be designed and conducted. Furthermore, the effective training can be assessed by basic production, basic quality, labor turnover, absenteeism, accident rate, revenues, machine utility and productivities, problem solving skills, material wastage, and customer complaint (Ongori and Nzonzo, 2011). However, the training program can be varied from organizational characteristics which the organization type can play an important role in leading to training program selection (Pattanaik, Mishra, & Dash, 2017). According to this study aiming on manufacturing arena, the training program, therefore, can be, for example, product and process design and manufacturing training, production management and logistics training, automated and robotized manufacturing training, manufacture, technologies training of the industry, and languages communication training (Piñol, Porta, Arévalo, & Minguella-Canela, 2017). When there is an effective training, the result can yield employee job satisfaction, promotion chances, employee morale boost, employee skills, teamwork efficiency, interpersonal relationship, and job performance (Ongori, & Nzonzo, 2011; Vinesh, 2014).

Employee Skills

Organizational training is significant for the organization to gain benefits for the employees (Ongori, & Nzonzo, 2011; Vinesh, 2014). They can obtain right skills including technical, interpersonal, and abstract thinking skills (Katz, 1974; Markovic, & Ljajic, 2016). The technical skill refers to knowledge and expert used in a particular work, meanwhile the interpersonal skill refers to ability to work collaboratively with other organizational members. Lastly, the abstract thinking refers to ability to work with creative ideas. In addition, Rodriguez & Walters (2017) refer another area of the skills covering on technical, mental and functional skills, or knowledge, ability and emotion, in achieving the production and service activities from the right and strategic training. As the result, this research interpreted the right skills from organizational training into creating employee skills in terms of working, managerial and leading skill. The working skill refers to ability, attitude and knowledge of employees in maintaining work discipline, managing various risks, adapting to changes, having work consciousness, and having knowledge about the machinery. In the meantime, the managing skills refers to ability in having a good working plan, being able to decide on job, creating incentives for colleagues, solving the problems immediately, and considering work safety. In addition, the leading skills consists of employees' ability in sharing their opinion to the publics, daring to do right things, respecting colleagues' different opinions as well as inspiring and motivating employees' colleagues. When the employees obtain the skills created by the organizational training, they can then perform the work well. In addition, they can also create the organizational performance in terms of customers satisfaction, organizational improvement, organizational learning, organizational competitiveness and organization growth (Hameed, & Waheed, 2011; Nda, & Fard, 2013).

Employee Performance

Employee performance has been studied by various academicians who attempt identify the measurement of the employees' performance in the organization. The employee performance generally refers to the ability of the employees that can adapt themselves in terms of skills, knowledge, and ability to respond to the changes (Nda, & Fard, 2013). In the meantime, Ackah, (2014) advocated that the employee performance refers to the ability of the employee to perform the better works, contribute product and service quality, minimize wastage, and work on job assignments fulfilling the work objectives and organization mission by using the right knowledge and skills obtained from trainings provided by the organizations. Indeed, the employee performance can be classified into various main areas including employee work quality, work quality, time-based work and interpersonal relationship. Generally, the employee work quality means ability of employees working and producing accurate work result and customer requirement matching whereas employee work quantity refers to the number of products produced within the assignment. In the meantime, employee work output under the time frame refers to the ability of the employees produce the outputs at the time set. Lastly, the employee interpersonal relationship means ability of the employees to create and maintain the relationship among their colleagues (Nda, & Fard, 2013; Chaimongkol et al., 2018; Sukortpromme, Onputtha, & Manorah,

2019). In addition, the employee performance is also measured in two main levels including personal level and organizational level, which the personal level considers ability of the employee to perform the work in response to their individual objectives meanwhile the organizational level refers ability of the employees to perform the work that can have an impact on organization as a whole. The individual employee performance can conclude the willingness as being assigned, ability to solve the problems, ability to manage the workload, ability to manage the worktime, and respect given by the others. In the organizational employee performance level, it can include the completeness of the work according to set goal, work with less mistakes, meet of the work standard, work completeness within the specified period and ability to learn more knowledge and improve work skills. Nda and Fard (2013) pointed out that when the organizations perceived the employee performance, later they can perceived the organizational performance as well as the national performance in the way that the human capital as the whole country is improved and national economic then is better.

Materials and Methods

Population and Samples

Population in this study were of 3,125 employees working in the tire manufacturer located in Pathumthani Province, Thailand (Thai Labor Database, n.d.), which the name of the company cannot be mentioned. The samples were calculated by Yamane (1973) which result yielded of 354 employees at the confident level as of 95% and error as of 5%. In order to prevent unusable data, the researchers distributed and received 400 questionnaires to obtain the data.

Research Tools and Data Collection

Researchers used close–ended survey questionnaires divided into 4 parts. The first part consisted of check-list questions asking about the personal factors including gender, age, education level, position, working experiences, and monthly income. The second, third and fourth part consisted of rating scale questions (1-5 Likert scale) asking about organizational training practices, employee skills and employees' performance. The score "1" refers to "Not at all agreeable", "2" refers to "Slightly agreeable", "3" refers to "Moderately agreeable", "4" refers to "highly agreeable" and "5" refers to "Extremely agreeable" on the statement in the questionnaires. For data collection, the researchers employed purposive and convenience sampling method to distribute the questionnaires to employees in the tire manufacturing company located in Pathumthani Province. After the questionnaires returned, the researchers inspected the completion and correctness.

Validity and Reliability

For validity check, the researchers had experts in related fields inspect the accurateness and consistency of contents and questions. The researchers awaited the comments and applied the comments for improving the questionnaire. After the questionnaire edition, the reliability check was performed by 30 pretested questionnaire and the Cronbach's alpha coefficient yielded 0.90 for organizational training program, 0.81 for employee working skill, 0.70 for employee managing skill,

0.82 for employee leading skill, 0.84 for employee personal level performance and 0.89 for employee organizational level performance. For the analyzed data, the score for all variables were higher than 0.70 as recommendation, interpreting that all variables can be modeled (Hajiar, 2014).

Measurements

Organizational Training Practice

The organizational training practice has been measured by 6 items including "TRI1: Training on safety measures such as safety mission statement (SMS), basic concept or working safety with chemicals"; "TRI2: Training on ISO quality policies or other policies", "TRI3: Training on traffic accidents notification and accident without a strike."; "TRI4: Training on equipment and technology usage, technology related problem solution; for example, using barcode, using TAG, using a stand-alone forklift, lift trucks, and etc".; "TRI5: Training on first aid assistance, or basic related knowledge in order to initially manage the accidents in the organization"; and "TRI7: Training on various operational standards such as the 3S standards of Tube Inspection Line (OEM & Export)".

Employee Working Skill

The employee working skill has been measured by 15 items categorized into 3 dimensions including employee working skill, employee managing skills and employee leading skill. For employee working skills, there were 5 items as follows: "SKW1: You have discipline to work.", "SKW2: You can manage various risks that may occur.", "SKW3: You can adapt to changes that may occur.", "SKW4: You always have consciousness no matter what happens.", and "SKW5: You have knowledge about the machinery that you are working well.". For employee managing skills, there were 5 items as follows: "SKM1: You have a good working plan.", "SKM2: You are brave enough to decide on your own job.", "SKM3: You can create incentives for colleagues.", "SKM4: You can solve problems immediately.", and "SKM5: You always consider safety as number one.". For employee leading skills, there were 5 items as follows: "SWL1: You are a positive person and always friendly to colleagues.", "SWL2: You dare to express your opinion to the publics.", "SWL3: You dare to do right things.", "SWL4: You do not criticize colleagues' different opinions.", and "SWL5: You can inspire colleagues.".

Employee performance

The employee performance has been measured by 10 items categorized into 2 dimensions including employee personal level performance and employee organizational level performance. For employee personal level performance, there were 5 items as follows: "PERP1: You are willing to work as assigned.", "PERP2: You can solve problems immediately.", "PERP3: You are always full of work.", "PERP4: You have good time management and can make the most of it.", and "PERP5: You are respected and trusted by others.". For employee organizational level, there were 5 items as follows: "PERW1: You can complete the work according to your set goal.", "PERW2: You have less mistakes when you work.", "PERW3: Your work can meet the company standard.", "PERW4: You can finish the work within the specified period.", and "PERW5: You can learn more knowledge and improve your work skills.".

Data Analysis

Researchers analyzed the data derived from samples by using descriptive statistics including frequency, percentage, mean and standard deviation and inferential statistics consisting of structural equation modeling (SEM). All basic requirements before using the SEM including skew, kurtosis, multiple correlation, were required and tested. The model-fit indices include relative chi-square (Cmin/df is not over than 2), Chi-square probability Level (p-value should be more than 0.05), goodness of fit index (GFI should be more than 0.90), adjusted goodness of fit (AGFI should be more than 0.90), standardized root mean square residual (SRMR should be Less than 0.08), root mean square error of approximation (RMRSEA should be less than 0.08), Tucker Lewis Index (TLI should be more than 0.90), comparative fit index (CFI should be more than 0.90), normed fit index (NFI should be More than 0.90) were employed to oversee the fitness of the model (Tabachnick, & Fidell, 2001; Hooper, Coughlan, & Mullen, 2008; Arbuckle, 2011; Sukortprommee, 2013). The modification indices were considered when the model was not fit.

Results and Discussion

General Information of the Respondents

The results showed that most of the respondents were male (366 persons or 91.5%), aged between 21-30 years old (120 persons or 30.0%) and between 41 – 50 years old (120 person or 30%), graduated lower than bachelor's degree (2 88 persons or 72.0%), worked as operational staff (330 persons or 82.5%), worked for 6 – 10 years (138 persons or 34.5%), and earned between 25,001 - 35,000 baht (138 persons or 34.5%), respectively.

The Study of Organizational Training, Employee Working Skills and Employee Performance

Table 1 No. of Measurements, Cronbach's alpha, Mean, S.D. and Its Interpretation

Variables	Mean	S.D.	Interpretation
Organizational Training Practices			
TRI	3.75	0.69	Highly agree
Employee Working Skills			
SKW	4.01	0.57	Highly agree
SKM	4.07	0.55	Highly agree
SKL	4.02	0.54	Highly agree
Employee Performance			
PERP	4.07	0.57	Highly agree
PERW	4.06	0.59	Highly agree

Note: TRI: Organizational Training Practices, SKW: Working Skills, SKM: Managing Skills, SKL: Leading Skills, PERP: Personal Level Performance, PERW: Organizational Level Performance

From the above table, the study showed that the mean score of the organizational training, employee working skills and employee performance ranged from 3.75 – 4.07, which can inform that employees agreed on the related statements in high level.

Table 2 Min, Max, Skew, Kurtosis and c.r. of studied variables

Variables	Min	Max	Skew	c.r.	Kurtosis	c.r.
TRI1	1	5	-0.599	-4.89	0.002	0.007
TRI2	2	5	-0.299	-2.444	-0.392	-1.599
TRI3	1	5	-0.508	-4.15	-0.037	-0.152
TRI4	1	5	-0.675	-5.514	0.125	0.508
TRI5	1	5	-0.531	-4.333	0.193	0.787
TRI6	1	5	-0.645	-5.265	0.139	0.568
SKW	1.6	5	-0.885	-7.226	1.956	7.985
SKM	1.2	5	-0.971	-7.925	3.287	13.419
SKL	1.4	5	-0.844	-6.892	2.447	9.991
PERP	1.4	5	-0.709	-5.792	2.168	8.851
PERW	1.2	5	-1.021	-8.34	3.556	14.518

Note: TRI: Organizational Training Practices, SKW: Working Skills, SKM: Managing Skills, SKL: Leading Skills, PERP: Personal Level Performance, PERW: Organizational Level Performance

From the above table, it showed that the skewness values were between -0.299 and -1.021. Meanwhile, the kurtosis values were between -0.002 and 3.556, which felt not far from the normal curve. This means that all data were distributed normally and appropriate in using for constructing the structure (Neawchumpa, Ponathong, & Skulkhu, 2016).

Correlation Study of Organizational Training, Employee Working Skills and Employee Performance

In addition, before employed structural equation modeling in order to investigate the cause and effect relationship among the variables, the researchers examined the correlation of the variables by using Pearson's Correlation with the purpose to avoid the multicollinearity. The result is shown in the below table.

Table 3 Correlation Study of Organizational Training, Employee Working Skills and Employee Performance

Variables	TRI	SKW	SKM	SKL	PERP	PERW
TRI	1					
SKW	.468**	1				
SKM	.422**	.646**	1			
SKL	.353**	.556**	.669**	1		
PERP	.435**	.595**	.644**	.594**	1	
PERW	.367**	.498**	.648**	.575**	.672**	1

Note: TRI: Organizational Training Practices, SKW: Working Skills, SKM: Managing Skills, SKL: Leading Skills, PERP: Personal Level Performance, PERW: Organizational Level Performance

From the above table, the result found that the variables have coefficient (r) between 0.353 and 0.672, which they are within the acceptable values (not higher than 0.90) as recommended by Tabachnick and Fidell (2001). With the acceptable values, the studied variables are usable for constructing the structural equation modelling.

Model Test and Adjustment

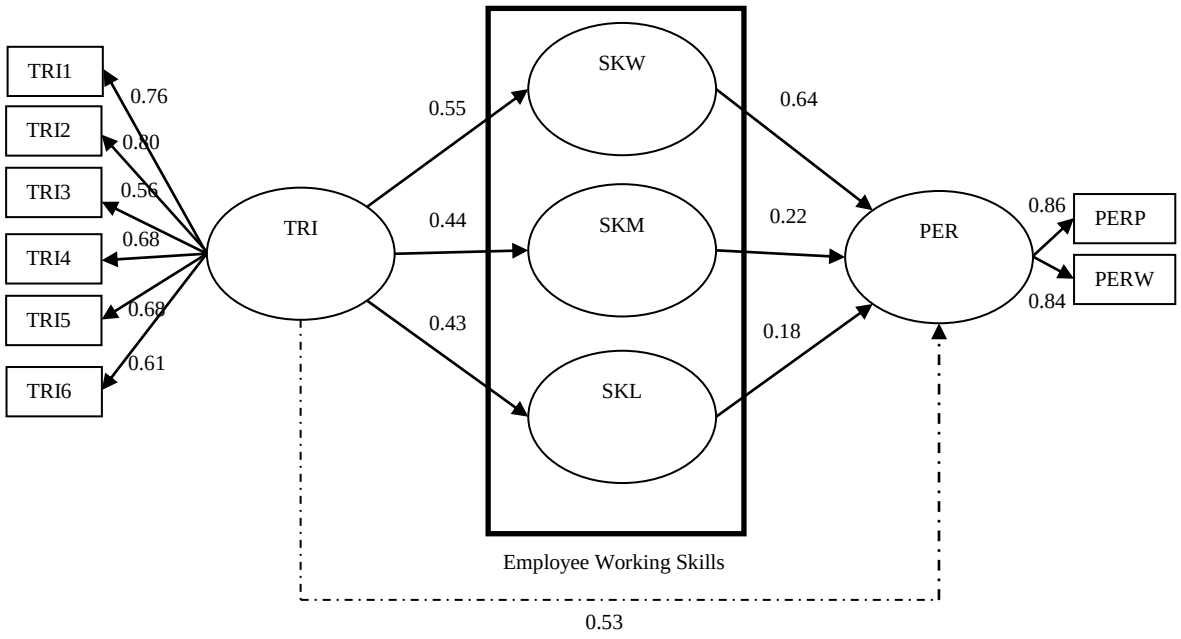

Figure 2 Final Model

Note: TRI: Organizational Training Practices, SKW: Working Skills, SKM: Managing Skills, SKL: Leading Skills, PER: Employee Performance, PERP: Personal Level Performance, PERW: Organizational Level Performance

Table 4 Goodness Indices of Before and After Model Adjustment

Model	Cmin/df	df	p-value	GFI	AGFI	RMR	RMRSEA	TLI	CFI	NFI
Before adjusted	10.863	41	0.000	0.812	0.697	0.046	0.157	0.738	0.805	0.791
After adjusted	1.379	26	0.094	0.984	0.959	0.017	0.031	0.990	0.995	0.983

From the above table, the model-fit indices showed that the values of Cmin/df (10.863), df (41), p-value (0.000), GFI (0.812), AGFI (0.697), SRMR (0.046), RMRSEA (0.157), TLI (0.738), CFI (0.805) and NFI (0.791) were unacceptable because it was below the recommendation of model-fit indices. Due to the unfit values, the study employed the modification indices to modify the model. The model was modified until it become acceptable. After the model adjustment, the result indicated the acceptable values including Cmin/df (1.379), df (26), p-value (0.000), GFI (0.094), AGFI (0.984), SRMR (0.017), RMRSEA (0.031), TLI (0.990), CFI (0.995) and NFI (0.983).

Table 5 Standardized Coefficient, Standard Error, Critical Value, p-Value of the Tested Model

Variables			Standardized Coefficient	S.E.	C.R.	P-value
TRI	--->	SKW	0.549	0.058	9.241	***
TRI	--->	SKM	0.439	0.056	7.469	***
TRI	--->	SKL	0.430	0.056	7.220	***
SKW	--->	PER	0.645	0.144	3.843	***
SKM	--->	PER	0.224	0.086	2.302	.021
SKL	--->	PER	0.178	0.057	2.832	.005

Note: TRI: Organizational Training Practices, SKW: Working Skills, SKM: Managing Skills, SKL: Leading Skills, PER: Employee Performance

From the above table, the study showed the positive summary of standardized estimate, standard error, critical value (t) as well as the p-value. This expressed that the direction of organizational training on employee skills in terms of working skills, managing skills and leading skills and direction of employee skills on employee performance were significant level at 0.05 with standardized coefficient ranged from 0.178 to 0.645. In addition, the standard error values were between 0.056-0.144 and critical values were ranged from 2.302 to 9.241.

Hypotheses Examination

Next, the researchers tested the proposed hypotheses, which the results were displayed as follows.

Hypothesis 1: Organizational training practices had a positive influence on employees working skills.

From the study, the result indicated that organizational training practices had a positive influence on employees working skills with standardized coefficient as of 0.549, standard error as of 0.058 and critical value as of 9.241 at the statistically significant level as of 0.001. Therefore, the hypothesis is accepted.

Hypothesis 2: Organizational training practices had a positive influence on employees managing skills.

From the study, the result indicated that organizational training practices had a positive influence on employees managing skills with standardized coefficient as of 0.439, standard error as of 0.056 and critical value as of 7.469 at the statistically significant level as of 0.001. Therefore, the hypothesis is accepted.

Hypothesis 3: Organizational training practices had a positive influence on employee leading skills.

From the study, the result indicated that organizational training practices had a positive influence on employee leading skills with standardized coefficient as of 0.430, standard error as of 0.056 and critical value as of 7.220 at the statistically significant level as of 0.001. Therefore, the hypothesis is accepted.

Hypothesis 4: Employees working skills had a positive influence on employee performance.

From the study, the result indicated that employees working skills had a positive influence on employee performance with standardized coefficient as of 0.645, standard error as of 0.144 and critical value as of 3.843 at the statistically significant level as of 0.001. Therefore, the hypothesis is accepted.

Hypothesis 5: Employees managing skills had a positive influence on employee performance.

From the study, the result indicated that employees managing skills had a positive influence on employee performance with standardized coefficient as of 0.224, standard error as of 0.086 and critical value as of 2.302 at the statistically significant level as of 0.021. Therefore, the hypothesis is accepted.

Hypothesis 6: Employees leading skills had a positive influence on employee performance.

From the study, the result indicated that employees leading skills had a positive influence on employee performance with standardized coefficient as of 0.178, standard error as of 0.057 and critical value as of 2.832 at the statistically significant level as of 0.005. Therefore, the hypothesis is accepted.

Table 6 Total Effect, Direct Effect and Indirect Effect

Variables	Total Effect				Direct Effect				Indirect Effect			
	SKW	SKM	SKL	PER	SKW	SKM	SKL	PER	SKW	SKM	SKL	PER
TRI	0.549	0.439	0.430	0.529	0.549	0.439	0.430	-	-	-	-	0.529
SKW	-	-	-	0.645	-	-	-	0.645	-	-	-	-
SKM	-	-	-	0.224	-	-	-	0.224	-	-	-	-
SKL	-	-	-	0.178	-	-	-	0.178	-	-	-	-

Note: TRI: Organizational Training Practices, SKW: Working Skills, SKM: Managing Skills, SKL: Leading Skills, PER: Employee Performance

From the table, the study revealed that TRI had total effect and direct effect on SKW, SKM and SKL with standardized-coefficient value as of 0.549, 0.439 and 0.430, respectively. In the meantime, TRI had indirect effect on PER with standardized-coefficient value as of 0.529. In addition, SKW, SKM and SKL had total and direct effect on PERP with standardized-coefficient value as of 0.645, 0.224 and 0.178, respectively at the significant level as of 0.001.

Conclusions

According to the study of "Creating Employee Working Skills and Performance through Organizational Training Practices in Tire Manufacturing Company", the researchers can discuss the result based on the study objectives as follows.

Objective 1: To study organizational training, employee working skills and employee performance in Tire Manufacturing Company.

Regarding the study, the points indicated that employees in the tire manufacturing company located in Pathumthani Province had opinion towards the organizational training practices, employee working skills and employee performance in the high level. This is because is very crucial for the organization to use the knowledge and skills in working in the manufacturing company which it requires specific knowledge, skill and competence such as working standard, safety policy and method, chemical safety in usage, and technology change and implementation so that the employees in the organization can update their knowledge and capability. The study also corresponds with the study done by Pattanaik, Mishra and Dash (2017), who study about the training for development: a comparative analysis of employees on service and industrial sector and found that the manufacturing companies requires different training and development characteristics comparing to servicing companies (Pattanaik, Mishra, & Dash, 2017). Piñol, Porta, Arévalo, and Minguella-Canela (2017) demonstrated examples of manufacturing training practices including product and process design and manufacturing training, production management and logistics training, automated and robotized manufacturing training, manufacture, technologies training of the industry, and languages

communication training. When the employees feel that they can fulfill their necessary work knowledge and ability, they will feel more confidence in working, create work quality and work quality and build string interpersonal relationship among their organizational members. This then can also create the organizational performance such as customer satisfaction, organizational competitiveness, organization innovation, organizational learning and organizational growth (Ipe, 2003; Vinesh, 2014).

Objective 2: To investigate the cause-effect relationship of organizational training on employee working skills and employee performance in Tire Manufacturing Company.

From the study, the result revealed that organizational training practices had total effect and direct effect on employees working skills, managing skills and leading skills and had indirect effect on employee performance both in terms of personal level performance and organizational level performance. This is because is that the knowledge, especially in the field related to works and assigned responsibility, is very important for all employees in the organization that they must keep learning (Rodriguez & Walters, 2017). It can be said that the more the employees in the organization can learn, the more the skills of working and related knowledge increased. In addition to the changing world where the technology is advanced and more competition driving organization's competence, many organizations including manufacturing companies are required to improve their capital employees, updating their knowledge and re-skilling their skills (Ongori, & Nzonzo, 2011). From this study, the result revealed that the knowledge and skills to be used in this kind of tire manufacturing works can be related to risk management, accident notification and avoidance, safety working standard related to chemical substances, technology usage such as Barcode, TAG, and Lift Truck as well as first aid assistance in the organization. Moreover, after the understanding of knowledge and practices of related workshop was provided by the company, the employees had expressed their confidence in working, performed the works according to company goals as well as inspired their colleagues to work harder and better. The result of this study corresponds with the study done by Piñol, Porta, Arévalo, and Minguella-Canela (2017), who studied about the training needs of industrial companies in the Barcelona area and proposal of training courses and methodologies to enhance further competitiveness and the result mentioned that manufacturing training practices can include product and process design and manufacturing training, production management and logistics training, automated and robotized manufacturing training, manufacture, technologies training of the industry, and languages communication training. The study also advocated that the right training program can create the better employee performance and organization performance (Piñol, Porta, Arévalo, & Minguella-Canela (2017).

Objective 3: To investigate the cause-effect relationship of employee working skills on employee performance in Tire Manufacturing Company.

In the respects to the study, the result revealed that employees working skills, managing skills and leading skills had a positive effect on employee performance both in terms of personal level performance and organizational level performance. The result was revealed in this way because working in the manufacturing companies where practical knowledge and skills, especially related to

working on the assigned works, managing risks, conflicts and working plan, as well as leading and inspiring colleagues, are required to accomplish the target works, goals and plans collaboratively. When the employees' related knowledge and working, managing and leading skills are formed, the employees' ability, confidence, interpersonal relationship as well as competence can produce work quality, quantity and efficiency. Finally, they can achieve their working objectives and reach the organizational production place which can then serve the customers on time with the right quantity and quality, leading to creating organizational reputation. The result of this study corresponds with Katz (1974) who identified that the right training can create the right skills, which it can classify into technical, interpersonal, and abstract thinking skills covering ability to accomplish the job, have a good relationship with others and work with creative ideas. In addition, Rodriguez and Walters (2017) indicated another where the skills can be created covering technical, mental and functional skills. This can help employees achieve the production and service activities from the right and strategic training. When the employees obtain the skills created by the organizational training, they can then perform the work well, satisfying the customers and creating organizational growth and others (Hameed, & Waheed, 2011; Nda, & Fard, 2013).

Recommendation

For practitioners

According to the study discovering that organizational training practices had a direct effect on working skills, managing skills, and leading skills and an indirect effect on employees' performance, and the working skill, managing skill and leading skill had a direct effect on employees' performance, the study recommendation can be therefore detailed several implications. Firstly, the company and managers in similarity of the tire manufacturing company can prepare the training practices and contents such as working standard, safety policy and method, chemical safety in usage, and technology change and implementation, for the employees in the organizations. Secondly, the organizations should emphasize and prioritize the importance on working skill, managing skill and leading skill such as how to work, how to use technology, how to inspire subordinates, how to manage the conflicts, how to build good relationship among the organizational members by establishing the organizational training policy matching with organizational objectives, mission, characteristics and values.

For future study

There are some limitations on this study; therefore, the future research execution can focus following points. Firstly, the future research can extend the study area into another industry since this study emphasized on tire manufacturing company only. Secondly, the data obtained in this study was derived from only single company, which it may limit the study result generalization because some variables such as organizational culture, product characteristics and organizational characteristics, are

limited. Thirdly, the next research should also apply another research approaches such as qualitative or mix method by implementing in-depth interview or focus group, in order to obtain the insights regarding organizational training practices since this study applied only quantitative approach with utilizing questionnaire survey as a data collection tool. Lastly, other extended variables such as organizational motivation, working environment, personality traits and characteristics as well as corporate identification can be listed of possible areas that can act as antecedent or moderate factors affecting employees' performance.

References

Ackah, D. (2014). The impact of motivation on employee performance in the manufacturing industry in Ghana. *Global Journal of Management Studies and Researches, 1*(5), 291-310.

Agarwal, H., & Agarwal, R. (2017). First Industrial Revolution and Second Industrial Revolution: Technological differences and the differences in banking and financing of the firms. *Saudi Journal of Humanities and Social Sciences, 2*(11), 1062-1066.

Arbuckle, J. L. (2011). *Amos 20 user's guide*. Chicago, IL: SPSS Inc.

Chaimongkol, N., Chienwattanasook, K., Onputtha, S., Sookwilai, N., & Pongwang, N. (2018). Employees' Job Satisfaction and Employees' Desirable Behavior Affecting Employees' Work Performance: A Case of Christiani & Nielsen (Thai) Public Company Limited. *Journal of Interdisciplinary Research: Graduate Studies, 7*(2), 105-117.

Hajiar, S. T. (2014). A statistical study to develop a reliable scale to evaluate instructors within higher institution. *WSEAS Transactions on Mathematics, 13*, 885-894

Hameed, A., & Waheed, A. (2011). Employee development and its affect on employee performance a conceptual framework. *International journal of business and social science, 2*(13), 224-229.

Hans, V. B. (2019). Global Business and Cross-Cultural Diversity: Globalisation and Business Changes and Values. *NOLEGEIN-Journal of Global Marketing*, 18-31.

Hills, R. L. (1970). Sir Richard Arkwright and his patent granted in 1769. *Notes and Records of the Royal Society of London, 24*(2), 254-260.

Hooper, D., Coughlan, J., & Mullen, M. (2008). Structural equation modelling: Guidelines for determining model fit. *Electronic Journal of Business Research Methods, 6*(1), 53-60.

Ipe, M. (2003). Knowledge sharing in organizations: A conceptual framework. *Human resource development review, 2*(4), 337-359.

Katz, R. L. (1974). Skills of an effective administrator. *Harvard Business Review, 52*(5), 90-102.

Nda, M. M., & Fard, R. Y. (2013). The impact of employee training and development on employee productivity. *Global journal of commerce and management perspective, 2*(6), 91-93.

Neawchumpa, N., Ponathong, C., & Skulkhu, J. (2016). A Factor Analysis of Scientific Attitude of Science Students of Public Universities in Bangkok. *Veridian E-Journal, Silpakorn University, 9*(3), 1676-1691.

Ongori, H., & Nzonzo, J. C. (2011). Training and development practices in an organisation: an intervention to enhance organisational effectiveness. *International Journal of engineering and management sciences, 2*(4), 187-198.

Pattanaik, B. K, Mishra, S. & Dash M. (2017). Training for Development: A Comparative Analysis of Employees on Service and Industrial Sector. *International Journal of Economic Research, 14*(10), 1-5.

Piñol, T. C., Porta, S. A., Arévalo, M. R., & Minguella-Canela, J. (2017). Study of the training needs of industrial companies in the Barcelona Area and proposal of Training Courses and Methodologies to enhance further competitiveness. *Procedia Manufacturing, 13*, 1426-1431.

Rodriguez, J., & Walters, K. (2017). The importance of training and development in employee performance and evaluation. *World Wide Journal of Multidisciplinary Research and Development, 3*(10), 206-212.

Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological science in the public interest, 13*(2), 74-101.

Sukortpromme, S., Onputtha, S., & Manorah, P. (2019). Relationship between Technological Service Quality and Employees' Work Performance: A Case of an Electronics Manufacturing Solutions Provider Located in Pathum Thani, Thailand. *8th National and 1st International Conference on Innovative Management Science for Sustainable Society* on 8th February (p. 384-393). Nakhon Sawan: Nakhon Sawan Rajabhat University.

Sukortprommee, S. (2013). *The Effect of Corporate Brand Personality on Customer-Contact Employee's Prosocial Behavior and the Mediating Effect of Brand Identification in Japanese Automotive Service Sector,* (Doctoral dissertation, Rajamangala University of Technology Thanyaburi)

Tabachnick, B. G., & Fidell, L. S. (2001). *Using multivariate statistics* (Vol. 5). Nedham Heights, MA: Allyn & Bacon.

Tann, J., & Breckin, M. J. (1978). The International Diffusion of the Watt Engine, 1775-1825. *The Economic History Review, 31*(4), 541-564.

Teryima, S. J., Timothy, A. T., Faajir, A., John, E., & Vivien, U. (2016). Motivational factors as determinants of employee commitment and performance enhancement in profit oriented firms: A survey of selected brewery manufacturing companies in Nigeria. *International Journal of Business and Economic development, 4*(2), 112-129.

Vinesh, K. (2014). Role of training & development in an organizational development. *International Journal of Management and International Business Studies, 4*(2), 213-220.

Yamane, Taro. (1973). *Statistics: An Introductory Analysis*. 3rded. New York: Harper and Row Publications.