

THE IMPACT OF ORGANIZATIONAL COMMUNICATION,
LEADERSHIP STYLES, AND TRAINING & DEVELOPMENT FACTORS
TOWARDS EMPLOYEE PERFORMANCE IN THE ENGINEERING
SERVICE INDUSTRY IN SINGAPORE



Tha Zin Nwe

BANGKOK
UNIVERSITY

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Author: Tha Zin Nwe

Independent Study Committee:

Advisor Dr. Chutimavadee Thongieen

Field Specialist Assoc. Prof. Dr. Suthinan Pomsuwan

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Advisor: Chutimavadee Thongieen, Ph.D.



ABSTRACT

This research study's goal was to find out how employee performance in Singapore's engineering service business was impacted by organizational communication, leadership styles, and training and development. The subjects of this study are people who work in the engineering sector in Singapore. By adopting the convenience sample method, 400 respondents from a chosen engineering industry in Singapore were distributed study questionnaires. Frequency, percentage, mean, standard deviation, and multiple linear regression were used to analyze the data. According to the study's findings, organizational communication, leadership styles, and training & development all significantly impacts on employee performance at the 0.05 level in Singapore's engineering service industry.

Keywords: Organization Communication, Leadership Styles, Training & Development, Employee Performance

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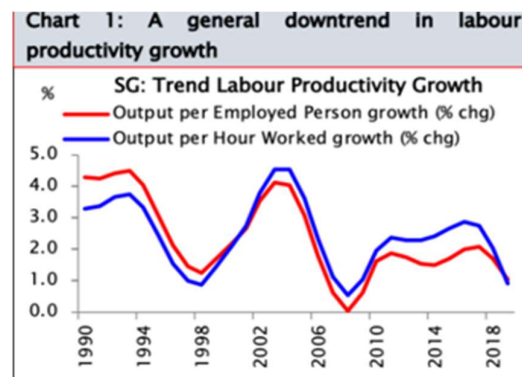
CHAPTER 1 INTRODUCTION

This chapter presents the research proposal of this study. This includes research implications and research questions, research objectives, conceptual framework, research methodology, statistics and tools used, scope of research (independent and dependent variables/population and sample). Benefits of research, limitations and definitions of research terms.

1.1 The Importance and Problem of the Study

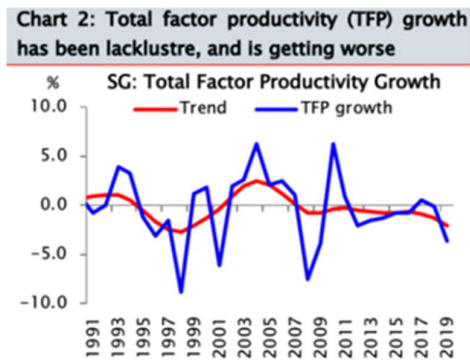
Engineering service industry has historically been seen as a labor-intensive sector. This type of production is characterized by massive size, open job sites, and substantial process fragmentation. In Singapore, low productivity was identified as one of the major problems of the engineering industry (Ying, 2005). The Singapore government launched a significant push toward productivity-driven growth in 2010, establishing the National Productivity and Continuing Education Council (NPCEC) to monitor and implement productivity-boosting programs. The outcomes are still poor over a decade later. The trend of slowing has maintained for a very long period, whether assessed by labor productivity or total factor productivity (TFP).

Figure 1.1: Singapore Trend Labour Productivity Growth



Source: Academia SG. (2020). *Singapore's poor productivity performance*. Retrieved from <https://www.academia.sg/academic-views/singapores-poor-productivity-performance/>

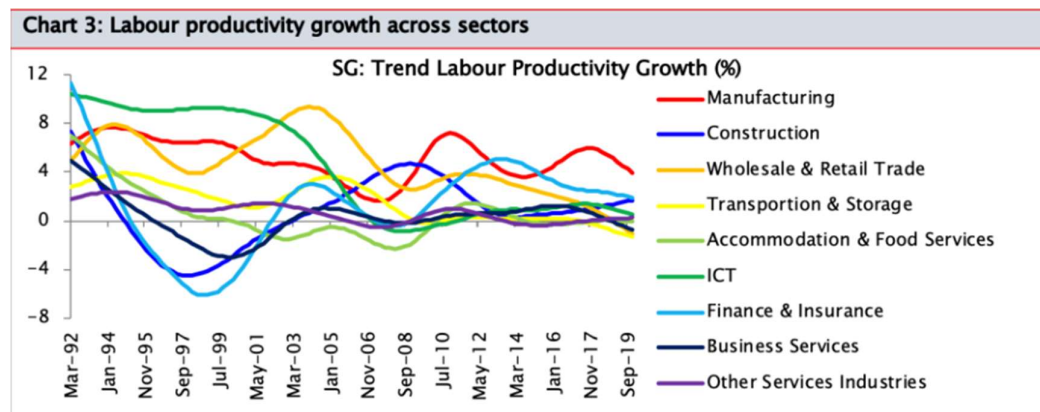
Figure 1.2: Singapore Total Factor Productivity (TFP) Growth



Source: Academia SG. (2020). *Singapore's poor productivity performance*. Retrieved from <https://www.academia.sg/academic-views/singapores-poor-productivity-performance/>

There has been a continuous slowing in trend labor productivity growth (Figure 1.1). Even more troubling is the poor performance of total factor productivity (TFP) growth, which has been essentially negative over the previous decade (Figure 1.2). According to Academia (2020), underperformance in productivity growth also has an impact on the local corporate sector, which is struggling with profitability—return on assets (ROA) and return on equity (ROE) both fell between 2009 and 2018 in six of ten sectors. Construction, housing and food, other services, and even technology and communications all underperform in terms of profitability, productivity, and salaries, and huge inflows of inexpensive low-skilled foreign labor may alter business incentives to invest and enhance company efficiency.

Figure 1.3: Singapore Labour Productivity Growth Across Sectors



Source: Academia SG. (2020). *Singapore's poor productivity performance*. Retrieved from <https://www.academia.sg/academic-views/singapores-poor-productivity-performance/>

The long-term fall in trend labor productivity growth is widespread and visible across the economy (Figure 1.3). The poor productivity performance can be attributed to governmental actions that may have affected the economy's incentive structure. One possible explanation is the enormous influx of foreign labor, much of it unskilled, between 2004 and 2011 (Acamedia, SG). Singapore has converted itself into a flourishing city-state which is one of the highest GDP per capita rates in the world. Real growth, on the other hand, has decreased in recent years. Singapore's remarkable economic growth has been largely driven by an accumulation of factors that have attracted foreign capital and imported foreign workers, but not increased productivity (The Head Foundation, 2019).

Every organization has its own set of issues (Bhrommool, 2020), when it come about the worker, the performance, or even performance, there were issues that arose, ensuing in inefficiencies in the organization and Organizations are facing increasing competition due to globalization and the impact of the external environment. Every business is responsible for improving employee performance as well as productivity because employee performance is critical to reaching optimal goals (Nassazi, 2013). Therefore, this research is striving to investigate the factors that have a direct effect on employee productivity as well as employee performance for engineering service industry in Singapore.

In relation to service engineering industry, just like any other business sectors, utilization for communication is as an instrument to accomplish their everyday tasks. In reality, there has no organization that does not communicate (Spaho, 2011). Thus, organizational communication has become a crucial aspect in an organization's overall functioning and success (Rajhans, 2012). Organization implies communicating with employees, which is represented in their employee performance, spirit, and motivation. The seven variables that might influence their performance of employee are as follow: (1) job quality, (2) ability, (3) skill, (4) speed, (5) response, (6), initiative and (7) communication (Torang, 2012). Previous studies (Femi, 2014) According to her study, successful communication fosters a mutual understanding between supervisors and employees; yet, when communication is poor, employee performance suffers.

The workforce of every business are Employees, and they carry out the responsibilities necessary to attain an organizations' ultimate goal. Satisfaction of Employee is influenced by the employees' perceptions of their jobs and the companies they work, according to Eskildsen and Nussler (2000). Employee perceptions of leadership styles are a significant determinant of work happiness and commitment (Jaskyte, 2004). Yukl (1994) described leadership as the process of influencing subordinates so that subordinates are motivated to achieve goals, groups maintain cooperation, and set missions are completed with the assistance of external groups. Perhaps the most well-studied organizational component that can influence employee performance is leadership (Cummings et al., 1973).

Today's organizations must embrace more globalization, technological change, political and economic environments (Björkman & Stakl, 2006). It is therefore recommended that organizations pay special attention to employee training. This is because it is one of the powerful ways to adapt and improve employee skills (Kashif et al, 2020). According to the research (Michael, 2000), there is a correlation between education and training and performance of employee. Okoh (2005) emphasized that the failure of organizations to achieve their goals is due to certain weak human development practices. Therefore, it is important to analyze how staff training and development affect company performance. Training has a considerable influence, according to (Khan et al, 2011) as well as a positive relationship with employee performance and development areas.

Given the above, the researcher intends to be determining the correlation between organizational communication, styles of leadership, training & development and performance of employee as well as productivity in engineering service industry in Singapore.

1.2 Research Questions

1.2.1 Does organizational communication affect employee performance?

1.2.2 Does leadership styles affect employee performance?

1.2.3 Does training & development affect employee performance?

1.3 Objectives of the Study

More precisely, the objectives are;

1.3.1 Identify the relationship between Organizational Communication (Communication patterns, Communication medium, and Communication climate) and employee performance in engineering service industry in Singapore.

1.3.2 Identify the relationship between Leadership styles (Laissez-Faire leadership, Transactional leadership, and Transformational leadership) and employee performance in engineering service industry in Singapore.

1.3.3 Identify the relationship between Training & Development (Off-the-Job training, On-the-Job Training and Induction Training) and employee performance in engineering service industry in Singapore.

1.4 Method of the Study

A quantitative research technique was utilized to investigate the impact of organizational communication, leadership styles, and development & training on performance of an employee. A standardized questionnaire was used to collect information. At this moment, an online survey is most suited for this study due to the ongoing COVID-19 outbreak safety precaution around the world including Singapore.

1.5 Tools and Statistics Used

To analyze the respondents and conduct statistical analysis, the research for this study is undertaken using a survey. Because of the ongoing COVID-19 epidemic

worldwide, an online survey is highly appropriate method for this research at this time. Close-ended questions are used in the survey because they are appropriate for gathering quantitative data. Personal information such as Demographics and behavior information regarding organizational communication, leadership styles, and training & development that impact employee performance are the key data obtained from respondents. The statistical analysis was carried out utilizing two typical quantitative statistics: descriptive and inferential statistics, as well as regression analysis.

1.6 Scope of the Study

1.6.1 Independents Variable:

1.6.1.1 Organizational Communication

- 1) Communication Patterns
- 2) Communication Medium
- 3) Communication Climate

1.6.1.2 Leadership Styles

- 1) Transformational Leadership
- 2) Transactional Leadership
- 3) Laissez-Faire Leadership

1.6.1.3 Training & Development

- 1) Induction Training
- 2) On-the-Job Training
- 3) Off-the-Job Training

1.6.2 Dependent Variable: Employee Performance

1.6.3 Population and sample

Population: The target population for this research was from the engineering service sector in Singapore.

Sample size: Due to large population in engineering industry in Singapore, researcher was not able to estimate the number of sample size, therefore according to Yamane (1967) table as shown below, 400 samples were carried into concern for the purpose of this research study.

Employees was the study population, who were both part-time and full-time workers and the target population of study are both management and non-management

level employees from engineering service sector. Due to large population in industry which is unpredictable therefore 400 sample size were taken into consideration for this research as per Yamane's Table sample size.

Sampling method: Purposive sampling method were used for this research.

Figure 1.4: Yamane's Table for Sample Size

Size of Population (N)	Sample Size (n) for Precision (E) of:			
	±3%	±5%	±7%	±10%
500	A	222	145	83
600	A	240	152	86
700	A	255	158	88
800	A	267	163	89
900	A	277	166	90
1,000	A	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
>100,000	1,111	400	204	100

Source: Datarockie, (2021). *Review of the formula for calculating the number of sample of Teacher Taro Yamane*. Retrived from <https://datarockie.com/blog/yamane-sample-size-calculation/>

1.6.4 Time of the study: August 2022~January 2023

1.7 Significance of the Study

This research will help organizations become more productive by examining the impacts of organizational communication, leadership styles, and training & development on employee performance. This research shall be benefit not only to service engineering industry but also other general organizations that are depended on labor intensive.

Through this research, the business may devise an organizational transformation to improve employee performance and work happiness. This research will also serve as a foundation for refining existing rules and processes in order to increase productivity, workforce unity, and loyalty to management.

Also will help management people in learning and gaining insights in order to enhance employee attitudes and perceptions of the organization. The study's findings will educate employees on the importance of organizational communication, leadership styles and training & development on their work attitudes and behaviors through deeper understanding.

We hope that the results of this study will be of great help to scholars and academics and to all who are interested in this subject. This result may provide as a theoretical basis for future empirical studies on human resource management strategies. This work serves as a model for other researchers interested in developing realistic methods for operationalizing human resource management strategies.

Furthermore, The findings of this study might give management with some tips and strategies to assist them efficiently plan, to identifying the core causes of major inefficiencies employee attitudes in order to increase performance productivity.

1.8 Limitations of the Research

This research was only focused on employees who are working engineering service industry that is located in Singapore and It was limited to the employees who are from other industries such as healthcare, hospitability, and banking industry etc. Another limitation is about orginzaitional communication, this research only focused on internal communication, not external.

1.9 Definition of Terms

Organizational communication is the provision of information such as organizational goals, plans to achieve those goals, policies, rules, laws, and other details, along with a unique formal communication strategy for communicating information. and how to share. Informal communication within an organization also takes place in a variety of ways. According to (Norbin, S., Halib, M. & Ghazali, Z., 2011), internal communication is the exchange of information and ideas within an organization, and

communication motivates people, thereby improving work performance and is the only way to improve cooperation (Hussel & Cross, 2014, P.6).

Leadership Styles describes how you lead, motivate, lead, and direct a group of people. Political revolution and social change can be fueled by great leaders. They can also inspire others to excel, develop and invent (Cherry, 2022). Kanter (1982), Conger and Kanungo (1998), Pavett and Lau (1983), and Reid (2016) describe leadership as a process of interaction between a leader and subordinates, in which the leader influences the behavior of subordinates. You can influence and achieve your organization's goals. It is critical for a business to understand the many leadership styles that might influence employee performance (Rathore et al, 2017).

Training & Development is process of develops skills, acquires information, articulates ideas and changes attitudes through systematic and planned training aimed at improving employee productivity and performance on an ongoing basis. It's a process. Training and development focus on improving individual and group performance through appropriate structures within the organization that focus on the skills, techniques and materials necessary to achieve goals. Effective and efficient employee training helps improve the skills and knowledge of employees, ultimately leading to higher productivity and overall growth for the company (MBA Skool Team, 2021).

Employee Performance Performance is derived from the words work performance or actual performance and refers to an individual's work performance or actual performance. The definition of performance (work output) is the quantity and quality of work performed by employees performing their duties according to their assigned duties (Hermina et al., 2019). According to (Al Mehrzi and Singh, 2016), achievement is the degree of an individual's overall outcome or success in performing an activity within a specified period of time, compared to other possibilities, for example working standards, goals, or established standards were mutually agreed upon.

CHAPTER 2

LITERATURE REVIEW

This chapter introduces the literature review and related research, including theory, academic concept, and related research. Research topics is “The impact of Organizational communication, Leadership Styles, and Training & Development towards Employee Performance in Engineering Service Industry”. They will support all variables, which are both dependent variables and independent variables, to be the basis of accuracy as well as the reliability standards of this research. The structure of this chapter is as follows:

2.1 The Background of the Company or Business Sector/Industry, which is used to be the Case Study in this Research

2.2 Theories/Academic Concepts and Previous Studies on Organizational Communication

2.3 Theories/academic Concepts and Previous Studies on Leadership Styles

2.4 Theories/Academic Concepts and Previous Studies on Training & Development

2.5 Theories/Academic Concepts and Previous Studies on Employee Performance

2.6 Relevant Researches

2.7 Conceptual Framework

2.8 Hypotheses

2.1 The Background of the Company or Business Sector/Industry, which is used to be the Case Study in this Research

Engineering service industry from this study is a project-based sector that provides specialized consulting services to assist customers in bringing goods or technologies to market. Singapore is well known for its engineering infrastructure and its services. Engineering has played a key role in Singapore's growth and transformation and will continue to be important as the country enters its next stage of development, Senior Minister and Coordinating Minister for National Security Teo Chi Heng said on Tuesday (June 18) (Begum, 2019). The activities of the Singapore’s engineering began

in the 1970s to assist early investments of manufacturing. The sector of Singapore's engineering includes a variety of companies that prototyping, production, offer design, and supplychain management, from contract manufacturers to full service his providers. The engineering sector includes approximately 2,700 engineering service companies varying from small and medium enterprises (SMEs) to large multinational corporations (MNCs). Singapore also hosts the headquarters and R&D functions of many of these companies (Ministry of Education Singapore, 2021).

2.2 Theories/Academic Concepts and Previous Studies on Organizational Communication

A network, according to Halgin (2012), is made up of a collection of nodes (actors) connected by a collection of links of a specific sort (for example friendship). The points are persons or groups of individuals who are linked together by a network of links or common end point. After defining what a network is, Larsen and Eargle (2015) describe theory of social network as the social structure of relations over a person, group, or organization. It observes social relationships as a network of joints and linkages. Individual players within networks are represented as nodes, while ties represent the interactions between the individuals. According to Haythornthwaite (1996), another alternate interpretation of social network theory is that regular patterns of information sharing may be regarded social networks, with actors as nodes and information exchange interactions as links. The SNT is concerned with an organization's communication network when it comes to organizational communication. It examines an organization's formal and informal communication habits. As Haythornthwaite (1996) pointed out, these communication patterns can be used to explain a variety of organizational phenomena. Employees' exposure to and control over information, for example, is influenced by their position in the communication network (as characterized by their relationships). This indicates that, according to the idea, communication occurs among employees in an organization through these communication networks. As a result, the term "communication network" refers to a group of people who are associated by flows of patterned communication (formal or informal).

Hence, the theory of SNT is significant to this study of organizational communication and it relates to a variable of the study, for example communication patterns, because it requires strong relationships among employees in order for information to flow freely in businesses.

The media richness theory (MRT) was developed in an organizational communication situation to better explain company interaction. MRT is used to find the "optimal" medium via which an individual or organization may transmit a message (Ronald, 1993). For example, organizations may discover that crucial decisions must be addressed in person; email would not be an appropriate route. Organizational communication, corresponding to Johns (as stated in Owusu-Boateng & Jeduah, 2014), entails the use of a media to communicate information from the sender to the receiver. The study of Dennis and Kinney (1998), the theory of media richness is the most important media theory for the new media (i.e. Information and Communication Technology). According to the study of Dennis and Kinney (1998), MRT did not initially examine new media, but they have been retrospectively incorporated into the theory's framework since the theory relates to a medium's ability to transport information among the receiver and sender. Thus, MRT is relevant to this study in the sense that employee in any industry use many media to communicate successfully by selecting the suitable media (rich media). As a result, MRT is significant to one of the factors in connection with organizational communication, as communication medium.

The structuration theory (ST), particularly Giddens' (1976, 1979, 1984, 1987, 1990, 1991) work, was primarily applied to organizational communication around the 1980s, a time of theoretical and methodological ferment. Since that time, there have been advances in structured theory (ST) in general, and in the study of organization and communication in particular (Poole & McPhee, 2005; Ahrens & Chapman, 2007; Englund, Gerdin & Burns, 2011; Seibold & Myers Whittington, 2011; Haslett, 2012) and similar schools theory of self-organizing systems (see Poole, Chapter 2), theory of actor network, and critical realism. According to previous studies, McPhee et al (2014) mentioned that ST has demonstrated broad application and key insights into organizational identity and identification, organizational climate, making group decision, formal and genre-clad discourse, using organizational information technology, and institutional influences on companies. Additionally, according to

McPhee et al. (as stated in Puntnam & Mumby, 2014), an organization is a system. If so, organizational systems are constituted of human activities, particularly those that form an organization's climate, according to ST as a system theory. ST has gained prominence in organizational communication research because to its interaction analysis and capacity to connect with phenomena of higher system-level. Recently, theoretical arguments have switched to the concept of organizational communicative constitution (Ashcraft, Kuhn, & Cooren, 2009; Putnam & Nicotera, 2009). According to the Weldeghebriel (2020), ST is appropriate to climate of corporate communication since communication climate is formed and repeated through structuring process. Therefore, ST is applicable to guide to this research through communication climate independent variable.

2.2.1 Communication Patterns

2.2.1.1 Theories/Academic Concepts

In relation to the theory of social network (SNT), employees in an organizational communication are linked to specific networks of communication through which is the regular styles of flows of information. As a result, information is transmitted among employees in a company via communication patterns (formally and informally) (Weldeghebriel, 2020). Employees in organization rely heavily on organizational communication. It consists of actions such as transmitting and receiving the information or messages through several levels of authority, utilizing various messaging systems, and debating diverse topics of interest (Shonubi & Akintaro, 2016). Based on the study of Shonubi and Akintaro (2016), communication patterns are informal and formal communication patterns in which employees in organizations interact or share information or messages with one another. Thus, there are communication patterns in organizational communication to flow information, policies, etc. effectively. Employees suffer from ineffective or unclear communication, which leads to low performance (Atambo & Momanyi, 2016). The Formal communication, based on the Chan Chun Ming (2010), can be defined functionally in terms of the sorts of messages it conveys. Tasks or production messages, for example, are communicated through formal or official medium that include task output, job instructions, and performance comments (Chan Chun Ming, 2010). Formal communication is frequently pre-arranged and required for particular jobs (Banihashemi, 2011). As a result, formal

communication system can help employees communicate obviously. Another type of communication system that happens in organizations is the informal communication channel. The grapevine, management by strolling about, and nonverbal communication are all examples of informal communication (Griffin, 1999). It occurs among workers owing to some relationship or view of each other as a dependable or informed member and trust, according to Subramanian, 2006 (as mentioned in Ergen, 2010). Informal communication fosters the formation of informal relationships or networks among employees.

There is no defined information flow structure. This informal relationship can help employees communicate more effectively and powerfully. As a result, communication patterns include both official and informal contact among personnel inside a business in order to complete tasks. It has an impact on staff performance (Rogers, 2013). As a result, it is critical to organizational communication patterns, both formal and informal, as an independent variable in this study.

2.2.1.2 Previous Studies

Wedgehebriel (2020) discovered that effectiveness of communication patterns to suit effective information flow is important in order to have successful organizational communication. Organizational communication includes other forms of communication in organizations that flow among and between organizational units and groups. Each involves written (Formal) or oral (Informal) communication (Cornelissen, 2014: 30). Communication patterns, according to Chan Chun Ming (2010), allow information to be transmitted through specified routes in order for it to reach intended receivers in a timely and efficient way. There are communication patterns in every business that allow information to flow at the organizational level.

2.2.2 Communication Medium

2.2.2.1 Theories/Academic Concepts

Information is a valuable resource in every organization. Employees want useful and timely information in order to make informed decisions about how to arrange their activities and carry out their jobs (Eadie, 2009). As a result, it must be successfully communicated and shared across organization personnel. A proper communication medium must be employed to communicate and distribute such information or message (Wedgehebriel, 2020). According to Crescenzo and Men (as referenced in Men &

Hung-Baesecke, 2015), workers of an organization use a variety of communication methods ranging from traditional channels to web-based platforms. Phone, face-to-face meetings, memo/letter, publications (magazines, reports, manuals, etc.), bulletin board, intranet, email, and social media are the most often utilized communication methods in businesses. These communication mediums are classified as oral (phone, face-to-face, meetings), written or print (memo/letter, periodicals, bulletin board), and electronic (email, intranet, and social media). The media richness theory (MRT) was developed in an organizational communication situation to better explain company interaction. MRT is used to find the "optimal" medium via which an individual or organization may transmit a message ((Ronald, 1993). Therefore, MRT is relevant to determining the factors to organizational communication in this study.

2.2.2.2 Previous Studies

A medium is a physical medium that allows communication to be formed, conveyed, or stored (Yates & Orlikowski, 1992). The medium might be a phone conversation, a letter or memo, face to face, email, or something else. According to Crescenzo and Men (as referenced in Men & Hung-Baesecke, 2015), workers of an organization use a variety of communication methods ranging from traditional channels to web-based platforms. Print media (e.g., newsletters, magazines, and posters), face-to-face communication, e-mails, and phone conversations are examples of traditional channels; web-based platforms include intranet, blogs, instant messengers, and social media. According to Men and Tsai (as cited in Men & Hung-Baesecke, 2015), social media is becoming increasingly important for organizational communication because of its unique, interactive, empowering, communal, participatory, and relational characteristics. According to Huang et al. (as described in Men & Hung-Baesecke, 2015), social media enables employees to engage in dialogues across hierarchical levels, functional units, and locations. Furthermore, Huang et al. discovered that the democratic attitude of social media enhances communication (both upward and horizontal communication) among employees. This is due to the fact that social media allows employees to express their ideas and concerns, as well as alternative viewpoints, engage, and promote a culture of learning and cooperation. A suitable channel must be chosen to ensure successful communication among personnel. According to Welch (as cited in Men & Hung-Baesecke, 2015), successful communication is dependent on

appropriate messages being provided in formats that are acceptable and functional to employees.

2.2.3 Communication Climate

2.2.3.1 Theories/Academic Concepts

Structuration Theory (ST): According to Whittington (2015), structuration theory (ST) arose from Anthony Giddens' works *New Rules of Sociological Method* (1976), *Central Problems of Social Theory* (1979), and *The Constitution of Society* (1980). (1984). Similarly, McPhee, Poole, and Iversont (2014) said that the ST was inspired by Anthony Giddens' series work (1976, 1979, 1984, 1987, 1990, and 1991). According to McPhee et al. (2014), the essential ideas of ST were developed by Giddens' work between 1979 and 1984. The most extensive and systematic pronouncements of the ST, however, were articulated in the book *The Constitution of Society* (1984). (Whittington, 2015). As a result, ST was initially used to corporate communication in the 1980s (McPhee et al., 2014). Anthony Giddens' idea of structuration is a social action theory that contends society should be viewed in terms of action and structure; a duality rather than two distinct entities (Hardcastle et al; 2005). ST is a critical system theory that accounts for an underlying generative structure, rules, and resources that are mobilized in action by agents (humans) to build and reproduce a system (structuration), according to McPhee et al. (as stated in Puntnam & Mumby, 2014). "A system is an observable pattern of actor connections" (Puntnam & Mumby, 2014, p.75). According to McPhee et al. (as stated in Puntnam & Mumby, 2014), an organization is a system. If so, organizational systems are constituted of human activities, particularly those that form an organization's climate, according to ST as a system theory. Climate, according to McPhee and Poole (as described in Littlejohn and Foss, 2008), is the overall collective description of the organization that impacts members' expectations and sentiments about how the organization performs. As a result, members of organizations enact climate in their daily actions. Climate is thus a collective attitude that is constantly formed and repeated by the interaction of the organization's members. As a result, climate is a result of ST. It is both the medium and the result of contact (Littlejohn & Foss, 2008). Therefore, ST is applicable to organizational communication climate because communication climate is formed and reproduced via structuration processes.

According to Jones and James (as reported in Lee, 2014), communication climate exists at the group level as a total of shared individuals' views and interpretations. According to Structuration Theory (ST), communication atmosphere is created and maintained by the interactions of organizational members. It emerges from the interplay between organizational traits and individual perceptions of those aspects (Ahsanul, 2013). Similarly, Abdussamad (2015) stated that it emerges from the combination between organizational attitudes and individual perceptions of such views. It is the people's interaction with the features of an organization that creates a communication environment that allows them to react differently to the organization through the communication process. According to Arni (1995), communication climate is an objective quality of experience regarding the internal environment of the organization that involves the perception of messages by organization members and the link of messages with events that occur within the company. An intimate communication atmosphere encourages its members to talk honestly, relaxed, and friendly with other members, whereas a bad communication climate prevents members from communicating openly and fraternally with one another.

2.2.3.2 Previous Studies

According to Poole (as explained in Ahsanul, 2013), the communicative environment of an organization is important because it connects it to members' thoughts, feelings, and expectations, and helps explain member behavior. If employees are aware of their organizational environment, they can better understand the motivations of organizational members to behave in certain ways during communication (Ahsanul, 2013). After that, the staff behaves appropriately in communication within the organization. A communication environment by Hoevan and Franssen. Pruyn and Riel (discussed in Lee, 2014) include openness, reliability, and participation in decision making. Openness is the degree of receptivity to the opinions of employees, and reliability is the degree of reliability in disseminating information. Involving employees in decision-making means listening and taking their voices seriously. However, Pace and Faules (cited in Abdussamad, 2015) highlight her six characteristics that must be considered in an organizational communication environment. They are: Trust, honesty, openness, willingness to listen, collegial decision-making, performance orientation. Based on the previous discussion, the six

elements outlined by Pace and Faules can be combined into his two views of communicative environments: open and closed communicative environments. An open communication environment exists when an organization's employees are open, trusting, honest, collaborative in decision-making, willing to communicate and listen, and willing to act. Otherwise, a closed communication environment exists as defenses and barriers to open communication prevail (Weldeghebriel, 2020). Therefore, it is very pertinent to look at an organization's communication environment from these two perspectives.

2.3 Theories/Academic Concepts and Previous Studies on Leadership Styles

Effective organizations require good leadership, and it is generally accepted that organizational performance suffers in direct proportion (Fiedler and House, 1988). Moreover, it is well known that the success of any group of people largely depends on the quality of its leadership. Good leadership leads to the fulfillment of the aspirations of those led and effective performance (Fiedler and House, 1988; Maritz, 1995); Ristow et al., 1999). Perhaps the most well-studied organizational component that can influence employee performance is leadership (Cummings and Schwab, 1973). Yukl (1994) described leadership as the process of influencing subordinates. The subordinates are encouraged to achieve goals, groups maintain cooperation, and set missions are accomplished with the help of external groups. In addition, Fry (2003) defined leadership as "using leadership strategies to present inspiring reasons and increase the potential for growth and development of the workforce." Nevertheless, many outstanding academics, researchers, and academicians have undertaken numerous research and studies over the last decade to find the theories and variables that contribute to good leadership. They are Great Man theory, Trait Theory, Behavioral Theories, Contingency Theories, Charismatic Leadership Theory, Transactional Leadership Theory and Transformational Leadership Theory. A vast amount of empirical data has shown that leadership behaviors impact organizational performance, that strong leaders outperform weak leaders, and that transformational leadership outperforms transactional leadership (Burns 1978; Bass 1990; Hater and Bass 1988; Howell and Avolio 1993). Thus This research was guided by the following theories on the efficacy of leadership roles.

2.3.1 Transformational Leadership

2.3.1.1 Theories/Academic Concepts

A leadership style which inspires supporters by engaging to higher ideals and moral values that can inspire employees to transcend both the individual and the organization (Bass, 1985). Kirkpatrick and Locke (1996) reviewed over 35 of his findings that found associations between leadership and performance. Historical archive studies (House et al. 1991), laboratory experiments (Howell and Frost 1989; Kirkpatrick and Locke 1996), field experiments (Barling et al. 1996), Various meta-analyses (Lowe et al. 1996), and field studies (Baum et al. 1998; Curphy 1992; Hater and Bass 1988; Howell and Avolio 1993; Keller 1992), transformational leadership or its components have been associated with increases organization at all levels. Transformational leadership theory encourages followers to grow personally and to realize their leadership potential (Hughes, 2014). Transformational leadership places a focus on interactions between leaders and followers as well as strategies for empowering and uniting followers. Motivated followers who have internalized the shared vision and identify with their peers and the leader are the hallmark of successful leaders (Conger et al, 1998). Transformational leadership can be implicated to managerial context. Transformational leadership, the ability of a leader to raise people's performance above expectations, can be more helpful and beneficial in improving their ability to intrinsically motivate them. It is also enhancing psychological empowerment (Thomas, 1990). Bass (1990) identified four key components of transformational leadership. Four distinct forms of behavior are exhibited by transformational leaders: inspiring motivation, idealized influence, intellectual stimulation, and individualized consideration. 4 The "Four I's" of transformational leadership are frequently referred to as these four leadership philosophies.

2.3.1.2 Previous Studies

A study conducted by Bono and Judge (2003) found that advocates of transformational leadership demonstrated higher performance, motivation, job satisfaction, and organizational engagement in service and manufacturing organizations. , transformational leadership behaviors rated as advocates were positively associated with job performance. follower. Lai (2019) found a strong association between transformational leadership styles and employee job satisfaction.

The study's conclusions are similar to those of her Saleem (2015), who found that transformational leadership positively impacts employee job performance. Moreover, recent leadership research confirms strong associations between transformative leadership and performance at all levels (e.g. Dumdum et al. 2002; Dvir et al. 2002; Howell et al., 2005).

2.3.2 Transactional Leadership

2.3.2.1 Theories/Academic Concept

Transactional Leadership is founded on bureaucratic authority and organizational legitimacy. It prioritizes work standards, assignments, and task-oriented goals. It emphasizes job completion and employee compliance and depends on corporate rewards and penalties to affect employee performance (Burns, 1979). Transactional leadership is additionally often known as managerial leadership in the role of supervision and overall organization success. There are three scales that identified and defined as being characteristics of transactional leadership (Bass, 1985; Bass, Avolio, & Goodheim, 1987): Contingent Reward: The leader gives reward if followers obey the contract or put in the appropriate effort. Task completion: The leader has a strong belief in attaining the goals, and this should take precedence over all other objectives. Management by Exception (Active): The leader devotes all of his or her attention to dealing with employees' faults, complaints, and failures.

2.3.2.2 Previous Studies

According to Cherry (2018), Transactional leadership is to encourage followers and it has been utilized for both incentive and punishment. Similar to this, Lai (2019), concluded in her research that transactional leadership is influential on employee job satisfaction in telecommunication system by using reward and punishment to motivate followers. Tepret and Tuna (2015) hypothesized that a successful management strategy and Transactional leadership styles had a beneficial influence on employee job satisfaction, which they explained and demonstrated using personnel from the telecoms sector. Fundamentally, transactional leadership is built on the fact that compensation or punishment is dependent on overall performance. Nowadays, most organizations support transactional leadership in order to increase employee productivity and performance (Avolio & Bass, 1999).

2.3.3 Laissez-Faire Leadership

2.3.3.1 Theories/Academic Concepts

Laissez-Faire Leadership- Delegate leadership is another term for laissez-faire leadership. This is a leadership style in which leaders step back and let group members make decisions. According to Northouse (2013), they have little interaction with their followers and do not assist them in growing. Laissez-Faire leadership is characterized by leaders who evade decision-making and accountability (Robbins, 2007). Leaders hold subordinates totally accountable for each decision they make, and they offer helpers unlimited independence and ability to make job decisions (Chaudhry & Javed, 2012). Bass et al. (1997) proposed a third style of leadership, laissez-faire leadership, which occurs when there is a lack of or avoidance of leadership. Decisions are delayed in this instance, and there is no compensation for participation. There is no attempt to encourage the followers or to recognize and meet their needs (Bass & Avolio, 1997). Two scales are discovered and characterized as traits of laissez faire leadership: Exceptional Management (Passive): The leader will not become involved in any problems until they become serious. Laissez-faire leaders are those who are less involved in performance or have no participation at all (Pradeep et al, 2011).

2.3.3.2 Previous Studies

Aboshaiqah et al. (2015) investigated the relationship between hospital nurse's leadership and employee performance and found that while transformative and transactional leadership styles were significantly positive for employee performance, laissez-faire leadership was found to be significantly negative. Belonio (2012) confirmed in his study that the result of promotion, supervision, contingent rewards, coworkers, and communication has significant effect by laissez-faire and the impact of a laissez-faire leadership style on employee happiness is negligible based.

2.4 Theories/academic concepts and Previous Studies on Training & Development Concept of employee training & development

Organizations nowadays face intense rivalry, as well as a constantly changing technical and business environment. Globalization and ever-changing customers' expectations have increased the number of issues confronting business companies. Organizations must train and develop their staff in order to address these difficulties (Salah, 2016). Training is defined as the process of increasing an individual's current

skills, knowledge, exposure, and talents (Azara, Syed and Muhammad, 2013). According to Saleem and Mehwish (2011), training is the systematic improvement of the knowledge, skills, and sensitivities necessary for an employee to correctly perform given procedures and function in a subordinate capacity. According to Laing (2009), training improves employees' skills, knowledge, competencies, and perspectives, and is a sign of improved job performance. Training, according to Ofobruku and Nwakoby (2015), is the process of increasing employees' abilities and learning new concepts, regulations, or attitudes in order to boost effectiveness on a certain task. Dialoke (2015) defined training as "the teaching or development of skills and knowledge in oneself or others that correspond to certain relevant competences." Wagonhurst (2002) emphasizes in another development that training is skill development that defines quantifiable objectives and should result in visible change in behavior. According to Armstrong (2006) and Haunstein (1998), the goal of training and development is to improve employee skills and competencies in order to improve performance. We help individuals grow within the enterprise so that the organization can meet future talent needs.

Type of employee training

There are several types of employee training both within and outside of organizations. According to Armstrong (2009), employee training can take the following forms: Manual skills, which include modern apprenticeships. literacy of Information and technology literacy, team his leader or supervisor training. managerial education; and interpersonal skills such as leadership, team building, group dynamics and neurolinguistic programming. Personal skills such as assertiveness, coaching, communication and time management. Training on organizational procedures or practices such as health and safety, induction, performance management, equal opportunity, or diversity policies and practices management. Mehrdad et al. (2009) divide training and development techniques into two categories: behavioral or on-the-job (orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching) and cognitive or off-the-job (lectures, computer-based training, games and simulations, etc.). Furthermore, Salah (2016) reported in his research on-the-job training, off-duty training, orientation and induction, programs of technical training, basic training programs, refresher training programs,

health and safety training programs, promotional and advanced training programs, and supplementary training programs and laboratory training programs have become the most commonly used in staff training. According to Bohlander, Snell, and Sherman (2001), non-managerial employee development training includes on-the-job training, apprenticeship training (In apprenticeship training- orientation and induction training is given), cooperative training, internships, and government training, as well as classroom instruction, programmed instruction, audiovisual training, off- the- job training or computer based training (CBT), and simulation training. Three approaches to employee training will be investigated in this study, they are induction training, on the job training, and off the job training.

2.4.1 Induction Training

2.4.1.1 Theories/Academic Concepts

Induction training is guided by the TPI-Theory of Induction. Various researchers have previously utilized the TPI theory, which is driving the current study, to analyze the efficiency of induction training in relation to the three aspects of theoretical knowledge, practical knowledge, and integration (Mchete et al, 2020). Hendricks and Louw-Potgieter (2012), using the theory of TPI for guide their research on the key necessities for program of an effective training and decided that a training program need two sets of information, namely the organization's mission and history, together with overall information about routine of staffs' work. Similarly, Wadesango and Machingambi (2011) used the TPI theory to investigate training programs at a South African university and discovered that one of the benefits of effective induction training to new employees is familiarizing with departmental practices, policies, and guidelines in a short period of time. According to the theory, orientation training should not only involve the development of theoretical and practical abilities, but also address the interaction requirements of workers through the essential socializing process, finally leading to employee integration. Induction training is critical for meeting the needs of the firm and providing new workers with a sense of security. As a result, it is critical to adequately prepare for the induction training. According to TPI-Theory, a new employee orientation program should incorporate practical skills and theoretical information to help new workers perform better in their new jobs, as well as to meet the criterion of Interaction among new employees (Parashar et al, 2019).

2.4.1.2 Previous Studies

Alsughayir (2016) used TPI-theory to assess the extent to which induction training influenced workers' capacity to conduct their jobs in his study on the Influence of Induction Training on Employee Performance in Public Sectors. He came to the conclusion that the performance of new workers is closely tied to how they interact and collaborate as a team of the same company. Alsughayir (2016) said that aggressively orienting new workers once they join the business allows them to recall the firm's values and beliefs, purpose and vision, which are the driving tools for employee success. Snell (2006) emphasizes the benefits of induction training, which include less time for new workers to adjust to the organization's new environment and achieve full functioning capacity. Induction training, according to Hendricks and Louw-Potgieter (2012), delivers significant cost-related and non-cost-related return for a company as well as emotional advantages for new workers. Employees will achieve full efficiency faster, have higher morale, and are more likely to stay in the same work as a result. Pollitt (2007) associates good customer satisfaction ratings with the implementation of effective induction training in one of the UK's organizations.

2.4.2 On-the-job Training

2.4.2.1 Theories/Academic Concepts

On-the-job training, or OJT, is a hands-on way of teaching employees the skills, knowledge, and competences required to execute a given job inside the workplace. Employees learn in a setting where they must put their newly acquired information and abilities into practice (Healthfield, 2021). According to Ivancevich (2004), on-the-job training occurs when an employee is placed in a real-world work setting and shown the task and the tricks of the trade by an experienced employee or the supervisor. According to Noe et al. (2004), on-the-job training refers to methods of training in which a person with job experience and expertise helps learners in practicing job skills at the workplace. On-the-job training's primary goal is to acquire and enhance knowledge, abilities, and attitudes toward work-related activities. It is one of the most powerful potential motivators, with both short-term and long-term advantages for individuals and organizations (Tukunimulongo, 2016).

One of the benefits of OJT is its low cost, realistic nature, and motivating force and on-the-job training assists employees in gaining a better understanding of their

profession (Deming, 1982). It is beneficial for organizations to provide on-the-job training to their employees so that they may learn in a practical setting (Tom Baum et al., 2007). According to Nawarathna, et al., (2021), common on-the-job training includes the following,

a. Job Rotation: The increasing employee momentum and active participation in work within the business, which are vitally important for beneficial performance, have been implemented through the usage of job rotation and it creates a routine that successfully develops a worker's abilities, excitement, encouragement, and motivation inside the company.

b. Job Instructions: The JIT approach consists of four steps: preparation, presentation, performance test, and follow-up.

c. Apprenticeship: One of the earliest forms of training is apprenticeship, which aims to give organized, practical education over a long period of time. The most common way to learn a craft was through apprenticeship.

d. Coaching: The trainee is assigned to a specific supervisor who serves as a coach in teaching the individual, Job Instruction: This approach is also known as one-to-one guidance and instruction to improve knowledge, skills and work performance.

e. Understudy: A superior mentors a subordinate as his assistant, just way a manager would train an assistant. The subordinate gains knowledge by doing and by watching as they assist in solving daily issues.

2.4.2.2 Previous Studies

People learn considerably better from real experience than from theoretical information. on-the-job training saves time and money (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). On-the-job training assists employees in gaining a better understanding and performance of their profession (Deming, 1982). Nawarathna et al., 2021 confirmed that Employee performance is greatly influenced by on-the-job training. OJT was the most effective strategy for improving employee abilities (Deming & Edwards, 1982). It enabled people to learn from their mistakes by doing their job obligations more effectively. On-the-job training was particularly helpful for both people and organizations since it lowered training costs and saved both employee and employer time (Flynn, Schroeder, & Sakakibara, 1995). On-the-job training might be

useful to both individuals and the company because it not only saves the business time but also reduces costs (Taylor & Davies, 2004).

2.4.3 Off-the-job Training

2.4.3.1 Theories/Academic Concepts

Off the Job Training means employees or trainees obtain instruction from trainers outside the corporation in this way of training. Second, it incorporates a sort of training in which the training site is remote from the job (Friday et al, 2017). Rothwell and Kazanas (2004) also claimed that off-the-job training is essential when a significant number of employees have comparable training needs and there are appropriate skills and resources for training design and delivery. Off-the-job training is critical to organizational performance, particularly when it comes to distraction and other job-related stress. It also allows employees to network with colleagues from various industries, particularly during conferences and seminars. According to Kempton (1995), this sort of training allows learners to learn and apply new skills and knowledge in a safe working environment. According to Trapathi (2021), off-the-job training includes the following,

a. Classroom Lectures: Among off-the-job training techniques, the classroom method or lecture method is well-known for teaching white collar or management level staff in a firm

b. Audio-Visual: Providing training through the use of films, televisions, video, and presentations, among other things, Simulation: In the simulation training approach, the learner is trained on specifically developed equipment or a machine that seems to be utilized in the field or work

c. Vestibule Training: Employees learn their duties on the equipment they will be utilizing, but the instruction takes place away from the real work floor by moving equipment or tools to a specific location where training is delivered but not the work place

d. Case Studies: This is a written account of an actual incident that occurred in the past in the same organization or elsewhere, and trainees are expected to examine and write down their findings

e. Role Playing: During a role play, trainees adopt roles and act out scenarios related to the learning principles, which is beneficial to customer service and training

f. Programmed Instructions: This approach has gained popularity recently. The material to be learnt is provided in a sequence of modules that have been properly planned and organized. These lessons are divided into simpler and more difficult levels of learning.

g. Classroom Lectures: Among off-the-job training techniques, the classroom method or lecture method is well-known for teaching white collar or management level staff in a firm

2.4.3.2 Previous Studies

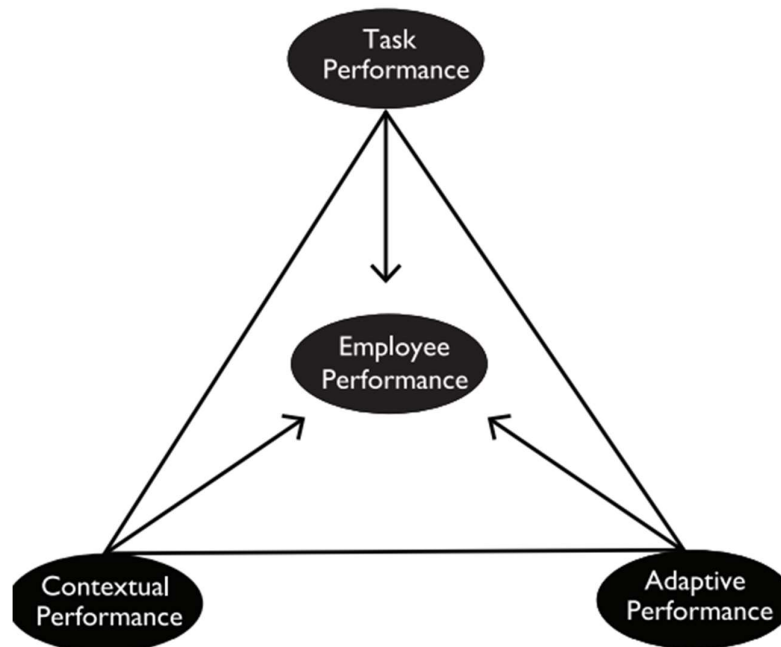
Friday et al (2017) examined the association between employee training and organizational performance of deposit money banks in Abia State, Nigeria and concluded in their research that employee training that is measured in terms of on-the-job training and off-the-job training increases deposit money bank organizational performance and given further recommendation managers and other financial institution administrators should use both on-the-job training and off-the-job training to improve organizational performance. Guni (2015) discovered that off-the-job training had a beneficial influence on organizational productivity in Kenya's Christian Medical and Dental Association in research on the impacts of off-the-job training on organizational productivity. As a result, it is clear that off-the-job training is critical for enhancing work performance, which leads to increased productivity. Amos and Natamba (2015) discovered that off-the-job training had a strong beneficial influence on employee performance because it boosts work performance when assessing the impact of training and development on job performance in the Ugandan Banking Sector.

2.5 Theories/Academic Concepts and Previous Studies on Employee Performance

2.5.1 Theories/Academic Concepts

Theories of employee performance was guided by The Triarchy Model of Employee Performance (Figure 2.1) in this study. It is based on Pradhan and Jena's triarchy model of employee performance (2017). Employee performance is made up of task performance, adaptable performance, and contextual performance.

Figure 2.1: The Triarchy Model of Employee Performance



Source: Pradhan, A. & Jena, A. (2017). Employee Performance at Workplace: Conceptual Model and Empirical Validation. *Business Perspectives and Research*, 5(1), 89-85.

A triarchy model covering the expected distal result of employee performance is proposed in Figure 2.1 which are task performance, contextual performance and adaptive performance. **Task performance** consists of explicit job-related actions, including core tasks specified as part of the job description. A task performance requires more cognitive skills, mainly task knowledge (technical knowledge or principles necessary to ensure job performance and ability to accomplish multiple tasks), task competence (application of technical knowledge to successfully complete a task without much supervision). Task habits (the innate ability to respond to an assigned task that facilitates or impedes performance) (Conway, 1999). As a result, ability to perform a task and prior experience are the most important predictors of task performance. **Contextual performance** is a type of prosocial behavior exhibited by individuals in the workplace. Such behavior is expected of employees, even if it is not specifically included in their job description. These implicit demands are called prosocial or out-of-role behaviors. Brief and Motowidlo (1986) define it as actions

performed by members of an organization (ii) directed at individuals, groups, or organizations with which members interact while fulfilling organizational roles, and (iii) Intent to promote the improvement of the individual, group or organization that will ultimately be implemented. Situational performance includes volunteering to do additional work, helping others to complete difficult tasks, maintaining enthusiasm at work, cooperating with others when needed, and being organized. Attitudes that include sharing resources and information critical to development and adhering to established rules and regulations. It includes supporting organizational decision making for better change (Coleman, & Borman, 2000; Motowidlo, & Schmit, 1999). Li et al (2009) defined contextual performance as “behavior and process of employee making contribution to the organizations by giving support to the social, organizational and psychological context of the job”, sub-dimensions are coordinating with co-workers obeying the rules, extra-effort and self- discipline. **Adaptive performance** refers to an individual's capacity to acclimate and offer essential support to the job profile in a changing work environment (Hesketh, & Neal, 1999). In general, adaptable performance is described as an individual's capacity to adjust to changing work environments (Hesketh & Neal, 1999). Employees exhibit adaptive performance by adapting their behaviors to the demands of work settings and new occurrences (Pulakos et al., 2000). Li et al (2009) defined adaptive performance as “ability of an employee to alter itself or its responses to the changed circumstances or environment”, sub-dimensions are solving problems creatively, handling work stress, dealing with uncertainty and unpredictable work situations, learning work tasks, demonstrating cultural adaptability.

2.5.2 Previous Studies

From the one of the study findings, supervisor judgments of subordinate task performance and learning attempts are essential in predicting their employment of the two empowerment methods using survey data from both employees and their supervisors gathered in a big government organization. Public managers, in instance, are more inclined to distribute work to workers they consider to be stronger achievers, but less likely to consult with staff they perceive to be putting in more effort to learn (Hassan et al, 2016). Kappgoda (2018) revealed that self-efficacy was strongly and positively connected to task and contextual performance and according to the findings,

employees' belief in their skills to organize and execute courses of action necessary to complete the task is strongly and positively connected with job-related behaviors and extra-role supportive behaviors that are not directly related to the job.

Borman and Motowidlo (1993) distinguished between task and contextual performance in multifactor work performance models, which has received considerable study attention (Conway, 1999; Johnson, 2001; Motowidlo & Van Scotter, 1994). Changes in the environment and their consequences on the nature of work (e.g., teamwork, project management, empowerment practices, customer-oriented practices) have lately resulted in models that incorporate the concept of adaptable performance (Allworth & Hesketh, 1996; Campbell, 1999; Hesketh, Allworth & Considine, 1996; Hesketh & Neal, 1999; Ilgen & Pulakos, 1999; London & Mone, 1999; Murphy & Jackson, 1999; Pulakos et al., 2000, 2002, 2006). These findings demonstrate that adaptive performance can be distinguished from other aspects of performance (Hesketh et al., 1996; Hesketh & Neal, 1999). Furthermore, Pulakos et al. (2000, 2002, 2006) identified various components of adaptive performance by first highlighting workplace changes. Additionally, Previous research has indicated that after employees achieve a certain level of proficiency in their given activities, they attempt to adapt their attitude and conduct to the varying demands of their job positions (Huang et al., 2014; Pulakos et al., 2000). Employees' capacity to deal with unpredictable work situations, such as technology transformations, changes in one's main job assignment, organizational restructuring, and so on, is required for successful adaptive performance (Baard, Rench, & Kozlowski, 2014).

2.6 Relevant Research

Organizational Communication and Employee Performance

Weldeghebriel (2020) examined the influence of “organizational communication on employee performance in selected large manufacturing businesses in Eritrea”. This study was conducted using four objectives, namely: to establish the influence of communication patterns on employee performance, to determine the influence of communication structure on employee performance, to examine the influence of communication medium on employee performance, and finally to investigate the influence of communication climate on employee performance in selected large manufacturing businesses in Eritrea. The target population for this study was the employees of the selected large manufacturing businesses in Eritrea. For the quantitative aspects of this study, 267 employees were selected using proportionate stratified random sampling technique and for the qualitative aspects, 21 employees

were selected using purposive sampling technique. Data was collected using questionnaires and interview for the quantitative and qualitative aspects respectively. The study findings show that there is statistically significant relationship between communication patterns and employee performance, communication structure and employee performance, communication medium and employee performance, as well as communication climate and employee performance. Therefore, the study concluded that communication patterns, communication structure, communication medium, and communication climate have direct influence on employee performance in the selected large manufacturing businesses in Eritrea. The overall finding of the study also shows that there is a statistically significant relationship between organizational communication and employee performance in the selected large manufacturing businesses in Eritrea.

Therefore, it comes to conclusion that.

Hypothesis 1 Organizational communication affect to employee performance.

Leadership Styles and Employee Performance

Rathore et al (2017) investigated “The influence of Leadership Styles on Employees Performance under Perceptions of Organizational Politics: A Study of Telecom Sector in Pakistan”. Positivism as a research paradigm and a deductive research technique were used. In order to validate the study findings, the survey research technique and focus group interviews were triangulated. A random sample approach was adopted, and 360 surveys were issued in Lahore, Pakistan, to chosen telecom businesses, with 249 valid questionnaires returned at a response rate of 69%. According to the findings of this study, transformational leadership is insignificantly associated to employee performance, but transactional leadership is significantly related to employee performance. This study's findings also revealed that perceived organizational politics completely moderate the link between transformative leadership and employee performance. The study's results demonstrated that managers (leaders) in Bangkok blend several leadership styles according to the environment in which they work. Overall, the findings demonstrated that transactional leadership and transformational leadership both had beneficial effects on the important subscales of job satisfaction. The key subscales of job satisfaction showed positive effects under both and laissez-faire

leadership. It was found that the primary subscales of work satisfaction that relate to job performance have a positive effect on job performance.

Therefore, it comes to conclusion that Hypothesis 2 leadership styles affect to employee performance.

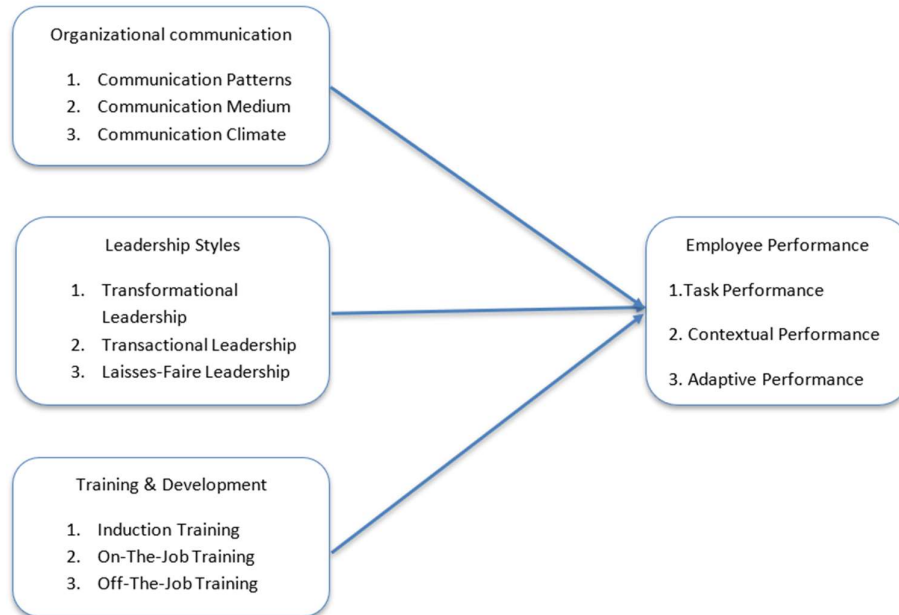
Training & Development and Employee Performance

Shem et al (2017) determined the “effect of Training on Employees’ Performance: A Case of Institutions of Higher Learning in Arusha City, Tanzania” using a questionnaire sent at random to 149 teaching and non-teaching personnel, and the results examined using descriptive and inferential statistics. Prior to the study, a pilot study was done at one institution that was not part of the study population, and Cronbach's Alpha of more than 0.7 was achieved in each area of the questionnaire, indicating that the instrument was trustworthy. The findings suggested that employee performance effectiveness was high. This might be because they received frequent training in terms of orientation, off-the-job training, on-the-job training, and coaching/mentoring. Orientation, off-the-job training, on-the-job training, and coaching/mentoring were also found to be favorably connected to employee performance. As a result, it was found that training is an important aspect in improving performance since it raises the level of employees' performance.

Therefore, it comes to conclusion that Hypothesis 3 Training & Development affect to employee performance.

2.7 Theoretical Framework

Figure 2.2: Conceptual Framework



Each sub variable is caused by each independent variable in this conceptual framework, which reflects the variables for this study. Organizational communication, Leadership Styles, and Training & Development are three independent variables that influence Employee performance.

2.8 Hypotheses

Based on the conceptual framework (Figure 2.1), relevant research articles, concept and theories as above, the researcher has formed the following hypotheses.

H1: Organizational communication affect to employee performance.

H2: Leadership Styles affect to employee performance.

H3: Training & Development affect to employee performance.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter introduces research methodologies that deal with study types and study designs, quality of study instruments, data collection, populations and samples, sampling techniques, study procedures and timeframes, hypothesis testing and data analysis. This chapter is organized as follows.

3.1 The Type of Research and Tool

In this survey research uses the closed-ended questionnaire to be a tool for data collection. This questionnaire consists of six parts: the demographic & personal data questions (12 questions), organizational communication (9 questions), leadership styles (9 questions), training & development (11 questions), employee performance (7 questions), and opinion & comments. The total questions are 48 questions.

Part 1: Demographic & personal data (12 questions)

- 1) What is your gender?
- 2) What is your age?
- 3) What is your marital status?
- 4) What is your job position?
- 5) What is your years of working experience n present Company?
- 6) What is your education level?
- 7) What is your monthly salary level?
- 8) What is your type of employee?
- 9) Which of the following can motivate you at work?
- 10) Which of the following impact your performance at work?
- 11) Are you passionate about what you are doing?
- 12) What do you see yourself in the next five years?

Part 2: Organizational communication (9 questions)

- 1) Formal communication allows me to share critical, accurate, and clear information.
- 2) The formal exchange of information allows me to create quality works.
- 3) I choose and employ a communication medium based on its ability to

communicate information.

4) Communication via written directions and reports is clear and straightforward to me.

5) Oral communication media (face-to-face, phone, and meetings) allow me to get immediate and clear information

6) I communicate with colleagues while keeping in mind the organization's current communication climate.

7) In the workplace, I communicate with people who are open-minded and trustworthy.

8) I am allowed to share my thoughts and provide suggestions to upper level personnel concerning work-related difficulties.

9) As a result of the open and healthy communication climate, I am able to improve my work performance.

Table 3.1: Organization Communication

Variables	Questions	References
Communication Patterns	<ol style="list-style-type: none"> 1. Formal communication allows me to share critical, accurate, and clear information. 2. The formal exchange of information allows me to create the quality works. 	Weldeghebriel F. Z. (2020).
Communication Medium	<ol style="list-style-type: none"> 1. choose and employ a communication medium based on ts ability to communicate information. 2. Communication via written directions and reports is clear and straightforward to me. 3. Oral communication media (face-to-face, phone, and meetings) allow me to get immediate and clear information. 	

(Continued)

Table 3.1(Continued): Organizational Communication

Variables	Questions	References
Communication Climate	<p>1. I communicate with colleagues while keeping in mind the organization's current communication climate.</p> <p>2. In the workplace, I communicate with people who are open-minded and trustworthy.</p> <p>3. I am allowed to share my thoughts and provide suggestions to upper-level personnel concerning work-related difficulties.</p> <p>4. As a result of the open and healthy communication climate, I am able to improve my work performance.</p>	Weldeghebriel F. Z. (2020).

Part 3 Leadership styles (9 questions)

- 1) My manager always leads me by example.
- 2) My manager promotes teamwork and general excitement.
- 3) My manager encourages new ways of looking at completing assignments.
- 4) My manager encourages self-improvement.
- 5) My manager set work objectives clearly for achieving good performance.
- 6) My manager discuss specific terms who is responsible for achieving performance targets.
- 7) My manager helps employees in achieving their goals for self-actualization.
- 8) My manager allows employees to determine what needs to be done and how to do it.
- 9) My manager delegates tasks to each individual or majority to implement a new procedure or process.

Table 3.2: Leadership Styles

Variables	Questions	References
Transformational Leadership	1. My manager always leads me by example. 2. My manager promotes teamwork and general excitement. 3. My manager encourages new ways of looking at completing assignments. 4. My manager encourages self -improvement.	Hughes, Tawney A. (2014).
Transactional Leadership	1. My manager set work objectives clearly for achieving good performance. 2. My manager discusses specific terms who is responsible for achieving performance targets.	Lai, P.S.K. (2019).
Laisses-Faire Leadership	1. My manager helps employees in achieving their goals for self-actualization. 2. My manager allows employees to determine what needs to be done and how to do it. 3. My manager delegates tasks to each individual or majority to implement a new procedure or process.	Alkhasawneh, A. R. (2019).

Part 4 Training & development (11 questions)

1) I've completed the company's introduction training, so I understand what my responsibilities will be.

2) I feel a great connection to the other employees of the organization after attending the company's induction training.

3) I consider remain working at the organization after attending the induction training.

4) I generally thought that introduction training was beneficial.

5) Employees can receive feedback using the coaching method to make any necessary improvements.

6) Providing step-by-step job instructions in the event of mistakes and corrections by trainers is more effective in training program.

7) Work base learning program allow to integrate interest job position in workplace.

8) Participation in training exercises using the class-room lecture method is a way to improve my communication skills.

9) I often follow video presentations that make me to understand better for training implementation.

10) I often acquire the vestibule training method in order to support operational activities.

11) I frequently use the case study approach to help me identify problems and suggest solutions.

Table 3.3: Training & Development

Variables	Questions	References
Induction Training	<p>1. I have completed the company's introduction training, so I understand what my responsibilities will be.</p> <p>2. I feel a great connection to the other employees of the organization after attending the company's induction training.</p> <p>3. I consider remain working at the organization after attending the induction training.</p> <p>4. I generally thought that induction training was beneficial.</p>	Hendricks, K., & LouwPotgieter, J. (2012).

(Continued)

Table 3.3 (Continued): Training & Development

Variables	Questions	References
On-The-Job Training	<ol style="list-style-type: none"> 1. Employees can receive feedback using the coaching method to make any necessary improvements. 2. Providing step-by-step job instructions in the event of mistakes and corrections by trainers is more effective in training program. 3. Work base learning program allow to integrate interest job position in workplace. 	Nawarathna, K. J. N. M. D. V., Abeykoon, M. W. M., & Harshani, M. D. R. (2021).
Off-The-Job Training	<ol style="list-style-type: none"> 1. Participation in training exercises using the class-room lecture method is a way to improve my communication skills. 2. I often follow video presentations to help me better understand the implementation training. 3. I often acquire the vestibule training method in order to support operational activities. 4. I frequently use the case study approach to help me identify problems and suggest solutions. 	Nainggolan, W. D. M. (2018).

Part 5 Employee performance (7 questions)

- 1) I am mindful of the outcomes I needed to accomplish in my work.
- 2) At work, I am able to distinguish between major and minor concerns.
- 3) I used to offer assistance to my colleagues when asked or needed.
- 4) I actively look for ways to enhance my performance at work.
- 5) I communicate effectively with my colleagues in order to solve problems and decision making.
- 6) I could manage changes in my job quite well whenever the situation needed.
- 7) I have no problems with job flexibility.

Table 3.4: Employee Performance

Variables	Questions	References
Task Performance	1. I am mindful of the outcomes I needed to accomplish in my work. 2. At work, I am able to distinguish between major and minor concerns.	Koopmans, L., Bernaards, C. M.,
Contextual Performance	1. I used to offer assistance to my colleagues when asked or needed. 2. I actively look for ways to enhance my performance at work. 3. I communicate effectively with my colleagues in order to solve problems and decision making.	Hildebrandt, V., & Beek, A. J. V. D. (2014).
Adaptive Performance	1. I could manage changes in my job quite well whenever the situation needed. 2. When necessary, I am willing to change my behavior in order to get along with colleagues.	Voirin, A. C., & Roussel, P. (2012).

Part 6 Opinion & Comments

Open-end question for other opinion and comments.

3.2 The Research Design

The online questionnaire will be measured as following:

3.2.1 Part 1: the fact: nominal and ordinal scale

3.2.1.1 Male, Female

3.2.1.2 Between 18 to 30, Between 31 to 40, Between 41 to 50, Over

50

3.2.1.3 Single, Married, Others (Please specify)

3.2.1.4 Supervisor, Engineer, Technician, Administrative, Cleaner, Driver, Others (Please specify)

3.2.1.5 0 to 1 year, 2 to 3 years, 4 to 5 years, Over 5 years.

3.2.1.6 High School, Diploma, Bachelor, Master or above

3.2.1.7 Between SGD 100 to SGD 500, Between SGD 501 to SGD 1000, Between SGD 1001 to SGD 2000, Above SGD 2000

3.2.1.8 Full time, Part Time

3.2.1.9 Promotion, Career opportunity, Workplace Flexibility, pay raise or performance bonus, all of the above, Others (Please specify)

3.2.1.10 communication, leadership, employee training, all of the above, Others (Please specify)

3.2.1.11 Yes, No

3.2.1.12 Get Promotion, Expert in related field, Increase payroll, switch job, Others (Please specify)

3.2.2 Part 2-4: the attitude of independent variables: interval scale (the least (1) to the most (5))

3.2.2 Part 5: the attitude of dependent variable: interval scale (the least (1) to the most (5))

Scale 5 – Most Agree

Scale 4 – More Agree

Scale 3 - Moderate Agree

Scale 2 – Less Agree

Scale 1 – Least Agree

For part 2-5 of the questionnaire, which consists of Likert's 5-point scale, the statistical mean range for the interpretation of the mean are calculated below:

$$\text{Range} = \frac{\text{Maximum-Minimum}}{\text{Scale Level}}$$

$$= \frac{5-1}{5} = 0.8$$

5

Source: Preedy, V.R., & Watson, R.R. (eds) (2010). Handbook of Disease

Burdens and Quality of Life Measures. Springer, New York, NY.

https://doi.org/10.1007/978-0-387-78665-0_6363

Table 3.5: The Range of Mean Interpretation

Range	Interpretation
1.00–1.80	Least Agree
1.81–2.60	Less Agree
2.61–3.40	Moderate Agree
3.41–4.20	More Agree
4.21–5.00	Most Agree

The statistics used will be 2 types:

1. Descriptive statistics, which is composed of frequency, percentage, mean, and standard deviation.

2. Inferential statistics, which is composed of the Multiple Regression Analysis Test

3.3 The Quality of the Research Tool

The online questionnaire was checked for validity and approved by the advisor Dr. Chutimavadee Thongieen. The reliability test was conducted with a volunteer sample group of 40 respondents. After obtained the data from 40 respondents and analyzed by using Cronbach's Alpha in the statistical software, the Organizational Communication scale is .950, Leadership Styles scale is .969, Training & Development scale is .955, Employee Performance scale is .972, with total Reliability scale of .985. The required value to be accepted is 0.7-1.00 (Cronbach, 1951). According to the result, the questionnaires have accomplished with benchmark and acceptable.

Table 3.6: The Total Reliability Test Results

Variables	Cronbach's Alpha	N (number) of items
Organizational Communication	.950	12
Leadership Styles	.969	12
Training & Development	.955	12
Employee Performance	.972	12
Total	.985	48

3.4 The Data Collection

In this research, use quantitative data collection methods using surveying from questionnaires with closed-ended questions. The questionnaire was sent to the through online Google form due to the time constrains for collecting data from each site location and also the current situation of Covid-19 safety measurement.

3.5 The Population and Sample

The study population was employees who were both part-time and full-time workers and the target population of study are both management and non-management level employees from engineering service industry. Due to large population in industry which is unpredictable therefore 400 sample size were taken into consideration for this research as per Yamane's Table sample size.

3.6 The Sampling Technique

This study used purposive sampling approaches to pick the groups that the researchers consider to be appropriate for the study. Based on this study, which was done in the area of engineering service industry. As a result, a purposive sample was

used to find employee responses in the industry in order to obtain the proper solution and cover the entire sector.

3.7 The Research Procedure and Timeline

According to Kline (1999), the acceptable amount of alpha in reliability analysis is 0.8 and 0.7 in the ability test. The alpha value of 0.6 is unreliable and should not be used in the research. The data from surveys was examined using Cornbach's Alpha, and the questionnaire was accepted for the alpha value between 0.7 and 1.00. A sample of 40 respondents was used for the reliability test. After testing the dependability of a sample population of 40 persons in the statistical software, an Alpha commission of .985 was obtained. Therefore, the adviser approved the launch of a survey of 400 persons in December 2022 and collected all the questionnaires answer collected completely within the period from 20th December 2022 to 8th January 2023 for further process.

3.8 The Hypotheses Test and Data Analysis Hypotheses:

Hypothesis 1: Organizational communication affect to employee performance

Hypothesis 2: Leadership Styles affect to employee performance

Hypothesis 3: Training and development affect to employee performance

The followings are the statistical tools used for data analysis:

3.8.1 Descriptive Statistics: These statistics were used to analyze the demographic data of the respondents. The information included is age, gender, education, and more. A descriptive statistic is used to analyze and summarize the characteristics and observations of the data and present them in the form of percentages.

3.8.2 Inferential Statistics: These statistics are used to interpret the meaning of the data, and the relationship between the variables. Multiple Regression Analysis was used to test the hypotheses and to study the relationship between the independent variables.

CHAPTER 4

DATA ANALYSIS

This survey research intends to examine the connection between organizational communication, leadership styles, training & development and employee performance in engineering service industry in Singapore. Utilizing the questionnaire as a tool to gather information and reveal data analysis to evaluate the hypothesis for each study variable.

The total six sections of this chapter include the following information:

4.1 : Analysis of demographic data

4.2: Analysis of organizational communication factors

4.3 : Analysis of leadership styles factors

4.4 : Analysis of training & development factors

4.5 : Analysis of employee performance

4.6 : Analysis of the relationship between organizational communication, leadership styles, training & development and employee performance.

4.7 : Results of Hypothesis Testing

4.1 Demographic Data

The research results for this part included personal information from all 400 respondents, including gender, age, marital, job position, working experience, educational background, salary level, and employee type. The information is condensed and shown in frequency and proportion of the respondents' demographic profile.

Table 4.1: Analysis of demographic data of 400 respondents

Demographic Data	Frequency	Percentage (%)
Gender:		
Male	249	62.3

(Continued)

Table 4.1 (Continued): Analysis of demographic data

Demographic Data	Frequency	Percentage (%)
Female	151	37.8
Total	400	100
Age:		
Between 18 to 30	193	48.3
Between 31 to 40	139	34.8
Between 41 to 50	45	11.3
Over 50	23	5.8
Total	400	100
Marital:		
Single	242	60.5
Married	158	39.5
Others	-	-
Total	400	100
Job Position:		
Manager	51	12.8
Supervisor	37	9.3
Engineer	139	34.8
Technician	93	23.3
Administrative	54	13.5
Driver	10	2.5
Others	16	3.8
Total	400	100
Working experience:		
0-1 year	55	13.8
2-3 years	175	43.8
4-5 years	53	13.3
Over 5 years	117	29.3
Total	400	100

(Continued)

Table 4.1 (Continued): Analysis of demographic data

Demographic Data	Frequency	Percentage (%)
Education:		
High School	80	20
Diploma	62	15.5
Bachelor	223	55.8
Master and above	35	8.8
Total	400	100
Salary:		
Between SGD100~SGD500	36	9
Between SGD501~SGD1000	13	3.3
Between SGD1001~SGD2000	112	28
Above SGD2000	239	59.8
Total	400	100
Type of employee:		
Full Time	389	97.3
Part Time	11	2.8
Total	400	100
Which of the following can motivate you at work?		
Promotion	10	2.5
Career opportunity	32	8
Workplace flexibility	19	4.8
Pay raise or performance bonus	68	17
All of the above	266	66.5
Others	5	1.3
Total	400	100
Which of the following impact your performance at work?		
Communication	35	8.8
Leadership	28	7

(Continued)

Table 4.1 (Continued): Analysis of demographic data

Demographic Data	Frequency	Percentage (%)
Employee training	18	4.5
All of the above	314	78.5
Others	5	1.3
Total	400	100
Passionate:		
Yes	378	94.5
No	22	5.5
Total	400	100
See yourself in next 5 years:		
Get promotion	90	22.5
Expert in related filed	145	36.3
Increase payroll	116	29
Switch Job	32	8
Others	17	4.2
Total	400	100

According to table 4.1, most of the respondents are male employees at 62.3 percent (N=249) and followed by female employees at 37.8 percent (N=151). The results show that most of the employees are aged between 18 and 30 years old at 48.3 percent (N=193), followed by the age of 31-40 years old at 34.8 percent (N=139), followed by the age of 41-50 years old at 11.3 percent (N=45) and lastly followed by over 50 years old at 5.8 percent (N=23).

As for martial status, most of the employees mentioned as single at 60.5 percent (N=242) and the remaining employees are married at 39.5 percent (N=158).

According to the result of job position, most of the employees are working as engineer at 34.8 percent (N=139), followed by technician post at 23.3 percent (N=93), followed by administrative post at 13.5 percent (N=54), followed by Manager post at

12.8 percent (N=51), followed by supervisor post at 9.3 percent (N=37), followed by driver post at 2.5 percent (N=10) and remaining other posts are 3.8 percent (N=16).

According to the result of work experiences, most of the employees are working for current company for the period of 2-3 years at 43.8 percent (N=175), followed at 29.3 percent (N=117) is above 5 years, followed at 13.8 percent (N=55) is between 0-1 year and 13.3 percent (N=53) is between 4-5 years time.

As for the education, most of the employees are bachelor degree holder by 55.8 percent (N=223), followed by high school level at 20 percent (N=80), followed by diploma level at 15.5 percent (N=62) and followed by master and above level at 8.8 percent (N=35).

According to the result of monthly salary income, most of the employees earns above SGD2000 as 59.8 percent (N=239), followed by 28 percent (N=112) between SGD1001 to SGD2000, followed by 9 percent (N=36) is between SGD100 to SGD500 and remaining employee earns SGD501 to SGD1000 at 3.3 percent (N=13).

As for employee type, most of the employees are working as full time at 97.3 percent (N=389) and 2.8 percent (N=11) are part time employees as per survey.

Most of the employees are motivated by all the factors mentioned (promotion, career opportunity, workplace flexibility and pay raise or performance bonus) at 66.5 percent (N=266), followed by 17 percent employee (N= 68) who are motivated only by pay raise or performance bonus, followed by 8 percent employees (N=32) who are motivated only by career opportunity, followed by 2.5 percent employees (N=10) who are motivated only by promotion and remaining employees 1.3 percent (N=5) are motivated by other factors in this survey.

As per the result of performance behavior, 78.5 percent employees (N=314) mentioned that behavior is effected by all the factor mentioned (communication, leadership and employee training), followed by 8.8 percent employee (N= 35) who are affected only by communication, followed by 7 percent employee (N= 28) who are affected only by leadership, followed by 4.5 percent employee (N= 18) who are affected only by employee training and remaining 1.3 percent (N=5) are affected by other factors in this survey.

94.5 percent (N=378) employees mentioned that they are passionate of what they are doing and remaining 5.5 percent (N=22) employees are not passionate of what they are doing at work.

According to the result, most of the respondents see their self in next 5 years as “expert n related filed” by 36.3 percent (N=145), followed by “Increase payroll” as 29 percent (N=116), followed by “get promotion” as 22.5 percent (N=90), followed by “switch job” as 8 percent (N=31) and lastly “others” by 4.2 percent (N=17).

4.2 Analysis of Organizational Communication

Following table explained the analysis of organizational communication factors. The mean, standard deviation and the mean interpretation are presented in following table 4.2.

Table 4.2: Organizational communication

Organizational communication	Mean	S.D	Interpretation
Formal communication allows me to share critical, accurate, and clear information.	4.17	.685	More Agree
The formal exchange of information allows me to create the required quantity.	4.23	.715	Most Agree
I choose and employ a communication medium based on its ability to communicate information.	4.2	.764	More Agree
Communication via written directions and reports is clear and straightforward to me.	4.26	.727	Most Agree
Oral communication media (face-to-face, phone, and meetings) allow me to get immediate and clear information.	4.26	.731	Most Agree
I communicate with colleagues while keeping in mind the organization’s current communication climate.	4.25	.753	Most Agree

(Continue)

Table 4.2 (Continued): Organizational communication

Organizational communication	Mean	S.D	Interpretation
In the workplace, communicate with people who are open-minded and trustworthy.	4.32	.740	Most Agree
I am allowed to share my thoughts and provide suggestions to upper-level personnel concerning work-related difficulties.	4.27	.758	Most Agree
As a result of the open and healthy communication climate, i am able to improve my work performance	4.35	.689	Most Agree
Total	4.25	.56	Most Agree

According to the result of table 4.2, the overall mean for organizational communication is “Most Agree” level (M=4.25, SD=.56). The highest mean value is the last statement “As a result of the open and healthy communication climate, i am able to improve my work performance” with the most agree level of (M=4.35, SD=.689). Moreover, “ in the workplace, communicate with people who are open-minded and trustworthy” (M=4.32, SD=.740), “ I am allowed to share my thoughts and provide suggestions to upper level personnel concerning work-related difficulties.” (M=4.27, SD=.758), “Communication via written directions and reports is clear and straightforward to me” (M=4.26, SD=.727), “Oral communication media (face-to-face, phone, and meetings) allow me to get immediate and clear information” (M=4.26, SD=.731), “ communicate with colleagues while keeping in mind the organization’s current communication climate” (M=4.25, SD=.753), “ The formal exchange of information allows me to create the required quantity” (M=4.23, SD=.715), are at the second highest “Most Agree” level and the lowest mean value are “ choose and employ a communication medium based on its ability to communicate information” (M=4.2, SD=.764) and “Formal communication allows me to share critical, accurate, and clear information” (M=4.17, SD=.685) at the “More Agree” level .

4.3 Analysis of Leadership Styles

Following table explained the analysis of leadership styles factors. The mean, standard deviation and the mean interpretation are presented in following table 4.3.

Table 4.3: Leadership Styles

Leadership Styles	Mean	S.D	Interpretation
My manager always leads me by example.	4.14	.813	More Agree
My manager promotes teamwork and general excitement.	4.11	.814	More Agree
My manager encourages new ways of looking at completing assignments.	4.11	.811	More Agree
My manager encourages self- improvement.	4.11	.779	More Agree
My manager set work objectives clearly for achieving good performance.	4.05	.821	More Agree
My manager discusses specific terms who is responsible for achieving performance targets.	4.01	.842	More Agree
My manager helps employees in achieving their goals for self-actualization.	4.07	.858	More Agree
My manager allows employees to determine what needs to be done and how to do it.	4.11	.777	More Agree
My manager delegates tasks to each individual or majority to implement a new procedure or process.	4.10	.811	More Agree
Total	4.09	.677	More Agree

According to the result of table 4.3, the overall mean for leadership styles is “More Agree” level (M=4.09, SD=.677). The highest mean is the first statement “My manager always leads me by example.” with the more agree level of (M=4.14, SD=.813). Moreover, “ My manager promotes teamwork and general excitement” (M=4.11, SD=.814), “My manager encourages new ways of looking at completing

assignments” (M=4.11, SD=.811), “My manager encourages self- improvement” (M=4.11, SD=.779), “My manager allows employees to determine what needs to be done and how to do it” (M=4.11, SD=.777), “ My manager delegates tasks to each individual or majority to implement a new procedure or process” (M=4.10, SD=.811), “My manager helps employees in achieving their goals for self-actualization” (M=4.07, SD=.858), “My manager set work objectives clearly for achieving good performance” (M=4.05, SD=.821) are at “More Agree” level and the lowest mean value is the sixth statement “My manager discusses specific terms who is responsible for achieving performance targets.” with the more agree level of (M=4.01, SD=.482).

4.4 Analysis of Training & Development

Following table explained the analysis of training & development factors. The mean, standard deviation and the mean interpretation are presented in following table 4.4.

Table 4.4: Training & Development

Training & Development	Mean	S.D	Interpretation
I have completed the company’s introduction training, so understand what my responsibilities will be.	4.33	.723	Most Agree
I feel a great connection to the other employees of the organization after attending the company’s induction training.	4.2	.797	More Agree
I consider remain working at the organization after attending the induction training.	4.09	.813	More Agree
I generally thought that the induction training was beneficial.	4.11	.772	More Agree

(Continued)

Table 4.4 (Continued): Training & Development

Employee Performance	Mean	S.D	Interpretation
Employees can receive feedback using the coaching method to make any necessary improvements.	4.13	.767	More Agree
Providing step-by-step job instructions in the event of mistakes and corrections by trainers is more effective in training program.	4.21	.765	Most Agree
Work base learning program allow to integrate interest job position in workplace.	4.24	.742	Most Agree
Participation in training exercises using the class-room lecture method is a way to improve my communication skills.	4.19	.732	More Agree
I often follow video presentations that make me to understand better for training implementation.	4.16	.738	More Agree
I often acquire the vestibule training method in order to support operational activities.	4.11	.732	More Agree
I frequently use the case study approach to help me identify problems and suggest solutions.	4.18	.757	More Agree
Total	4.17	.603	More Agree

According to the result of table 4.4, the overall mean for training & development is “More Agree” level (M=4.17, SD=.603). The highest mean is the first statement “I have completed the company’s introduction training, so understand what my responsibilities will be.” with the most agree level of (M=4.33, SD=.723). Moreover, “Work base learning program allow to integrate nterest job position in workplace” (M=4.24, SD=.742), “Providing step-by-step job instructions in the event of mistakes and corrections by trainers s more effective in training program” (M=4.21, SD=.765) are the second highest mean value at “Most Agree” level. “I feel a great connection to the other employees of the organization after attending the

company's induction training" (M=4.2, SD=.797), "Participation in training exercises using the class-room lecture method is a way to improve my communication skills" (M=4.19, SD=.732), "I frequently use the case study approach to help me identify problems and suggest solutions" (M=4.18, SD=.757), "I often follow video presentations that make me to understand better for training implementation" (M=4.16, SD=.738), "I generally thought that the induction training was beneficial" (M=4.11, SD=.772), "I often acquire the vestibule training method in order to support operational activities" (M=4.11, SD=.732), "Employees can receive feedback using the coaching method to make any necessary improvements" (M=4.13, SD=.767) are at "More Agree" level and the lowest mean is the third statement "I consider remain working at the organization after attending the induction training." with the more agree level of (M=4.09, SD=.813).

4.5 Analysis of Employee Performance Factors

Following table explained the analysis of training & development factors. The mean, standard deviation and the mean interpretation are presented in following table 4.5.

Table 4.5: Employee performance

Employee Performance	Mean	S.D	Interpretation
I am mindful of the outcomes needed to accomplish in my work.	4.41	.724	Most Agree
At work, i am able to distinguish between major and minor concerns.	4.34	.708	Most Agree
I used to offer assistance to my colleagues when asked or needed.	4.37	.739	Most Agree
I actively look for ways to enhance my performance at work.	4.39	.677	Most Agree

(Continued)

Table 4.5 (Continued): Employee performance

Employee Performance	Mean	S.D	Interpretation
I communicate effectively with my colleagues in order to solve problems and decision making.	4.36	.726	Most Agree
I could manage changes in my job quite well whenever the situation needed.	4.34	.689	Most Agree
When necessary, I am willing to change my behavior in order to get along with colleagues.	4.37	.683	Most Agree
Total	4.36	.610	Most Agree

According to the result of table 4.5, the overall mean for the employee performance competency is “Most Agree” level ($M=4.36$, $SD=.610$). The highest mean is the first statement “I am mindful of the outcomes needed to accomplish in my work” with the most agree level of ($M=4.41$, $SD=.724$). Moreover, “I actively look for ways to enhance my performance at work” ($M=4.39$, $SD=.677$), “I used to offer assistance to my colleagues when asked or needed” ($M=4.37$, $SD=.739$), “When necessary, i am willing to change my behavior in order to get along with colleagues” ($M=4.37$, $SD=.683$), “I communicate effectively with my colleagues in order to solve problems and decision making” ($M=4.36$, $SD=.726$) are the second highest mean value at “Most Agree” level and the lowest mean are the second statement “At work, I am able to distinguish between major and minor concerns” with the most agree level of ($M=4.34$, $SD=.708$) and the sixth statement “I could manage changes in my job quite well whenever the situation needed” with the most agree level of ($M=4.34$, $SD=.689$).

4.6 Analysis of the relationship between organizational communication, leadership styles, training & development and Employee Performance

This part analysis the relationship between the independent variables which are perceived organizational communication, leadership styles and training & development and the dependent variable, employee performance. In this part, multiple

linear regression was used for analyzing for such relationships. The findings were presented as below:

Table 4. 6: Model Summary

Model	R	R square	Adjusted R square	Std error of the estimate
1	.705	.497	.493	.434

a. Preditors: (Constant), Organizational Communication, Leadership Styles, Training & Development

b. Dependent Variable: Employee Performance

Table 4.7: Anova

Model	Sum of squares	df	Mean square	F	Sig
Regression	73.976	3	24.659	130.523	.000b
Residual	74.813	396	.189		
Total	148.789	396			

a. Dependent Variable: Employee Performance

a. Preditors: (Constant), Organizational Communication, Leadership Styles, Training & Development

Table 4.8: Correlations

		Employee Performance
Organizational Communication	Pearson Correlation	.653
	Sig (1-tailed)	.000
Leadership Styles	Pearson Correlation	.558
	Sig (1-tailed)	.000
Training & Development	Pearson Correlation	.678
	Sig (1-tailed)	.000

Table 4.9: Coefficients

Model	Unstandardized B	Coefficient Std Error	Standardized Coefficient Beta	t	Sig
Constant	.919	.176		5.233	0.000*
Organizational Communication	.415	.055	.382	7.521	0.000*
Leadership Styles	.157	0.43	.175	3.617	0.000*
Training & Development	.248	.053	.245	4.658	0.000*

a. Dependent Variable: Employee Performance

According to the results as shown in above tables, the adjusted R square value is dependent variable of independent variable is found to be .493. Adjusted R-square value indicates 49.3% variation of employee performance that can be attributed to the independent variables. The coefficient B of organization communication (.415), leadership styles (.157) and training & development (.248) means the linear

relationship is positive and means that regardless of other factors, for each 1-unit increase in employee performance, organizational communication will increase by 0.415 unit, leadership styles will increase by 0.157 unit and training & development will increase by 0.248 unit. The standard error was .434.

According to the Anova test, F value equal to 130.523 and P value is 0.000 which is less than ($P < 0.05$). Therefore, the independent variables and dependent variable are statistically associated.

Additionally, the above findings revealed that the first hypothesis factor organizational communication, $Beta = .382$, $t = 7.521$ with the p value of 0.000 which is less than significance level of 0.05. Thus, organizational communication has positive and significant impact on employee performance.

The findings of the second hypothesis factor leadership styles revealed that, $Beta = .175$, $t = 3.67$ with the p value of 0.000 which is less than significance level of 0.05. Thus, leadership styles have positive and significant impact on employee performance.

Lastly, the findings of the third hypothesis factor training & development revealed that, $Beta = .245$, $t = 4.658$ with the p value of 0.000 which is less than significance level of 0.05. Thus, training & development has positive and significant impact on employee performance.

The results of the above analysis use the equation of the regression as following model:

$$y = a + b_1x_1 + b_2x_2 + b_3x_3$$

Where: y = Employee performance

a = Constant

b = Coefficient

x1 = Organizational Communication

x2 = Leadership Styles

x3 = Training & Development

Employee Performance = .919 + .415 Organizational communication + .157 Leadership styles + .248 Training & development

To sum up, analyzing the employee performance on the relationship between the organizational communication, leadership styles and training & development, all

the explanatory variables are positively influence. Among them, organizational communication is the most influence factor among other two variables.

4.7 Results of Hypothesis testing

Therefore, it can be concluded that all three hypotheses for this study were accepted as below Table 4.10:

Table 4.10: Summary of hypothesis testing

Hypothesis	Result
H1: Organizational communication affect to employee performance.	Supported
H2: Leadership Styles affect to employee performance.	Supported
H3: Training & Development affect to employee performance.	Supported

The summary of the results of hypothesis testing was illustrated in Table 4.10 as above, all hypotheses 1, 2 and 3 were supported. In conclusion, there is a significant correlation Organizational communication, leadership styles and training & development positively impact on Employee performances in Engineering Service industry n Singapore.

CHAPTER 5

SUMMARY, CONCLUSION AND DISCUSSION

This chapter has summarized the research findings of “ The mpact of organizational communication, leadership styles and training & development towards employee performance in Engineering Service ndustry in Singapore and the following are the research's guiding principles:

1. To explore the factors affecting organizational communication on employee performance in engineering service ndustry
2. To invistigate the factors affecting leadership styles on employee performance in engineering service industry
3. To dentify the factors affecting training & development on employee performance in engineering service industry

Close-ended and five-point Likert scale questionnaires were employed in this study's quantitative methodology. Due to the Covid 19 epidemic necessary safety precaution, 400 employees from multiple engineering companies participated in the survey, which was provided online.

5.1 Summary and conclusion

5.1.1 Demographic

Most of the respondents in this research are male, and the majority of them are at the ages of between 18 to 30 years old and majority of them are claimed as they are single. The majority of respondents' primary employment as Engineer in different companies. Most of the employees are working for the current company for two to three years till to the date and majority of their education is at bachelor level. The majority of employees' salary is above SGD2,000 and most of them are working at full time position. Most employees believe that “promotion, career oppotuniry, workplace flexibility and pay raise or performance bonus” can motivate them at work. Majority of employees mentioned that their performance at work also can be impcated by “communication, leadership and employee training”. Most of them are passionate

about what they are doing and additionally majority of employees see themselves as an expert in related field in the next 5 years' time.

5.1.2 Organizational communication

As per the result, the respondents were most agree for organizational communication variable.

5.1.3 Leadership styles

As per the result, the respondents were more agree for leadership styles variable.

5.1.4 Training & development

As per the result, training & development variable were at more agree level.

5.1.5 Employee performance

As per the result, the respondents were most agree for employee performance variable.

5.1.6 Results of hypothesis

H₁: Organizational communication is positively and significantly impacted on employee performance in engineering service industry in Singapore. According to the result, employees are able to improve their performance at work due to the result of open, healthy communication climate such as they are allowed to share their thoughts and suggestions concerning work related difficulties and additionally formal exchange communication, communication medium such as written and oral communication media are also contributed to their daily work in creating required good quality performance.

H₂: Leadership styles is positively and significantly impacted on employee performance in engineering service industry in Singapore. According to the survey result, employees increase their performance because their managers are leading and working through them by examples and encourages team-spirit and general enthusiasm. Additionally, employee increase performance at work because their manager is sharing power and allow open communication, set the goals clearly and promote new ways of completing tasks when necessary.

H₃: Training & development is positively and significantly impacted on employee performance in engineering service industry in Singapore. According to the survey result, employees increase their performance because training & development

program provided clear guidelines of what are their responsibilities will be and it allows to integrate interest job position in workplace. Additionally, class room training program build up employees relationship each others and created sense of belonging at work.

5.2 Discussion

The primary focus of this study is on the variables that have an impact on employees' performance in engineering service industry Singapore. The findings of the study indicate that:

- (1) Organizational communication has an influence on employee performance
- (2) Leadership styles has an influence on employee performance
- (3) Training & development has an influence on employee performance

Hypothesis 1: Organizational communication impact on employee performance in engineering service industry Singapore was accepted.

Weldeghebriel (2020) examined the influence of “organizational communication on employee performance in selected large manufacturing businesses in Eritrea” and the research overall findings revealed that there is a statistically significant relationship between organizational communication and employee performance in the selected large manufacturing businesses in Eritrea. This present study also proven that there is a significant relationship between organizational communication on employee performance.

Both formal and informal communication patterns have been found to have an impact on employee performance, according to study results. According to the correlation results, there is a statistically meaningful relationship between employee performance and communication patterns. The results of the ANOVA analysis also show that the communication patterns regression model substantially fits to predict the dependent variable. Therefore, in the selected companies in engineering sector Singapore, communication patterns have an impact on employee performance.

The study also showed that open communication, which is characterized by truthfulness, openness, trust, freedom, and a desire to share knowledge, promotes employee performance. Furthermore, employees in the chosen sector produced the necessary quantity and quality of work with better performances due to the usage of

appropriate communication medium. The results of this study's investigation into the relationship between communication medium and employee performance proved that using the right medium for communication raises employee performance. This is so that communication can be as efficient as possible. A communication medium can either improve or distort the intended message. Therefore, an appropriate medium has a part in transferring the appropriate information to the appropriate person, which determines how tasks are carried out, which in turn determines how well employees perform.

According to Structuration Theory (ST), communication climate is created and replicated within an organization through interactions between its members. The study's findings thus demonstrated that there is a climate of communication in the engineering companies that were chosen in Singapore, and that employees take that climate into account when communicating.

Hypothesis 2: Leadership styles impact on employee performance in engineering service industry Singapore was accepted.

According to Rathore et al (2017) investigated "The influence of Leadership Styles on Employees Performance under Perceptions of Organizational Politics" and The study's findings showed that managers (leaders) in Bangkok combine different aspects of leadership styles depending on the workplace they work in and overall, the results showed that transformational leadership was seen to have a positive effect and transactional leadership also had a positive effect on the significant subscales of job satisfaction. Positive impacts were also seen on the significant subscales of job satisfaction under both and laissez-faire leadership. The main job performance-related subscales of job satisfaction were observed to have a favorable impact on job performance. This present study also proven that there is a significant relationship between leadership styles on employee performance.

In order to bring about a good change, it is necessary to increase employee performance by accepting mechanisms to develop institutional performance. (Salman, Riaz, Saifullah & Rashid, 2011). The change leadership holds a prominent position among all leadership theories as a result of its alluring qualities. The success of this approach in the current context is entirely attributable to the close proximity of the leader and the followers. The format of a leadership style is based primarily on the degree of

motivation and confidence that results in a decentralized system that allows a person to perform as much as they can beyond their own personal interests at any time (Udoh & Agu, 2012).

The relationship between transformational, transactional, and laissez-faire leadership and employee success is measured using correlation and regression analysis. Both transactional contingent reward leadership behaviors and transformational leadership behaviors were favorably correlated with employee performance. This result has the implication that managers who are viewed as exhibiting strong leadership behaviors—transformational or transactional—will be seen as actively enhancing the productivity of their workforce. In summary, the transformational leadership style is significantly correlated with the performance results of dependability, efficacy at work, satisfaction, and extra effort. The research has provided some new information that will help people understand the preferred leadership style and strategy to use with subordinates at different professional levels. Using the findings, leaders can modify their behavior in useful ways to improve the performance of their subordinates, which will result in higher productivity for their companies.

Hypothesis 3: Training & development impact on employee performance in engineering service industry Singapore was accepted.

The desire to invest in training and development is supported by general human capital theories since such an investment is seen as being particularly beneficial for the performance and productivity of employees as well as the performance of the organization as a whole (Salah, 2016). Shem et al (2017) conducted the research of “effect of Training on Employees’ Performance: A Case of institutions of Higher Learning in Arusha City, Tanzania” and overall findings revealed that that employee performance effectiveness was high due to receipt of frequent training in terms of orientation, off-the-job training, on-the-job training, and coaching/mentoring. Orientation, off-the-job training, on-the-job training, and coaching/mentoring were also found to be favorably connected to employee performance. As a result, it was found that training & development program is an important aspect in improving performance since it raises the level of employees' performance. The present study also proven that that there is a significant relationship between training & development programs on

employee performance. Before implementing training programs, management in a company should determine areas of poor performance or actual skill or knowledge gaps. Companies can save more money by using performance evaluations to avoid paying for pointless training. Neelam Tahir et al. (2014) further claimed that the independent variables of development and training have a significant impact on the dependent variables of productivity, workers, and performance. Through improved employee knowledge and abilities, training and development increases productivity. The cornerstones of human resource management are training and development because they can improve performance at the individual and group levels and help the company reach its objectives. The primary finding of this study demonstrates a positive correlation between training and development and employee performance and productivity. Employee efficacy has a direct cause and effect relationship with employee performance, training, and development, according to a statistical analysis used to determine the causality of this relationship using the linear regression statistical model. In light of this, the researchers advise business groups to offer regular and thoughtful employee training and development programs. These initiatives ought to be able to increase workers' output, morale, and skill levels. In fact, the researchers recommended that experts be involved in the planning and execution of the organization's manpower training and development initiatives. They contend that by providing what is actually required and highly pertinent to the requirements of the employees, management and experts will avoid wastes, both in terms of time and resources. When this is done, the company will be repositioned at a level of higher performance and the goals of manpower training and development will be achieved.

From the overall findings, the three independent variables impact on employee performance. This research could help to provide a guideline for Singapore engineering service industry to emphasis on the areas of supporting in open and healthy communication, approaching in different leadership styles to employees which depends on working environment in which they operat is essential to drive employee performance and to provide training & development programs for employees as it is one of the crucial elements that contribute to the expansion of employees' necessary skills performance.

5.3 Recommendations of Further Application

Based on the results of the current research study, the following recommendations are meant to improve human resource management and the overall performance of the engineering service industry Singapore.

Regarding the organizational communication, this study proved that formal communication pattern was efficient and the chosen engineering companies should remain employing formal communication in order to maintain maximum effectiveness. According to Media Richness Theory (MRT), task performance will be improved when a task's requirements are matched to the medium's capacity for information transfer. This study revealed that communication medium has an impact on employee performance. The results also demonstrated that employees selected and used various communication channels based on their capacity to provide clear information. In order for employees to efficiently exchange information, the engineering service businesses should continue to provide them with a variety of communication medium, including electronic media. This study provided more evidence that, when compared to the other sub-variables, communication atmosphere has the greatest impact on employee performance. This research came to the conclusion that the communication environment in the chosen manufacturing companies in Eritrea affects employee performance. The link between the atmosphere of communication and employee performance was statistically significant. In the big manufacturing companies that were chosen, there was a culture of communication, and staff members took it into account when speaking. Therefore, it was observed that the chosen large manufacturer's employee performance is influenced by the communication medium. Therefore, the chosen engineering service companies ought to foster better communication (open communication).

Regarding the leadership styles, this study proved that while utilizing different leadership styles has varying effects on employee performance, it also has different implications on employee satisfaction. Idealized, inspirational, and intellectual leaders, which are characteristics of transformational leadership styles, helped their employees fulfill organizational goals. As per the study results, transactional leadership supported for specializing in the managerial, business, and overall organizational performance roles. Transactional leadership made clear the needs of their followers and the behavior

they anticipate from their employees. Managers, supervisors, leaders, and organizational heads shouldn't rely just on one type of leadership style because different components of leadership styles have an impact on different aspects of employee performance. The performance of the workforce would be improved by combining the different leadership styles. Therefore, the chosen engineering service companies should find the right blends of leadership philosophies that will help the company meet its aims as well as the employees' own targets or goals.

Regarding the training & development, this study proved that provision of at least one or more induction programs, such as introducing new employees to coworkers, giving them a tour of the facilities, giving them an employee handbook, and assigning suitable mentors to new employees contributed significantly to improve employee performance because new employees start gaining the connections with organizations and they feel the sense of belonging. This research revealed that organizations are strongly encouraged to use on-the-job training and development strategies for their workforce. These techniques make sure that no man hours are lost because of overall cost effectiveness. Additionally, the results showed that individual performance is influenced by coaching, and it also helps businesses become more competitive, maximize benefits, and minimize costs. Off-the-job training (lectures, computer-based training, games, simulations, etc.) had a positive impact on employees because these techniques made employees more communicative and supportive on operational activities. Therefore, the chosen engineering service companies should provide compulsory training programs for all employees in order to increase their awareness of the annual business plan, objectives and as well as to achieve performance goals.

5.4 Recommendations for Future Research

1. The engineering service industry is the only one that the current study's research focuses on. Therefore, more study should be done in different other industries in Singapore.
2. The current study examined the effects of organizational communication, leadership styles and training & development on employee performance. To clarify and

enlarge their perspective, the future potential researcher should investigate on other variables.

3. This study employed a quantitative approach, but the future potential researcher may use a qualitative approach to gain a thorough understanding of participants' actions and open-ended processes.



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APPEXDIX
ONLINE QUESTIONNAIRE

**The impact of organizational communication, leadership styles and training & development towards employee performance in engineering service industry
Singapore**

Dear participants,

This survey questionnaire is conducted for academic purpose for partial fulfillment of the requirement of Master of Business Administration. The purpose of this survey questionnaire is to research "the impact of organizational communication, leadership styles and training & development towards employee performance in engineering service industry Singapore".

To achieve this, I kindly request you to answer below questions by marking the box that the best represents your opinion. The information collected from you will not be associated with your name in our data and I agree that your personal data and responses shall be used solely for the purpose of this research and additionally I shall treat all provided information as strictly private and confidential. This data will be solely used for academic purposes.

The estimated amount of time for this survey is expected to take about 3-5 minutes.

Thank you

Tha Zin New

Part 1: Demographic and Personal Data

Explanation: Please mark \surd into that matches your information the most

1. What is your gender?

Male

Female

2. What is your age?

Between 18 to 30

Between 31 to 40

Between 41 to 50

Over 50

3. What is your marital status?

Single

Married

Others (Please specify)

4. What is your job position?

Manager

Supervisor

Engineer

Technician

Administrative

Driver

Others (Please specify)

5. What is your years of working experience in present Company?

0 – 1 year

2 – 3 years

4 – 5 years

Over 5 years

6. What is your education level?

High School

Diploma

Bachelor

Master and above

7. What is your monthly salary level?

Between SGD 100 to SGD 500

Between SGD 501 to SGD 1000

Part 2 (Continued): Organizational Communication

(Please tick the appropriate answer based on your agreement level)

No.	Organizational Communication	Least Agree (1)	Less Agree (2)	Moderate Agree (3)	More Agree (4)	Most Agree (5)
2	The formal exchange of information allows me to create the required quantity.					
3	I choose and employ a communication medium based on its ability to communicate information					
4	Communication via written directions and reports is clear and straightforward to me					
5	Oral communication media (face-to-face, phone, and meetings) allow me to get immediate and clear information					
6	I communicate with colleagues while keeping in mind the organization's current communication climate.					
7	In the workplace, I communicate with people who are open-minded and trustworthy.					

(Continued)

Part 2 (Continued): Organizational Communication

(Please tick the appropriate answer based on your agreement level)

No.	Organizational Communication	Least Agree (1)	Less Agree (2)	Moderate Agree (3)	More Agree (4)	Most Agree (5)
8	I am allowed to share my thoughts and provide suggestions to upper level personnel concerning work-related difficulties.					
9	As a result of the open and healthy communication climate, I am able to improve my work performance					

Part 3: Leadership Styles

(Please tick the appropriate answer based on your agreement level)

No.	Leadership Styles	Least Agree (1)	Less Agree (2)	Moderate Agree (3)	More Agree (4)	Most Agree (5)
1	My manager always leads me by example.					
2	My manager promotes teamwork and general excitement.					
3	My manager encourages new ways of looking at completing assignments.					
4	My manager encourages self-improvement.					

(Continued)

Part 3 (Continued): Leadership Styles

(Please tick the appropriate answer based on your agreement level)

No.	Leadership Styles	Least Agree (1)	Less Agree (2)	Moderate Agree (3)	More Agree (4)	Most Agree (5)
5	My manager set work objectives clearly for achieving good performance.					
6	My manager discusses specific terms who is responsible for achieving performance targets.					
7	My manager helps employees in achieving their goals for self-actualization.					
8	My manager allows employees to determine what needs to be done and how to do it.					
9	My manager delegates tasks to each individual or majority to implement a new procedure or process.					

Part 4: Training & Development

(Please tick the appropriate answer based on your agreement level)

No.	Training & Development	Least Agree (1)	Less Agree (2)	Moderate Agree (3)	More Agree (4)	Most Agree (5)
1	I have completed the company's introduction training, so I understand what my responsibilities will be.					
2	I feel a great connection to the other employees of the organization after attending the company's induction training.					
3	I consider remain working at the organization after attending the induction training.					
4	I generally thought that the induction training was beneficial.					
5	Employees can receive feedback using the coaching method to make any necessary improvements.					
6	Providing step-by-step job instructions in the event of mistakes and corrections by trainers is more effective in training program.					

(Continued)

Part 4 (Continued): Training & Development

(Please tick the appropriate answer based on your agreement level)

No.	Training & Development	Least Agree (1)	Less Agree (2)	Moderate Agree (3)	More Agree (4)	Most Agree (5)
7	Work base learning program allow to integrate interest job position in workplace.					
8	Participation in training exercises using the class-room lecture method is a way to improve my communication skills.					
9	I often follow video presentations that make me to understand better for training implementation.					
10	I often acquire the vestibule training method in order to support operational activities.					
11	I frequently use the case study approach to help me identify problems and suggest solutions.					

Part 5: Employee Performance

(Please tick the appropriate answer based on your agreement level)

No.	Employee Performance	Least Agree (1)	Less Agree (2)	Moderate Agree (3)	More Agree (4)	Most Agree (5)
1	I am mindful of the outcomes I needed to accomplish in my work.					
2	At work, I am able to distinguish between major and minor concerns.					
3	I used to offer assistance to my colleagues when asked or needed.					
4	I actively look for ways to enhance my performance at work.					
5	I communicate effectively with my colleagues in order to solve problems and decision making.					
6	I could manage changes in my job quite well whenever the situation needed.					
7	When necessary, I am willing to change my behavior in order to get along with colleagues.					

Part 6: Opinion & Comments

End of questionnaires.

Thank you for your participation.

BIODATA

First Name-Last Name Tha Zin Nwe

Email tha.nwe@bumail.net

Educational Background Bachelor of engineering (Hpa-An Technological
University, Myanmar)
Master of Business Administration candidate
(Bangkok University, Thailand)

Experience Experience in supply chain and project management

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