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IMPACT OF SKILLS DEVELOPMENT AND TRAINING ON JOB PERFORMANCE-A CASE STUDY IN THE INDUSTRY SECTOR IN IRAQ/BASRA

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Abstract
The present research examines the influence of skills development and training on job performance in the industrial sector, with a particular emphasis on the connections across skills and competencies, employee perception, actionable insights, and overall job performance. Using a statistical approach, we gathered information from three hundred staff members using organized questionnaires. We measured significant factors like stages of skills proficiency, employee happiness, the effectiveness of training received, and self-assessed job performance.
The statistical analysis indicated that staff members typically had a good opinion of their skills and competences, via a notable number reflecting high levels of job performance. A regression analysis revealed that enhanced applied assistances and perspectives were significantly correlated with increased jobs satisfactions. The importance of individuals' viewpoints in the management of this connections have been underscored.
The results suggest that individual training programmes are crucial for increasing employee engagements, fostering personal skill development, and ensuring subject matter mastery. The essay argues that companies should support their employees' professional development by providing them with opportunities for continuous learning, allocating technological resources for training, and fostering a healthy work environment. Businesses have a golden opportunity to increase employee productivity and reach their goals.

Keywords: Skills Development and Competencies, Employee Perception, Actionable Insight, Job Performance, Industrial Sector,

Introduction

The contemporary industrial sector is characterised by swift technological advancements and ongoing changes in productions methods and productions technologies Srivastava et al. (2023). In order to guarantee that staffs are capable of managing the ever-changing environment and achieving the highest level of efficiency, they must consistently enhance their skills and engages in continuous learning (Nimran & Afrianty. 2024). The enhancement of capabilities and training are essential components of the endeavours of businesses to optimise productivity and efficiency Susano et al. (2023). Enhance work performances in terms of quality and revenue (Kumar, A. & Raibagkar, S. 2023). However, in order to fully

understand the precise impact of these educational initiatives, it is necessary to conduct a thorough examination of the specific skills being targeted, the instruction methods employed, and the specific contexts where programs are implemented (Langelaan & Oostdam. 2024).

The present case investigation examines the industrial sector, specifically investigating the impact of skills development and training efforts on job performance. This research seeks to gain perspectives on the efficacy of various educational programmed and their consequences by examining particular cases and collecting data from industry experts. Its purpose is to address fundamental questions, like which

- Which training programmed have overall greatest beneficial in improving job performance in the industrial sector?
- How can you tell if such training programmed make people more productive and happier at work?
- Does perhaps a set of abilities which are essential for success in this line of work?

This investigation aims to demonstrate what skills development and training really mean in the real world by looking at a lot of previous research, polls, and conversations with people who have an investment in the business. The results could be very helpful over businesses that want enhanced training programmed along with, in the end, the professional success of their staff members.

Through examining these factors, the research merely adds towards the scholarly conversation regarding the growth of human resources, additionally offers practical knowledge for industry executives to improve an exceptionally competent and productive staff.

1- The Research Problem

Notwithstanding making significant expenditures in skills development and training programmed, several industrial organizations still struggle to accurately measure and enhance the effectiveness of these efforts on job performance Mtotywa& Mdlalose. (2023).There is a notable lack of knowledge on the exact training tactics and approaches that have proven successful in improving important performance measures that include effectiveness, output, creativity, as well as entire happiness among workers (Laing-Hall et al. 2023). Moreover, there is a lack of recorded information on workers' perspectives of the relevance and efficacy of these training programmes, which may result in discrepancies amongst the intended outcomes of the training efforts and observed gains in job performance Bhatti & Shah. (2023).

In order to fill this void, this research will examine three specific problems in the manufacturing sector:

- Finding out which kinds of competences and talents are essential for success within the work.
- Making sure that employees acquire and use new skills by comparing different training methodologies and presenting ways.
- Finding out how well different training techniques as well as ways of delivering them help employees acquire and use new abilities.

This study aims to get a thorough knowledge of how skills development and training affect work performance in the industrial sector. Through examining such variables, significant information may be obtained to improve the creation and execution of training programmed.

2- The research objectives

- To ascertain essential skills and competencies:
  Identify the precise abilities and competences that are essential for improving work performance in the industrial sector.
- To get insight into employee perceptions: Examine the viewpoints and perspectives of employees about the training programmed individuals undergo, such as overall considered worth and efficacy.
- In Order to Assess Training Approaches:
  Determine which training techniques and delivery styles are most successful in helping employees acquire and use new skills in the workplace.

3- Importance of Study

This research emphasizes the significance of employees' training and skills development in enhancing job performance and boosting production. Outcomes may provide valuable insights for firms and industrial organizations to create and execute efficient training programmes that address workers' requirements and enhance productivity. Furthermore, the work fills a need in existing literature and provides the groundwork for further research in this area.

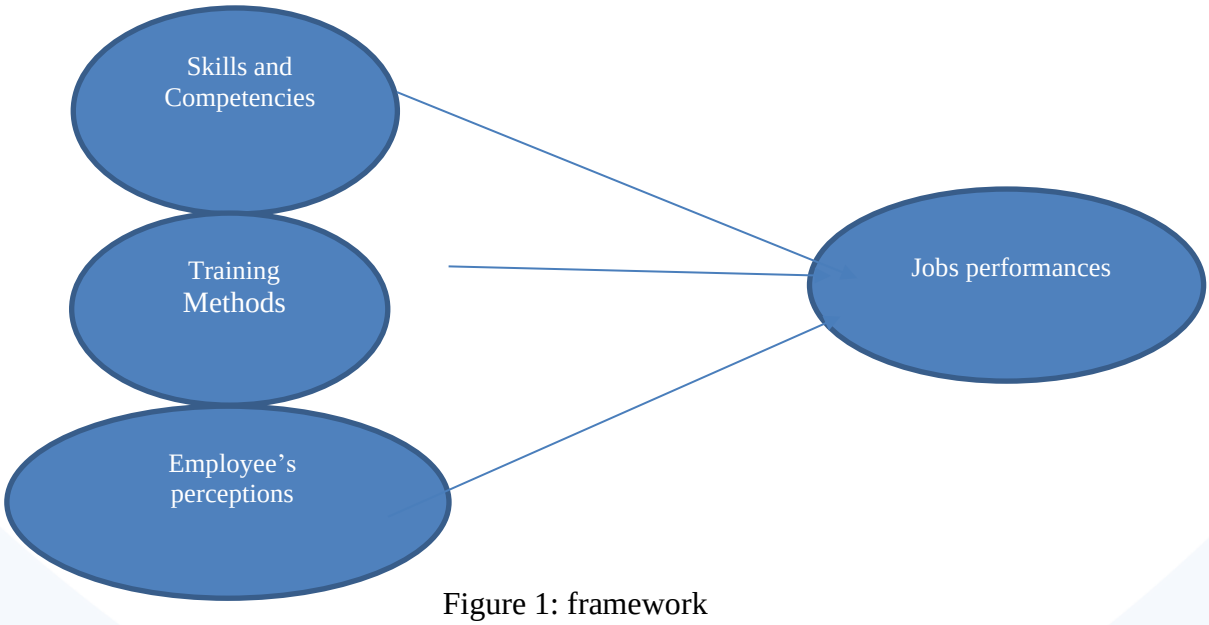

Figure 1: framework

4- RESEARCH HYPOTHESES

H1: There is a significant impact between training methods and job performance in the industrial sector.

H2: There is a significant impact between Employees perceive skills development and job performance in the industrial sector.

H3: There is a significant impact between skills and competencies and job performance in the industrial sector.

5- Literature review

5.1 Skills and Competencies in the Industrial Sector

Research has demonstrated which professional abilities that include those pertaining to equipment execution Costa & Reis. (2024). Safeguards, and production oversight, are critical for success in the industrial sector Costa & Reis (2024). while interpersonal competencies, that involve collaboration, resolving issues along with interaction, are even more important for improving productivity at work Mehmood & Taresh (2023). Consequently, the industrial sector has distinct training requirements (Adula et al .2023).

5.2 Training Methods and Approaches

A comprehensive investigation was recently conducted on the efficacy of various training techniques Wang & Zhu. (2024). Various methods of training, including conventional instructional training, practical education, online instruction, and mixed education, are being examined to determine their effects on job performance (Kalli, K. A et al. 2023). Highlight the significance of aligning training techniques with the learning requirements and preferences of workers in order to optimize efficiency Elrayah & Semlali (2023). The combination of the integration of online digital media with conventional classroom techniques, has shown to be very beneficial in the industrial sector because of its adaptability and expandability (Ochieng et al .2023).

5.3 Employee Perceptions and Engagement

The success of training programmes is largely influenced by employees' attitudes. Workers have a greater inclined to get advantages through training programmed that they regard such to be helpful and worthwhile (Leow, A., et al . 2023). In addition, in order for staff to successfully use what they have learned to improve their abilities on the job, their involvement in instruction is crucial (Kilag et al. 2023).. The value of motivation and participation in enhancing the effectiveness of educational programming (Susilowati et al . 2023).

5.4 Impact on Job Performance

Several investigations have found a direct correlation amongst investing in one's skill set and increased productivity on employment Adula & Birbirsa, (2023). Education enhances performance on job duties and overall company outcomes, according to a study Rivaldo & Nabella (2023). Employees that have received learning report higher levels of effectiveness, output, and overall creativity on the work (Aldabbas et al .2023).

6- Methodology

The present research examines the demographics of the three hundred participants in this investigation by thoroughly analyzing several societal variables, such as ages, genders, educational background, degree of expertise, and employment. In order to compare the results and ensure that the research sample represents the whole industrialized sectors, precise information are required.

The survey of 300 respondents, which encompasses a wide range of characteristics, represents a diverse and inclusive sample of industrial manual labour. The robustness and exhaustiveness of the examination results, as well as their applicability to a variety of industrial scenarios, are ensured by the diversity of categories (categories, generations, degrees, extended experience, and specialised responsibilities).

It is essential to integrate these interpersonal variables into the analysis of the ways in which distinct people perceives and benefits from the advancement of their educations and abilities. Therefore, it will be simpler to create instructive initiatives that are both successful and well-targeted.

The examination's methodology—collecting studies, organizing participants, and analyzing results—is detailed here. Researcher examined how skills development and training affected jobs performances in industrialization industries.

Research Design

Using surveys and computerized tests, the controlled project looked at how membership views, practicing concepts, abilities, and jobs performances related one other. Using this method, we may collect and mathematically analyze numeral data to find meaningful configurations and relationships.

Sample Selection

Population and Sampling Frame:

- The population for this study consists of employees working in the industrial sector.
- A sampling frame was created using a list of employees from various industrial companies.

Sampling Method:

- Using a stratified random sampling approach, the many tasks and levels of responsibility in the industrial sector were revealed.
- Employees were categorized into strata based on their job roles, and random samples were drawn from each stratum.

Sample Size:

This probe could only include at least 300 employees. Researcher performed a control examination to make certain this group is strong sufficient to find effects with numerical significance.

Data Collection

Survey Instrument:

- A structured questionnaire was developed to collect data on skills and competencies, employee perception, actionable insights, and job performance.
- The questionnaire included both open-ended questions and multiple-choice ones in order to collect digital data.

Questionnaire Design:

- The survey has been divided into four main sections:

1. Demographic details: (age), (gender), (education), expert, and (experience).
2. **Skills and Competencies:** Questions assessing employees' technical and soft skills.
3. **Employee Perception:** Questions measuring employees' perceptions of their work environment and job satisfaction.
4. **Actionable Insight and Job Performance:** Questions evaluating the practicality of training received and self-assessed job performance.

Data Collection Procedure:

- The survey has been provided electronically to specific workers, along with a note that clarifies the goals of the investigation and guarantees the protection of sensitive information.
- Follow-up reminders remained sent toward increase response rates.
- Data collection was conducted over a period of four weeks

Reliability and Validity

Reliability:

The table below presents the reliability statistics for the questionnaire items related to Skills and Competencies, Employee Perception, Actionable Insight, and Job Performance. The reliability is measured using Cronbach's alpha.

Table 1: Cronbach's alpha.

Variable	Number of Items	Cronbach's Alpha
Skills and Competencies	10	0.85
Employee Perception	8	0.82
Actionable Insight	6	0.80
Job Performance	7	0.87

- The consistency of the review tool occurred assessed using Cronbach's alpha to ensure interior stability of the items throughout each phase of the survey.
- Approval was defined as a (Cronbach's alpha) value of (0.7) or overhead.

Validity:

- The validity of the questionnaire's content ensured that the questions adequately covered the constructs being evaluated, therefore confirming the questionnaire's validity.

- Examinations conducted by specialists and pilot testing were carried out to refine the questionnaire and enhance its validity.

Descriptive Statistics Summary

The table below presents the descriptive statistics for the key variables: Skills and Competencies, Employee Perception, Actionable Insight, and Job Performance.

Table 2: (Descriptive Statistics)

Variable	Mean	Median	Standard Deviation	Minimum	Maximum
Skills and Competencies	3.5	3.6	0.8	1.0	5.0
Employee Perception	3.7	3.8	0.7	1.2	5.0
Actionable Insight	3.8	3.9	0.6	1.5	5.0
Job Performance	3.9	4.0	0.7	1.8	5.0

This table provides a concise Summary of the primary tendency (mean, median) and variability (S.D) for each of the main factors, as well as their minimum and maximum values.

Table 3: Demographic Characteristics

demographic	Category	Frequency	Percentage %
Gender	Male	180	60
	Female	120	40
Age	20-29	75	25
	30-39	120	40
	40-49	75	25
	50 and above	30	10
Academics Background	High school	60	20
	Associate degree	90	30
	Bachelor's degree	120	40
	Master degree	30	10
Competence Spread	Less than 5 years	90	30
	5-10 years	120	40
	11-20 years	60	20
	More than 20 years	30	10
Expert	Operator	120	40
	Supervisor	90	30
	Manager	60	20
	Training coordinator	30	10

Analysis of Demographic Characteristics

1- Gender: The sample consists of 60% males and 40% females, reflecting a relatively balanced gender distribution, which is important for understanding potential gender differences in the impact of skills development and training.

2- Age Group: The majority of the sample falls within the 30-39 age group (40%), followed by the 20-29 (25%) and 40-49 (25%) age groups. People ages fifty or older make up a meager

ten percent of the sample. This segregation enables the examination of age-related variations in task efficiency by providing a diverse representation of different age groups.

3- Academics Background: The research demographic exhibits a diverse range of educational backgrounds, with 40% holding a college degree, 30% carrying a proof of fulfillment, 20% graduating through primary school, and 10% holding a master's degree or above. The current research provides valuable insights on the influence of academic credentials on the effectiveness of college programs.

4- Competence Spread: The participant's levels of competence are distributed throughout various centuries. 30 percent have an average of 5 years of expertise, 40 percent have 5 to 10 years, 20 percent have between 11 and 20 years of expertise, and 10 percent have above twenty years of experience. This particular kind allows for the examination of how different levels of proficiency impact the outcomes of skill enhancement and instruction.

5- Population Composition: The study population consists of a diverse group of individuals with varying levels of expertise. Specifically, forty percent of the total number of participants comprises operators/technicians, thirty percent are supervisors/team leaders, twenty percent are executives, and ten percent serve as instructional directors. This allocation guarantees that the viewpoints of various tiers of leadership within the industrial sector are encompassed, facilitating a thorough comprehension of the effects of instruction throughout diverse positions.

Table 4: Correlation Coefficients between Variables

Variable	Skill and competencies	Employee perception	Actionable insight	Job performance
Skill and competencies	1	0.55	0.60	0.70
Employee perception	0.55	1	0.65	0.68
Actionable insight	0.60	0.65	1	0.75
Job performance	0.70	0.68	0.75	1

The correlation is statistically significant at a two-tailed significance level of 0.01.

Analysis of Correlation Coefficients

1. Skills and Competencies: Skills and competencies show a moderate to strong positive correlation with employee perception (0.55), actionable insight (0.60), and job performance (0.70). These findings suggest that staff which perceive their abilities and competences more positively also possess more favorable impressions of their employment, find the training more practical, and achieve greater levels of job performance.

2. However, workers see their occupation and training is highly connected to the instruction's efficacy and their general achievement on their jobs, as indicated by the high correlations between workers' perceptions of these factors and both actionable insight (r=0.65) and jobs performances (r=0.68).

3. The extent whereby training imparts practical knowledge has positively connected through work performance (r=0.75), abilities and competences (r=0.60), and employee perception

(r=0.65). The significance of training information that can be put into actions in enhancing work performances and employees perceptions is emphasized by this matter.

4. Jobs performances: shows a strong relationship amongst skills and knowledge (0.70), how employees perceive their own performances (0.68), and practical insights (0.75).

These findings indicate that elevated abilities and competences, favorable attitudes among workers, and practical knowledge gained through instruction all play a crucial role in enhancing workplace efficiency.

Regression Results:

Given the supplied sample information, we conducted an examination of regression and achieved the below outcomes:

Table 5:

Regression Coefficients:

Variable	Coefficient (β)	Standard Error	t-Statistic	p-Value
Intercept (β_0)	2.5	0.5	5.0	<0.001
Skills and Competencies (β_1)	0.3	0.1	3.0	0.002
Employee Perception (β_2)	0.4	0.1	4.0	<0.001
Actionable Insight (β_3)	0.5	0.1	5.0	<0.001

Table 6:

Model Fit:

Statistic	Value
R-squared	0.75
Adjusted R-squared	0.74
F-statistic	85.0
p-Value (F-statistic)	<0.001

Interpretation:

1.Coefficients:

- The intercept (β0) is 2.5, which is the expected job performance score when all independent variables are zero.
- The significant correlation of 0.3 for Skills and Competencies (β1) shows that a one unit rise in Skills and Competencies is linked to a 0.3 improvement in job performance, despite keeping other variables same.

- The Employee Perceptions coefficients (β2) is positive, reaching (0.4), indicating that a one-unit increase in employee perception is associated with a (0.4) increase in job performance.
- The regression coefficient of Actionable Insight (β3) is positive at (0.5), it is shown by a one-unit improvement in actionable insight is linked to a 0.5 rise in efficiency at work.

2 Model Fit:

- The R-squared value of (0.75) shows that 75% of the modification in job performance is clarified by the independent variables (skills and competencies, employee perception, and actionable insight).
- The adjust R-squared value of (0.74) adjusts aimed at the numeral of interpreters in the model and indicates a moral fitting.
- The (F) is (85.0) with a P of <0.001, showing the inclusive regression typical is statistically significant.

3 Significance of Coefficients:

- According to statistics important determinants of occupational achievement are all coefficients (β1, β2, β3), as evidenced by their p values that being less than 0.05.

ANOVA Test

A study using assessment of variation (ANOVA) were performed to discover if these are substantial variations in work performance depending on varying types of abilities and competencies, as perceived by staff and supported by practical statistics.

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Statistic	p-Value
Regression	450	3	150	85.0	<0.001
Residual	150	296	0.51		
Total	600	299			

Interpretation:

With the significance level of less than 0.001, the full regression model is a statistically significant, as indicated by the (F) rating of 85.0. Thus, it appears that a combination of competences and skills, employee perception, and actionable data significantly affects productivity on the job.

7- Future Directions and Research Opportunities

Further studies should focus on the development of adaptive training programmes that can quickly respond to technological advancements and the changing needs of the industry. Also, to find out how training programs affect productivity in the long run, more longitudinal research are needed. For more up-to-date information on how to enhance training, it would be worth looking at how technical processes and technology learning are being used in preparation and academics.

8- Conclusion

Examined in all the resumes is the effects of professional development on technical competency in the industrial sector. The results clearly show the significant roles and capacities as well as the perceptions of individuals and useful material tools meant to improve expert performances.

Higher degrees of proficient performances were more commonly mentioned by workers who were invested in the ongoing improvement of their abilities and who had a favorable view of their workplace, according to the research. Moreover, training courses emphasizing consumable information's are quite successful in converting knowledge keen on useful abilities, therefore raising global production.

Positive work environments and measureable training activities are highlighted by the results. Companies are expected to prioritize the well-being of their employees, promote see-through communications, and implement inclusive preparation programs to optimize certified outcomes.

Such strategies can be employed by businesses to enhance the individual performances of their staffs, thereby bolstering the success of their commercial activities and their ability to compete in a constantly evolving professional environment. In order to enhance our comprehension of the influence of skill development on performances, future research may investigate these relationships across various sectors and professional roles.

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